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Socialization of Social Media Ethics for Elementary School Students

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ABSTRACT

The rapid integration of digital technology in Indonesia presents a paradox: high digital access among elementary school students does not automatically translate into ethical social media behavior. This gap highlights the urgent need for structured socialization of digital ethics. This study aims to identify, evaluate, and synthesize effective pedagogical strategies for socializing social media ethics to 5th and 6th-grade elementary school students through a Systematic Literature Review (SLR). Following the PRISMA protocol, relevant articles from 2015-2025 were collected from databases such as SINTA and Google Scholar and analyzed using thematic synthesis. The results indicate that an effective approach is a multi-faceted strategy grounded in the framework of digital citizenship. Key pedagogical strategies identified include active learning methods such as Problem-Based Learning (PBL) and Inquiry-Based Learning (IBL) to foster critical thinking, Project-Based Digital Creation to internalize ethics through practice, and the crucial role of teacher role-modeling. This study concludes that socializing social media ethics requires a paradigm shift from mere technical instruction to developing holistic digital pedagogical competence, supported by systemic changes in teacher professional development.

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ABSTRACT

Integrasi teknologi digital yang cepat di Indonesia menghadirkan sebuah paradoks: akses digital yang tinggi di kalangan siswa sekolah dasar tidak secara otomatis diterjemahkan ke dalam perilaku bermedia sosial yang beretika. Kesenjangan ini menyoroti kebutuhan mendesak akan sosialisasi etika digital yang terstruktur. Penelitian ini bertujuan untuk mengidentifikasi, mengevaluasi, dan mensintesis strategi pedagogis yang efektif untuk mensosialisasikan etika bermedia sosial kepada siswa sekolah dasar kelas 5 dan 6 melalui Tinjauan Literatur Sistematis (Systematic Literature Review/SLR). Berdasarkan protokol PRISMA, artikel-artikel yang relevan dari tahun 2015-2025 dikumpulkan dari database seperti SINTA dan Google Scholar dan dianalisis menggunakan sintesis tematik. Hasil penelitian menunjukkan bahwa pendekatan yang efektif adalah strategi multi-segi yang didasarkan pada kerangka kewarganegaraan digital. Strategi pedagogis utama yang diidentifikasi termasuk metode pembelajaran aktif seperti Pembelajaran Berbasis Masalah (PBL) dan Pembelajaran Berbasis Inkuiri (IBL) untuk mendorong pemikiran kritis, Kreasi Digital Berbasis Proyek untuk menginternalisasi etika melalui praktik, dan peran penting pemodelan peran guru. Studi ini menyimpulkan bahwa sosialisasi etika media sosial membutuhkan perubahan

paradigma dari sekadar instruksi teknis menjadi pengembangan kompetensi pedagogis digital yang holistik, yang didukung oleh perubahan sistemik dalam pengembangan profesi guru.

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INTRODUCTION

The integration of digital technology in Indonesian education is an undeniable urgency to prepare the younger generation for future challenges (Putra dkk., 2024). However, amidst the rapid adoption of technology, a crucial paradox emerges, especially among elementary school students. High levels of access and intensity of gadget use do not automatically correlate with high levels of digital literacy, ethical behaviour, or critical thinking skills (Damanik dkk., 2025). This phenomenon, often called the "digital native" paradox, shows that passive exposure to technology is insufficient to form ethical understanding. This gap manifests in various worrying social problems, such as the massive spread of disinformation and hoaxes, increasing cases of cyberbullying, and the proliferation of content that threatens the nation's noble values (Damanik dkk., 2025).

The fundamental problem faced is the gap between technical competence and digital ethics. Students may be highly proficient at operating social media applications but often lack a deep understanding of the accompanying responsibilities, consequences, and ethics. Digital literacy is no longer just a complementary skill but a fundamental necessity for adapting and thriving in an increasingly connected world (Jailani, 2025). The lack of proficiency in using digital media wisely is often caused by a lack of structured competence and guidance (Septiari & Suwandi, 2024). This condition confirms that deliberate and systematic pedagogical intervention in the formal education environment has become a necessity.

Although various studies have confirmed the urgency of strengthening digital literacy as part of 21st-century character building (Utaminingsih et al., 2023), there is still a significant research gap. To date, there has not been much systematic synthesis summarizing practical, evidence-based pedagogical strategies specifically designed to socialize social media ethics to upper-level elementary school students (grades 5-6) in the Indonesian educational context. Most of the literature discusses the concept of digital citizenship generally (Damanik dkk., 2025) or focuses on developing critical thinking skills in general (Darminto dkk., 2025), without providing a consolidated strategic framework that can be directly applied by educators in the classroom. Therefore, this study aims to fill this gap by identifying, evaluating, and synthesizing various effective social media ethics socialization strategies through the Systematic Literature Review (SLR) method.

