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DIGITAL LITERACY AND INTERNET ETHICS OF JUNIOR HIGH SCHOOL STUDENTS IN UTILIZING SOCIAL MEDIA

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Kata Kunci:	ABSTRACT
Literasi Digital; Etika Berinternet; Media Sosial; Siswa SMP; Pembelajaran Digital	Perkembangan teknologi digital dan meningkatnya penggunaan media sosial di kalangan siswa sekolah menengah pertama (SMP) menuntut penguatan literasi digital dan etika berinternet dalam konteks pembelajaran. Penelitian ini bertujuan untuk menganalisis secara sistematis temuan penelitian terkait pengaruh literasi digital terhadap etika berinternet, peran sekolah dan guru, kontribusi literasi digital dalam pembelajaran, dan bentuk perilaku risiko berinternet yang dialami siswa SMP. Metode penelitian yang digunakan adalah <i>Systematic Literature Review</i> (SLR) dengan menganalisis lima artikel jurnal terindeks SINTA dan Scopus yang terbit pada periode 2022–2025. Proses analisis data dilakukan menggunakan <i>thematic analysis</i> untuk mengidentifikasi tema-tema utama sesuai dengan pertanyaan penelitian. Hasil sintesis menunjukkan bahwa literasi digital berpengaruh signifikan terhadap pembentukan etika berinternet dan perilaku bermedia sosial siswa dalam pemanfaatan media sosial untuk pembelajaran. Sekolah dan guru memiliki peran strategis dalam memperkuat literasi digital dan etika berinternet melalui pendampingan, pembiasaan, dan integrasi program literasi digital dalam pembelajaran. Literasi digital juga mendukung kemampuan siswa dalam memilah informasi dan meningkatkan kualitas interaksi belajar. Meskipun demikian, perilaku risiko berinternet seperti paparan informasi tidak terverifikasi dan penggunaan media sosial yang tidak terkontrol masih ditemukan, sehingga diperlukan penguatan etika digital dan pengawasan berkelanjutan.

Keywords:	ABSTRACTS
Digital Literacy; Internet Ethics; Social Media; Junior High School Students; Digital Learning	The development of digital technology and the increasing use of social media among junior high school students demands the strengthening of digital literacy and internet ethics in the learning context. This study aims to systematically analyze research findings related to the influence of digital literacy on internet ethics, the role of schools and teachers, the contribution of digital literacy to learning, and the forms of internet risk behavior experienced by junior high school students. The research method used is a Systematic Literature Review (SLR) by analyzing five journal articles indexed by SINTA and Scopus published in the period 2023–2025. The data analysis process was carried out using thematic analysis to identify key themes according to the research questions. The synthesis results show that digital literacy has a significant influence on the formation of internet ethics and social media behavior of students in the use of social media for learning. Schools and teachers have a strategic role in strengthening digital literacy and internet ethics through mentoring, habituation, and integration of digital literacy programs in learning. Digital literacy also supports students' ability to sort information and improves the quality of learning interactions. However, risky internet behaviors such as exposure to unverified information and uncontrolled social media use are still found, so strengthening digital ethics and ongoing supervision is needed.

A. INTRODUCTION

The rapid development of digital technology and the widespread use of social media have brought significant changes to human life. The shift from conventional to digital-based information and communication has been the most visible and significant change. This change has also impacted learning practices at various levels of education, including junior high schools. Students at this level of education use social media as a means of communication and a space for real-time information exchange (Abbas et al., 2022). Along with this development, many researchers have focused their studies and research on improving digital literacy as a competency that students must possess in utilizing social media (Murtadho et al., 2023). This is crucial because students must be wise and appropriate in using social media for learning at school and in the community.

Digital literacy relates to the ability to use social media wisely. Previous research indicates that digital literacy is related to technical skills in managing social media and other skills such as critical thinking, social media ethics, and digital interaction (Polanco-Levicán & Salvo-Garrido, 2022). Previous research also analyzed technology mastery to shape digital ethics and behavior in adolescent students (Halen Dwistia et al., 2025). The focus of this research indicates that digital literacy and internet ethics are important and interconnected aspects in the use of social media for learning.

