



Socialization of Media Awareness for Education Stakeholders in the Muhammadiyah School Area in Bandar Lampung City

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ABSTRACT

Digital media, including social media is kind of a double-edged sword, because of its convenience but also brings negative impacts that tend to be addictive and toxic. This PKM activity was carried out with sharing sessions, discussions and questions and answers as well as making a joint commitment in making self-concept, self-declare and self-regulation in digital utilization. The participants of the PKM activity were all Muhammadiyah school education stakeholders in Bandar Lampung. The participants included principals, teachers and students. The results of this PKM, have a significant effect on the knowledge and preparedness / vigilance of the participants towards the utilization and influence of the use of digital media

INTRODUCTION

After the Covid-19 pandemic, all parties inevitably became media consumers. This is because almost all activities during the 3-4 years of the pandemic were guided, connected and facilitated by the media. The space for movement in the online world, better known as cyberspace, is even limitless and eliminates the barriers of distance and time (Naufal, 2021). The tool that connects in this virtual world is a gadget or the internet. Based on Gallup research calculations, around 96% of Indonesian citizens are internet consumers (H & Ashri, 2021). Gadgets are a necessity, when there is no other way, school children must learn using the online learning system. Not only learning, making friends and seeking knowledge, inevitably, everything is connected and accessed in cyberspace, until almost privacy no longer exists. Teenagers, in this case students, are expected to be agents of social change towards a better and positively responsible future. This cannot be denied to be one of the major impacts or influences in the long term brought by the media (Rafiq, 2020).

In this change process, the role of teachers as representatives of parents, as well as educational institutions is very large (Kasrah & Suharti, 2024). It is necessary to involve educational stakeholders in assisting students or learners, living life and deflecting all bad possibilities due to unintelligent and unwise consumption of social media. School groups based on religiosity and recitation groups are expected to take a big role in efforts to stem the bad influence of social media use. Muhammadiyah schools are one of the schools chosen, because they are very committed to religious education issues that contribute positively to the mental and spiritual development of students (Retpitasaki, 2022). Facing this challenging life, adolescents and students need to be prepared mentally and spiritually, so that they do not fall into the abyss of despair, due to bullying and various increasingly heavy social life pressures (Aprilia et al., 2024).

Community Service Activities (PKM) in the form of socialization of media awareness is important to be carried out. This is because the media, especially social media, is addictive (addictive), fosters uncontrolled behavior, anxiety, neglect of tasks and the majority of its content is destructive (toxic) (Rizal et al., 2020). This is because media content is increasingly uncontrollable, such as pornography and pornoaction, SARA, cyber bullying, and HOAKS content (Harsanti & Hindiawati, 2024). Social media addiction can make teenagers, who are definitely school children, forget time, forget their targets and tasks in school. In addition, uncaring, violent and anti-social attitudes, depression and social pressure have become common symptoms suffered by students (Nur Cahaya et al., 2023). Limiting oneself in the media, being aware to its interesting, anesthetizing and toxic content. Socialization efforts to raise awareness of the dangers of social media toxicity, so that adolescents are more anticipatory and intelligent in the media, are therefore an urgent need (Nur Cahaya et al., 2023).

With the media's influence on people's lives, adolescents and students need to be given guidance to create self-awareness in consuming media. The general public, families and schools must jointly assist students to fortify themselves against the influence of social media. In schools, the role of teachers and guidance counselors is expected to play a big role in limiting, monitoring

and directing students to be aware to the toxicity of media content. Learners must be equipped with the ability to think clearly, critically and readily reject media content that endangers themselves and their social life. Learners must utilize and be selective, critically filtering (mindfulness) of social media impressions that hit them (Blegur & Amseke, 2024). This mindfulness attitude is expected to be able to foster self-regulation skills to control themselves against negative social media exposure (Darmayanti, 2024). PKM activities to socialize the importance of students being critical in the media have previously been carried out by pengabdian (Suharti, 2024). This is because the phenomenon of the rise and flood of information in the media, both mass media and social media, is a concern for all parties. Such is the magnitude of this unstoppable information that people call it an information tsunami. Information that is educational, information that is not educational and even very dangerous if watched or witnessed by children, is difficult to stem anymore. This concern is felt by families, especially parents, as well as educators. The world of education is now facing new enemies and competitors, which of course in terms of appearance and content are more attractive to students. This is a tough challenge for the world of education, to tutor together to provide strengthening, understanding and motivation to students to realize the dangers of media content that does not contain education.