METHOD

This study uses a Systematic Literature Review (SLR) design, a structured approach aimed at identifying, evaluating, and synthesizing existing relevant research related to a specific research topic or question (Jailani, 2025). To ensure the credibility and transparency of the process, this study adopts the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, which is widely recognized in various systematic

literature studies.

The data collection procedure was carried out through three main stages: identification, screening, and eligibility and inclusion. The first stage was identification, where a comprehensive article search was conducted on academic databases. The databases used included Google Scholar for broad coverage, SINTA (Science and Technology Index) to capture reputable national publications, and international databases such as Scopus and ERIC to ensure global coverage (Putra et al., 2024). Search keywords were formulated using Boolean operators (AND, OR) in Indonesian and English to maximize result relevance. The keyword combinations used included ("etika media sosial" OR "ethical online behavior") AND ("sekolah dasar" OR "elementary school") AND ("literasi digital" OR "digital citizenship") AND "Indonesia" (Damanik et al., 2025).

The second stage was screening, where initial search results were filtered based on established inclusion and exclusion criteria. Inclusion criteria included articles published in peer-review journals between 2015 and 2025, indexed Sinta 1-2 or having equivalent international reputation, focusing on digital literacy, digital citizenship, or social media ethics for the elementary school level, and available in full text. Meanwhile, exclusion criteria included articles published outside the specified time range, non-journal articles (such as news articles or blogs), a focus on higher education or early childhood education, and articles that were not fully accessible.

The final stage was eligibility and inclusion. At this stage, the abstracts of articles that passed the initial screening were reviewed to ensure their relevance to the research objectives. Subsequently, articles deemed relevant were reviewed comprehensively (full-text reading) to ensure they explicitly discussed or presented strategies for socializing social media ethics. This process resulted in a final number of articles considered most relevant and high-quality for inclusion in the analysis.

Data analysis in this study was conducted using the thematic synthesis method. This method involves a systematic data extraction process from each selected article, especially related to socialization strategies, methods, or approaches. The extracted data were then coded and organized to identify recurring analytical patterns or themes across the literature (Jailani, 2025). This approach allowed for the identification of dominant and potential pedagogical strategies to be synthesized into a coherent framework.

RESULTS AND DISCUSSION

The synthesis of literature shows that effective socialization efforts for social media ethics for elementary school students cannot stand alone as an incidental program. Instead, this approach must be integrated within a broader framework and implemented through student-centered pedagogical strategies. There are three main, interrelated findings: the importance of a digital citizenship foundation, the application of active and creative pedagogical strategies, and implementation challenges centered on teacher readiness.

Digital Citizenship Framework as a Foundation for Social Media Ethics

In-depth analysis shows that teaching social media ethics in isolation, for example, only as a list of prohibitions, proves ineffective. The literature consistently recommends that this ethics education be based on a more comprehensive and positive framework, namely digital citizenship (Damanik et al., 2025). Digital citizenship is defined as a set of appropriate, responsible, and ethical behavioural norms related to technology use (Damanik et al., 2025). This framework shifts the paradigm from merely avoiding risks to forming identity, rights, and responsibilities as citizens in the digital space.

In the Indonesian educational context, this concept of digital citizenship is highly relevant and can be seen as a contemporary evolution of Pancasila and Citizenship Education

(PPKn). Core citizenship values such as responsibility, democracy, human rights, and unity must now be manifested in digital interactions. By framing social media ethics as part of digital citizenship, this material becomes more aligned with the goals of the Kurikulum Merdeka (Independent Curriculum) and the achievement of the Pancasila Student Profile, which emphasizes the formation of noble character, critical reasoning, and creativity. This approach not only provides a strong theoretical foundation but also makes it a national strategic imperative closely related to achieving the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).

Pedagogical Strategies for Socializing Social Media Ethics

The literature synthesis successfully identified several specific pedagogical strategies proven effective in instilling social media ethics. These strategies share a common thread: a shift from traditional, teacher-centered teaching methods to constructivist, student-centered approaches. This approach requires teachers to act as learning facilitators, not just information conveyors. Table 1 summarizes the synthesis of these strategies.