Although social media when used and managed appropriately can benefit the learning process, previous research has also revealed that problems still arise among junior high school students. Junior high school students lack a full awareness of social media ethics, which can lead them to misuse it (Rajbhandari & Rana, 2023). Furthermore, students are vulnerable to obtaining unverified information because they are unable to categorize and sort the information they receive. Furthermore, time management in social media use among students is also a problem (Rao, 2025). This situation clearly indicates that social media can have a negative impact on students if not used wisely. Technical digital literacy has not yet fully formed ethical and wise social media behavior.

Various factors determine the misuse of social media among junior high school students. Lack of guidance for junior high school students and the suboptimal integration of digital literacy into learning are key contributing factors (Chen et al., 2024). The minimal emphasis on ethical internet use is also a contributing factor. Based on these factors, the school environment is seen as an institution that can guide students in the ethical and wise use of social media (Purnama & Asdlori, 2023). Teacher guidance and school policies through digital literacy programs can help students understand the use of social media or digital media in a more targeted manner (Temirkhanova et al., 2024). Many studies have discussed these opportunities and roles, however, research findings have not been systematically synthesized. This creates difficulties in making decisions and formulating policies based on research findings.

A systematic review of various previous studies is needed to provide fact-based information. The study should be able to provide a summary that integrates research findings related to junior high school students' digital literacy and internet ethics in their use of social media. Therefore, this study aims to systematically analyze the literature related to junior high school students' digital literacy and internet ethics in their use of social media for learning through a systematic literature review. The review process focused on previous research findings focused on four research questions. The research questions relate to the influence of digital literacy on internet ethics, the role of schools and teachers, the contribution of critical digital literacy to learning, and the forms of internet risk behaviors faced by students.

B. METHOD

This research is a systematic review conducted through a Systematic Literature Review (SLR). The SLR method was used to synthesize various research findings according to the research theme and characteristics (Irawan et al., 2025). The review was conducted regarding digital literacy and internet ethics among junior high school students in their use of social media for learning. The SLR method can be used to identify and summarize findings, similarities in findings, and consistent themes emerging across the research. The explanation and review in the SLR are comprehensively explained to obtain a structured thematic synthesis in accordance with the research's empirical evidence.

The research design was implemented to answer the research problem formulation. In this analysis, the problem formulation is referred to as Research Questions (RQs). There are four RQs in this literature review. To answer these four research questions, the literature review was conducted using the analytical stages described in Figure 1.

- RQ1: How does digital literacy influence junior high school students' internet ethics and social media behavior in their use of social media for learning?
- RQ2: What is the role of schools and teachers in strengthening junior high school students' digital literacy and internet ethics?
- RQ3: How does digital literacy support the use of social media as a learning tool for junior high school students?
- RQ4: What are the forms of internet risk behavior and digital ethics challenges experienced by junior high school students in using social media for learning.