The challenge for education is even greater because the institutions that are authorized to censor films and media shows are restricted. For example, LSF or the film censorship agency is not authorized to cut films that contain scenes that are not worth watching. LSF only gives warnings, but does not have the right to limit broadcasts. The broadcast can only be negotiated between the filmmaker and the media. KPI, or the Indonesian Broadcasting Commission, also does not have the right to censor social media shows. Only mass media is under KPI's monitoring, while services related to social media content complaints are still unclear (Natalia & Ajibulloh, 2023). Even though until now, social media is the most watched by the public, especially students, because of its easy access that is directly connected to personal media, namely cellphones.

Now, the ability of each person to be aware of the media is a necessity. Institutions that originally had the authority to censor and cut movie and media shows are now beginning to be blunted. Every person must have the ability and willingness to be critical, intelligent and wise in taking social media content, which is certainly uncensored and can be accessed by anyone anytime and anywhere that has a negative impact on its users (Lestari & Dwijayanti, 2020). This PKM activity aims to provide direction on the importance of wisely and intelligently utilizing social media with the ability to self-concept, the ability to self-declare (self-declare) to be able to make self-rules (self-regulations) to ward off the bad influence of social media content.

METHOD AND IMPLEMENTATION

This activity was carried out using the sharing session and discussion method.

Some of the materials in this PKM activity are listed below:

1. Sharing session on the dangers and benefits of excessive social media consumption
2. Sharing session Sorting and choosing healthy media content and utilizing it more productively
3. Discussion and Q&A
4. Commitment in making **self-concept** => **self-declare** and **self-regulations**.

This activity has been documented by the PKM team, in order to strengthen the evidence of PKM activities that have been carried out.

The following is presented documentation of the socialization of media aware for all education stakeholders in the Muhammadiyah school complex in Bandar Lampung.



Figure 1. The Participants Enthusiastically Followed the Sharing Sessions by the Speakers



Figure 2. The Participants Remained Enthusiastic About Receiving Information from the PKM Team



Figure 3. The Participants Remained Enthusiastic in Receiving the Workshop Materials and Support for Their Commitment to Media Awareness

RESULT AND DISCUSSION

This media aware socialization activity has been understood by the participants, in this case representatives of internal stakeholders of Muhammadiyah Bandar Lampung schools. These education stakeholders include school principals, teachers and education personnel as well as students of both junior and senior high schools of Muhammadiyah Bandar Lampung. The principals are committed to providing direction to teachers and staff, teachers are committed to providing direction, so that students realize the adverse effects of

excessive social media consumption and direct students to independently have the strength to fight social media content. Students are also committed to understanding their ideals and duties, so that they will sort and choose social media content according to their needs and at the right time, even doing social media fasting when needed such as when doing assignments, during exams, when helping parents and socializing with peers.

This kind of commitment and awareness is very important, considering the enormous temptation experienced by teenagers and students today. When the gadget is in hand, it is the self that can control it, because parents and or teachers certainly cannot monitor the use of this gadget at all times. In the midst of the current flow and tsunami of information, the sense of social care has begun to recede. So caring for oneself and the future is very important to instill in students. Not only care about knowledge of digital devices but also about aspects of personal and information security as well as privacy in using this digital media (Herawati, Sri et al., 2024).