Table 1. Synthesis of Pedagogical Strategies for Socializing Social Media Ethics

Strategy	Core Concept	Empirical Basis (Citation)	Application Example (Grades 5-6)
Problem-Based & Inquiry-Based Learning	Using real-world scenarios to train ethical reasoning and collaborative problem-solving.	Darminto et al. (2025); Febriani (2025)	Group analysis of a cyberbullying case study, where students are asked to identify the problem, impact, and ethical solutions.
Project-Based Digital Creation	Internalizing ethical principles through the process of creating meaningful and authentic digital products.	Pambudi (2022); Prasetiyo et al. (2023)	Students create a digital campaign (poster or short video) with the theme "Filter Before Sharing" for dissemination within the school environment.
Teacher Role-Modeling as Digital Ethics Practice	The teacher becomes a role model in demonstrating responsible and empathetic digital behavior.	Angraini et al. (2017); Istenič & Lebeničnik (2020)	The teacher consistently uses polite and constructive language in class chat groups and gives appreciation for positive comments from students.

Active Problem-Based & Inquiry-Based Learning was identified as a highly effective method for developing critical thinking skills, which are a primary foundation for navigating ethical dilemmas online (Darminto et al., 2025). Through PBL, students are given direct experience in solving real problems in groups. For example, the teacher can present an authentic scenario, such as a screenshot containing cyberbullying comments or a piece of hoax news about the school. Students are then assigned to analyze the problem, discuss its potential dangers, and formulate the most ethical response. This process shifts the focus from merely memorizing rules to applying ethical reasoning in a relevant context.

Next, Project-Based Digital Creation is a powerful approach where students learn by creating simple digital products (Romadhon et al., 2025). This creative process not only

enhances technical skills but also fosters a deep understanding of the importance of creating and disseminating content ethically. For example, students can be assigned to create a short educational video or digital poster about how to identify fake news. Such projects require them to conduct research, collaborate digitally with group mates, and consider the impact of their message on the audience. Thus, ethical principles are internalized naturally through direct practice.

The third strategy, which is often overlooked but has a fundamental impact, is Teacher Role-Modeling as Digital Ethics Practice. Teachers hold a crucial role as positive role models in digital citizenship (Romadhon et al., 2025). When teachers consistently demonstrate empathy, responsibility, and communication ethics in their own digital interactions whether in class chat groups, emails, or when using social media for educational purposes students tend to adopt similar behaviours. This strategy lays a solid foundation for forming healthy and responsible digital habits in students.

Implementation Challenges and the Role of Teacher Readiness

Although the strategies above are proven potential, their implementation in the field faces significant challenges. The main obstacle consistently identified in the literature is the level of teacher readiness (Damanik et al., 2025). This challenge is not merely a lack of basic technical skills, but a deficit in digital pedagogical competence. This competence refers to the teacher's ability to design, facilitate, and evaluate learning experiences that integrate technology critically, creatively, and ethically (Damanik et al., 2025).

This problem is systemic, not just an individual failure. The low levels of self-confidence and competence reported by many teachers are a direct consequence of inadequate professional development models. Teacher training programs often focus too much on introducing tools or applications (tools-centered) and lack emphasis on pedagogical aspects (Damanik et al., 2025). When training only teaches how to use an application, but does not equip teachers with how to teach critical thinking through that application, the system has failed to provide the needed support. This gap is exacerbated by infrastructure disparities between regions, which risks widening the inequality of access to quality digital education (Putra et al., 2024).

CONCLUSION

Based on the results of the systematic literature review, it can be concluded that an effective approach to socializing social media ethics for elementary school students is not a single program, but an integrated, multifaceted strategy. This strategy requires three main pillars: first, a solid conceptual foundation within a positive and proactive digital citizenship framework; second, the implementation of active and creative pedagogical approaches such as problem-based and digital project-based learning; and third, consistent role-modeling from teachers as digital ethics practitioners.

The successful implementation of this strategy is highly dependent on a paradigm shift in teacher readiness, from mere technical mastery to holistic digital pedagogical competence. The main contribution of this study is to synthesize various fragmented research findings into a coherent and actionable framework for educators and policymakers in Indonesia. The main implication is the urgent need to redesign teacher professional development programs to focus more on contextual, practice-oriented digital pedagogy. For future research, it is recommended to develop and test the effectiveness of localized, open-source learning modules, for example, on identifying hoaxes and empathetic online communication. Furthermore, longitudinal research is also needed to measure the long-term impact of implementing this integrated strategy on students' digital behavior.

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