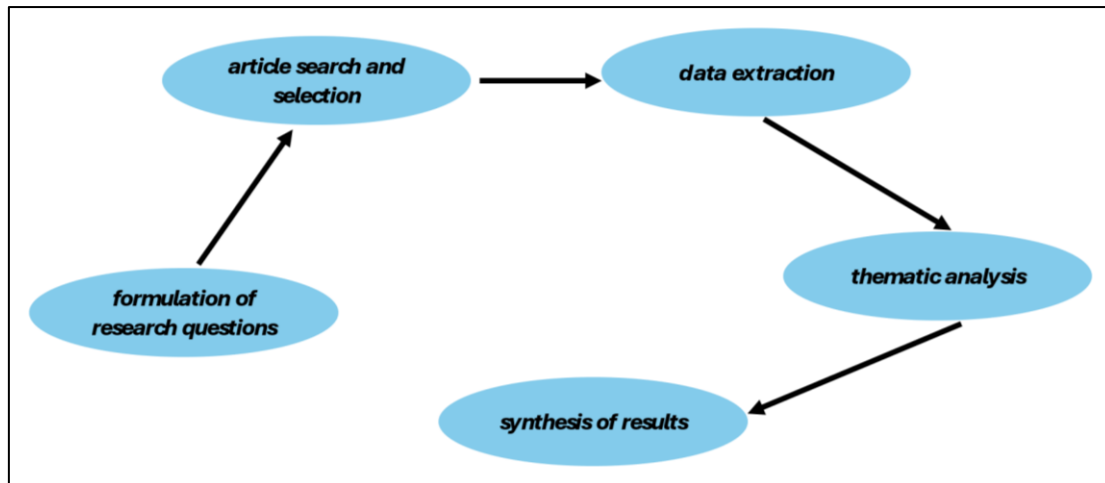


Figure 1. Article Analysis Stages

The article identification and selection process was based on research journal articles covering the topics of digital literacy, internet ethics, junior high school learning, and social media. Articles were obtained from the Google Scholar database system to identify relevant articles. The articles used were published in SINTA and SCOPUS. The identification process was carried out by entering keywords tailored to the research focus. The keywords used were digital literacy, internet ethics, social media, and junior high school learning. After the articles were obtained, a selection process was carried out using inclusion and exclusion criteria. The inclusion and exclusion criteria are presented in Table 1.

Table 1. Inclusion and Exclusion Criteria

Inclusion criteria	Exclusion criteria
Regarding digital literacy, internet ethics, and social media	Does not discuss digital literacy, internet ethics, and social media
Discussing junior high school level or teenage age	Not focused on junior high school level or teenagers
Published in 2022 - 2025	Published before 2023
Accredited by Sinta and Scopus	Not accredited or a conference article

Data analysis was conducted using thematic analysis, which included initial coding, code grouping, and theme synthesis. The article analysis aimed to identify findings related to the research questions. The analysis yielded a descriptive presentation with four main themes aligned with RQ₁ to RQ₄. The analysis also presented a comparative presentation between articles to explain the similarities and differences in the findings of each study. The researchers ensured consistency in the application of the article selection criteria and triangulated findings across articles to ensure the review was accurate and contextual.

C. RESULT AND DISCUSSION

Findings

The analysis of the five articles began by describing the themes and general findings of each study. The analysis resulted in a tabulation of research findings, presented in Table 2.

Table 2. Results of Analysis

Authors	Theme	Findings
(Retnowati et al., 2025)	The influence of digital literacy on social media ethics of junior high school students	Digital literacy significantly influences junior high school students' social media ethics. Students with high digital literacy skills demonstrate better and more responsible social media ethical behavior. Digital literacy contributes to improving communication ethics and digital culture, particularly in the appropriate use of social media in learning.
(Altinsoy & Boyraz, 2024)	Social media ethics of junior high school students in the context of school digital literacy	School digital literacy plays a crucial role in shaping middle school students' social media ethics. Habitualization and mentoring can encourage students to use social media more positively. Internet ethics improves as students' understanding of the social impacts of their digital activities increases.
(Korkmaz & Colak Kilic, 2024)	Digital literacy training to improve social media ethics for junior high school students	Digital literacy training can improve middle school students' social media ethics. Students' awareness of digital communication norms, privacy rights, and responsibility in conveying and receiving information has increased. Digital literacy is used as a digital character education tool to encourage positive and wise use of social media in learning.
(Hajar & Haetami, 2022)	Digital literacy and internet risk behavior of junior high school students	Students' digital literacy skills ranged from adequate to good. However, several internet risk factors persist, such as accessing unverified information and using social media without time controls. Strengthening ethical aspects is necessary to foster positive social media use in the learning process.
(Costa & Oliver, 2025)	Critical digital literacy and digital ethics in adolescent education	Digital literacy is the technical and practical skills needed to shape students' internet ethics. Digital literacy education can increase ethical awareness, self-reflection, and responsibility in every interaction in the digital space. Integrating digital literacy into the curriculum is necessary to foster ethical and meaningful social media behavior in learning.

