A PICTURE OF ADOLESCENTS' ATTITUDES TOWARDS ANTICIPATION OF VIRTUAL HARASSMENT IN EDUCATION THROUGH E-BOOKLET AT SMP N 2 PANGGANG

Khoirunnisa Fani Larasati[1], Dyah Noviawati Setya Arum[2]

[1,2] Midwifery Department, Poltekkes Kemenkes Yogyakarta

Jl. Mangkuyudan MJ III, Yogyakarta

Email:fanilarass05@gmail.com

ABSTRACT

Purpose: Virtual harassment is a form of violence that is rampant in the digital era, especially among teenagers. Cases of virtual harassment in Yogyakarta increased from 18% in 2021 and continued to occur in five districts in 2022-2023, with Gunungkidul Regency having the highest prevalence of around 33-34%. Adolescence is an important stage in the formation of attitudes that will influence future behavior. Amidst technological developments and strong social influences, adolescent attitudes tend to change quickly and are influenced by many factors. Proper education is an important key in efforts to prevent and anticipate these risks.

Method: This study used a cross-sectional design. The subjects of this study were students of grade VIII and IX of SMP 2 Panggang as many as 60 respondents. The type of data used primary data taken with a questionnaire instrument. The questionnaire was tested for validity and reliability. The analysis used descriptive analysis.

Finding: The results of the study showed thatthere was an increase in attitudes before and after being given education with e-booklets. Before being given education, most teenagers showed negative attitudes towards anticipating virtual harassment, namely 32 people (53.3%), while those who had positive attitudes were 28 people (46.7%). After being given education, there was an increase in the number of teenagers who showed positive attitudes, namely 34 people (56.7%), while those who had negative attitudes decreased to 26 people (43.3%).

Novelty: There was an increase in positive attitudes after being given an e-booklet education about virtual harassment.

Keywords:
Education, e-booklet, virtual harassment, teenagers

INTRODUCTION

Virtual harassment is a form of gender-based violence that has developed along with advances in digital technology. 1 This phenomenon refers to acts of harassment, intimidation, or oppression carried out through social media, online messaging, or other communication platforms on the internet. 2 This form of harassment can include sending indecent messages, distributing personal content without permission, threats, and impersonation to embarrass the victim.[3] The widespread use of digital media among adolescents makes this group vulnerable to virtual violence.[1]

Virtual harassment is a serious problem in Indonesia today. Cases of online gender-based violence (GBV) have increased sharply, especially during the COVID-19 pandemic. According to the National Commission on Violence Against Women, there was a 34.8% spike in GBV complaints from 2019 to 2023.4 Harassment often occurs on social media such as Instagram, Whatsapp, Twitter, Telegram, etc. Common forms of harassment include the distribution of intimate content without consent, threats to distribute intimate photos or videos, and sextortion (blackmail through intimate videos).[5]

Teenagers are vulnerable to becoming victims or perpetrators of virtual harassment, especially through social media or messaging applications. Many teenagers lack digital literacy and an understanding of the laws regarding virtual harassment.[6] Global reports support this concern: 41% of women in the U.S. and 60% of women worldwide have experienced virtual harassment.[7] A UN Women report states that 50% of young women have received unwanted sexual messages or comments online. As of September 2024, 25% of women reported experiencing virtual harassment, including the distribution of intimate content without permission, online harassment, gender-based hate speech, and cyberbullying.[8]

In Indonesia, virtual harassment accounted for 53% of KBGO cases in 2021, rising to 65% in 2023. Preliminary 2024 data showed that 60% of cases involved messaging or social media.[9] In Yogyakarta, 18% of the 245 cases of violence in 2021 were virtual harassment. Gunungkidul Regency consistently had the highest prevalence, at 33% in 2022 and 34% in 2023.[10]