Students have realized the adverse effects of social media content, physically, morally, socially and school performance. Targets in life, a strengthened self-concept and awareness as a human being with duties and obligations that must run in balance are fully understood. However, it must be admitted, despite the understanding or knowledge of the adverse effects of large media in damaging personality and achievement, students and teachers realize that there are still many obstacles to be consistent.

The results of this PKM activity can be displayed in the following table:

Table 1. PKM Activity's Results

No	Content	Knowledge	Understanding	Commitment
1.	Adverse impacts of social media (social, moral, achievement and health)	90 %	85 %	80%
2.	Tips for sorting and choosing media content and utilizing it wisely Self-concept, self-regulation	75%	80%	80%
3.	Self-concept, self-regulations	75%	75%	80%
4.	Media awareness: smart, critical and media fasting	80%	80%	75%
5.	Formulation of joint commitment: self-concept, self-regulation and media awareness	80%	80%	70%

Making a joint commitment is interesting, because when evaluated at the level of implementation, the results have not been maximized. In everyday life, the commitments that have been made still cannot be implemented optimally. This is due to various factors such as personal discipline, a less supportive environment and the temptation of interesting social media content, as well as the motive for utilizing free time.

Some commitments in the framework of self-regulations, starting from awareness of self-concept, continuing to self-declare and committing to making self-regulations for media awareness. Self-regulations have helped many students in order to achieve their progress and goals (Blegur & Amseke, 2024). Meanwhile, the self-concept guides adolescents about who they are, and how they should act and behave. The creation of the 3 steps of media aware is made in the form of a chart as below:

Table 2. Three Steps To Media Awareness

No	<i>Self-concept</i>	<i>Self-declare</i>	<i>Self-regulations</i>
1.	I'm a teacher - Muhammadiyah school principal	Should set an example and provide guidance to students and peers.	Lots of socializing, media fasting, optimizing fostering guiding and giving role models
2.	I am a teacher and parent to my children and students	Always commit to be in line between words and deeds	Setting an example in words and deeds according to the duties and functions of an educator and as a parent.
3.	I am a student of Muhammadiyah school	Must maintain the good name of the family and school	Not spending time watching or playing gadgets, prioritizing learning and creativity, actively participating in school extracurriculars
4.	I am a sholeh - sholehah person	Have a noble character, do not watch media carelessly, be ashamed to watch non-educational content, be good at choosing the right time and benefits	Fasting media and fasting playing games, active in recitation and study groups, Feel ashamed if you spend too much time on gadgets. Don't stay up late while watching, sleep a maximum of 10 p.m.
5.	I am religious	Feel ashamed if you sin in your heart,	Fasting only holding cellphones 2-3 hours a day,

		mind, eyes and words	utilizing time for positive things and being creative, using gadgets for learning and reciting to increase religious knowledge and the spirit of worship.
6.	I am a smart and kind child of mama and papa	Feel ashamed if you get bad grades	Diligent in learning Likes to work hard Light-hearted, helpful Not whiny

In life, a person needs a guide that will consistently guide him in socializing and even in work. The concept of self, who one is and what one wants to become, is determined by various aspects of oneself. Students will pursue their goals, which all come from self-awareness, about who they are (Al-abyadh et al., 2022). If a person has a concept of who he is, he will automatically declare himself according to his self-concept. Furthermore, he will commit to making rules, so that he does not deviate from the concept and declaration of himself. This process will be of great benefit in achieving goals and success in career or work and the future (Inam et al., 2023).

CONCLUSIONS AND RECOMMENDATIONS

Some important conclusions from this activity are as follows:

1. All parties, especially the school, are well aware of the negative impact of social media on social life, morale, achievement and health.
2. The impact must certainly be anticipated together, both individually, institutionally and state-wide, but there are still many obstacles in its implementation.

The lack of time available in the teaching and learning process, in order to provide additional material about preparedness in consuming media content, so there needs to be a special institution that is committed and authorized to monitor and control the content of mass media and social media.

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