RQ1: Digital Literacy as a Determinant of Middle School Students' Internet and Social Media Ethics

The results of the article review and synthesis indicate that digital literacy significantly influences social media ethics. (Retnowati et al., 2025) explained that good digital literacy impacts improved communication ethics and digital responsibility in interactions. This finding was also confirmed by (Altinsoy & Boyraz, 2024), who found that students' understanding of digital literacy increases their awareness of internet ethics during school learning. (Costa & Oliver, 2025) emphasized that digital literacy encourages students' ethical awareness when interacting on digital platforms.

There are differences in research findings, particularly regarding the digital literacy aspects examined by each researcher (Hajar & Haetami, 2022). (Retnowati et al., 2025) emphasized identifying the quantitative relationship between digital literacy and students' social media ethics. In contrast, (Costa & Oliver, 2025) focused on implementing digital literacy as a social and cultural practice to shape reflective digital ethics. Although students' digital literacy has demonstrated quite good achievements, they still demonstrate internet ethics that lacks consistent ethical values and responsibility (Hajar & Haetami, 2022).

RQ2: The Role of Schools and Teachers in Strengthening Digital Literacy and Internet Ethics

The research review findings revealed that schools and teachers play a strategic role in improving junior high school students' understanding of digital literacy and internet ethics. (Altinsoy & Boyraz, 2024) explained that teacher support facilitates students' understanding and learning about ethical communication boundaries on digital platforms. This finding also aligns with research showing that schools that facilitate digital literacy training activities for students can increase their awareness of applicable norms and rules when using social media (Korkmaz & Colak Kilic, 2024). The support and active participation of the school environment can strengthen and accelerate the successful implementation of digital ethics in students (Retnowati et al., 2025).

The differences in research focus are evident in the forms and methods of interventions implemented during the research process. In their research, (Korkmaz & Colak Kilic, 2024) emphasized the effectiveness of structured digital literacy training in improving students' ethical use of social media. In contrast, (Altinsoy & Boyraz, 2024) focused more on the process of habituating and supervising teachers while students use social and digital media in learning. (Costa & Oliver, 2025) focused on identifying the role of teachers as facilitators and guides for student reflection in ethical use of social media.

RQ3: Digital Literacy in the Use of Social Media for Learning

The results of the article synthesis indicate that digital literacy plays a crucial role in the use of social media for learning. Students with better and more critical digital literacy are able to sort out relevant information and avoid negative content (Hajar & Haetami, 2022). (Costa & Oliver, 2025) also stated that digital literacy can encourage students' awareness of reflection and responsibility in using social media. Digital literacy skills influence the quality of social media-based learning interactions implemented in schools (Altinsoy & Boyraz, 2024).

Differences in approach are evident in how critical digital literacy is understood in each study. (Costa & Oliver, 2025) view digital literacy as a social practice integrated with students' digital values and culture. Meanwhile, (Hajar & Haetami, 2022) emphasize digital literacy as the ability to evaluate information received on digital platforms. Sas and Andi focus differently on training efforts for productive social media use in learning (Korkmaz & Colak Kilic, 2024).

RQ4: Internet Risk Behavior and Digital Ethics Challenges in Junior High School Students

The review results indicate that internet risk behavior is still found among junior high school students despite their digital literacy levels being considered adequate to good (Hajar & Haetami, 2022). There is a risk of various misinformation and uncontrolled social media use (Hajar & Haetami, 2022). (Altinsoy & Boyraz, 2024) also found potential violations of digital ethics when teacher guidance is not implemented according to proper procedures. In their research, (Retnowati et al., 2025) explained that low digital ethics awareness can increase the risk of irresponsible social media behavior.

Differences in findings are evident in the factors causing risky internet behavior. Hajar, Haetami, and Muzini explained that the main trigger for risky behavior is a lack of self-control and ethical understanding in using social media. Weak supervision by teachers and schools and suboptimal digital ethics practices are also contributing factors (Altinsoy & Boyraz, 2024). Digital ethics risks will continue to emerge even if students' technical skills improve if they are not accompanied by a critical digital literacy approach (Costa & Oliver, 2025).