Education and outreach are important in preventing virtual harassment,[11] but traditional educational approaches are often less appealing to adolescents. Digital media, such as e-booklets, offer innovative, interactive solutions that can reach adolescents more effectively.[12] E-booklets deliver information in an engaging visual format and can be accessed at any time. They also have the potential to be easily shared among peers.[13]

In the context of education at SMP N 2 Panggang, Gunungkidul, there has been no specific educational intervention regarding virtual harassment. This is an important background for this study, which aims to describe adolescents' attitudes towards anticipating virtual harassment after being given education through e-booklets. By understanding the effectiveness of this media, it is hoped that a relevant and contextual digital-based education model can be developed to reduce the risk of online violence among adolescents. The purpose of this study was to determinedescription of adolescent attitudes towards anticipating virtual harassment in education through e-booklets at SMP N 2 Panggang.

RESEARCH METHODOLOGY

This study employed a descriptive, quantitative, cross-sectional design to examine adolescents' attitudes toward virtual harassment before and after receiving an e-booklet education. The study was conducted in grades VII and IX at SMP N 2 Panggang in Gunung Kidul. Data collection took place on April 23, 2025. According to the inclusion and exclusion criteria, the research subjects consisted of 60 eighth and ninth grade students from SMP N 2 Panggang.

The instrument was a 40-item attitude questionnaire based on three domains (cognitive, affective, and conative), of which 29 were valid and highly reliable ($\alpha = 0.966$). The students received education through a digital e-booklet for approximately 30 minutes, followed by independent reading before the post-test.

Data were collected through pre- and post-tests and analyzed descriptively. Attitudes were categorized as positive if the score was equal to or greater than the mean, and negative if the score was less than the mean. The study was conducted according to ethical principles and with informed consent. Official permission was received from the school and related institutions. Descriptive analysis was used to determine the frequency distribution of gender, father's education, mother's education, father's occupation, mother's occupation, family income, and attitudes about anticipating virtual harassment.

RESULTS AND DISCUSSION

Based on the research that has been conducted, the following frequency distribution data for the research variables was obtained:

Table 1. Frequency Distribution of Research Variables

Variables	Frequency (n)	Percentage (%)
Gender		
Man	*26*	*43.3*
Woman	*34*	*56.7*
Total	*60*	*100.0*
Father's Education		
Basic education (elementary/middle school)	*42*	*70.0*
Higher education (high school/university)	*18*	*30.0*
Total	*60*	*100.0*
Mother's Education		

Variables	Frequency (n)	Percentage (%)
Basic education (elementary/middle school)	45	75.0
Higher education (high school/university)	15	25.0
Total	60	100.0
Father's occupation		
Doesn't work	4	6.7
Work	56	93.3
Total	60	100.0
Mother's Job		
Doesn't work	27	45.0
Work	33	55.0
Total	60	100.0
Family Income		
< Minimum Wage	43	71.7
≥ Minimum Wage	17	28.3
Total	60	100.0

The results of the study showed that most of the respondents were female, 34 people (56.7%), while 26 men (43.3%). Most of the respondents' fathers had basic education (elementary/junior high school) as many as 42 people (70.0%). Most of the respondents' mothers had basic education (elementary/junior high school) as many as 45 people (75.0%). Based on job characteristics, almost all of the respondents' fathers worked as many as 56 people (93.3%). Most of the respondents' mothers worked as many as 33 people (55.0%). Based on family income characteristics, most of the respondents came from families with income below the minimum wage as many as 43 people (71.7%).

From the results of data collection, the following results were also obtained regarding the frequency distribution of adolescent attitudes regarding anticipating virtual harassment:

Table 2. Frequency Distribution of Adolescent Attitudesabout Anticipation Virtual Harassment

Variables	Frequency (n)	Percentage (%)
Teenagers' Attitudes Before Education		
Negative	32	53.3
Positive	28	46.7
Teenagers' Attitudes After Education		
Negative	26	43.3
Positive	34	56.7
Total	60	100

Based on Table 2, it shows that before education, most teenagers (53.3%) had a negative attitude towards anticipating virtual harassment. After education, positive attitudes increased to 56.7%, and negative attitudes decreased to 43.3%. This shows that digital education is effective in increasing adolescent awareness of the risks of virtual harassment.This increase is in line with previous research which states that educational interventions, such as e-booklets, can improve understanding and shape adolescents' protective attitudes towards digital dangers.