Analysis/Discussion

A synthesis of five articles demonstrates that digital literacy plays a fundamental role in shaping the internet ethics and social media behavior of junior high school students within the learning context. The literature review findings explain that digital literacy is related to ethical awareness, social responsibility, and students' ability to reflect on interactions on digital platforms. These findings suggest that students with good digital literacy will positively influence their social media behavior, leading to wiser and more beneficial social media behavior that supports learning at school. However, weak digital literacy will also lead to behaviors that pose internet risks and negatively impact learning at the junior high school level.

These findings align with previous research confirming the strong link between digital literacy and students' digital ethics. Digital literacy can serve as the foundation for education integrated with digital systems and social media (Demirdis, 2024). Digital literacy learning encompasses aspects of ethics, security, and responsibility in the use of digital technology in the school environment (Salganova & Osipova, 2023). Livingstone also previously explained that the ability to use digital media wisely contributes to efforts to reduce the risk of negative social media behavior (Livingstone et al., 2025). Another study by (Maidee, 2025) also emphasized that digital literacy is related to the process of instilling ethical values in the use of technology.

From an institutional perspective, the SLR findings demonstrate that the role of schools and teachers is a key factor in strengthening students' digital literacy and internet ethics. Teacher mentoring, school policies, and digital literacy training have been shown to guide social media use in a more productive and ethical direction (Aithal

& Aithal, 2024). This finding aligns with previous research, which suggests that active teacher involvement in digital learning can increase students' ethical awareness and self-control in social media use (Pimdeet et al., 2023). Therefore, digital literacy and internet ethics are inseparable from supportive pedagogical practices and school culture.

The literature review findings also explain that digital literacy is important to understand in the context of social media use in learning. Digital literacy provides opportunities for students to evaluate and sort information obtained during their digital activities (Reddy et al., 2023). This aligns with previous research, which states that digital literacy education is designed to develop and build students' analytical and reflective skills in dealing with the development of digital information (Arono et al., 2022). Therefore, learning using social media must emphasize participatory activities and ethical awareness and critical thinking (Gonzalez-Mohino et al., 2023).

The research findings imply that strengthening digital literacy and internet ethics must be adapted and integrated into the school curriculum and classroom learning practices. Schools can also utilize the information from the analysis to design and improve digital literacy programs that align with social media-based learning activities. Teachers are also expected to possess appropriate pedagogical competencies related to digital literacy to provide consistent guidance to students. This aims to build a culture of quality digital literacy in utilizing social media as a platform to support informative and factual learning.

Although the findings of this synthesis provide meaningful information and results, this review still has several limitations. The review of articles was limited to the number of articles analyzed, namely five recent studies, so generalizations of the findings remain contextual. Furthermore, the articles analyzed mostly focused on specific school contexts and therefore did not represent the conditions of junior high school students broadly and comprehensively. Another limitation is the variation in methodological approaches between articles, which could lead to differences in analytical methods, and therefore, the results presented may also show diverse representations. Based on the limitations outlined above, future researchers can improve the quality and quantity of articles analyzed by analyzing a wider range of articles and diverse educational contexts to provide a broader and more objective picture. A longitudinal, multilevel review of the integration of digital literacy and internet ethics into the curriculum could also be conducted to identify the impact of students' social media behavior on learning.

D. CONCLUSION

A systematic review of the literature concludes that digital literacy significantly influences junior high school students' internet ethics and social media behavior in utilizing social media for learning (RQ1). Students with good digital literacy demonstrate ethical awareness, responsibility, and positive digital communication. Schools and teachers have a strategic role in strengthening digital literacy and internet ethics through mentoring, habituation, school policies, and integrated digital literacy training in learning (RQ2). Digital literacy supports the use of social media as a learning tool by helping students sort information and reflect on digital activities in learning (RQ3). However, junior high school students still face risky internet behaviors and

digital ethics challenges such as exposure to unverified information and uncontrolled social media use. This necessitates strengthening ethical aspects and ongoing supervision in digital literacy education (RQ4).

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