The results of data collection also show adolescents' attitudes about anticipating virtual harassment based on the following characteristics:

Table 3. Attitudes about Anticipating Virtual Harassment based on Characteristics

| Variables | Attitude After | | | | Amount | |
| | Negative | | Positive | | | |
	n	%	n	%	n	%
Gender						
Man	13	50	13	50	26	100
Woman	13	38.2	21	61.8	34	100
Father's Education						
Basic education (elementary/middle school)	22	52.4	20	47.6	42	100
Higher education (high school/university)	4	22.2	14	77.8	18	100
Mother's Education						
Basic education (elementary/middle school)	22	48.9	23	51.1	45	100
Higher education (high school/university)	4	26.7	11	73.3	15	100
Father's occupation						
Doesn't work	0	0.0	4	100	4	100
Work	26	46.4	30	53.6	56	100
Mother's Job						
Doesn't work	12	44.4	15	55.6	27	100
Work	14	42.4	19	57.6	33	100
Family Income						
< Minimum Wage	22	51.2	21	48.8	43	100
≥ Minimum Wage	4	23.5	13	76.5	17	100

The results of the analysis showed that based on gender, female adolescents showed more positive attitudes as many as 21 people (61.8%) compared to males as many as 13 people (50.0%). Based on father's education, adolescents with fathers with high education (high school/college) showed more positive attitudes as many as 14 people (77.8%) compared to those whose parents had basic education (elementary school/junior high school) 28 people (47.6%). As many as 13 people (86.7%) of adolescents whose mothers had higher education showed positive attitudes, while only 31 people (51.1%) from the group with mothers with basic education had positive attitudes.

Based on the characteristics of parents' work, all respondents whose fathers work showed a positive attitude (100%), while none of the adolescents whose fathers do not work had a positive attitude. Respondents whose mothers work tend to have a higher positive attitude (65.6%) compared to those whose mothers do not work (55.6%). Based on the characteristics of family income, adolescents from families with income ≥ UMR have a higher positive attitude (76.5%) compared to adolescents from families < UMR (48.8%).

This study shows that the characteristics of respondents, such as gender, education level and parents' occupation, and family income, influence adolescents' attitudes in anticipating virtual harassment. These attitudes improved after being given educational intervention using e-booklet media, which is considered effective as a digital educational tool.

The data shows that female respondents have more positive attitudes toward anticipating virtual harassment than male respondents do. This aligns with other studies that state women are more alert because they are more vulnerable to becoming victims of online violence. They tend to hide personal information, limit interactions, and use digital security features as a form of self-protection. Meanwhile, male adolescents tend to be more permissive and underestimate potential risks because they do not experience the impact directly.[14] They tend to view virtual harassment as not too dangerous or as part of normal cyberspace dynamics.[15]

Respondents with fathers who are highly educated tend to have more positive attitudes toward anticipating virtual harassment. This aligns with research indicating that highly educated parents are more involved in supervising their children's internet usage and providing digital education from an early age. Fathers with access to comprehensive information about online violence issues tend to be more involved in their children's digital education.[16] Other studies also state that the level of education of fathers is directly proportional to their involvement in their children's digital education. They are also better able to guide their children in using the internet wisely and responsibly.[17]

Respondents with highly educated mothers also tend to have more positive attitudes toward anticipating virtual harassment. This shows that maternal education influences children's readiness to face digital risks. Highly educated mothers have a better understanding of digital issues and can equip their children with digital literacy. Conversely, less educated mothers tend to be less informed. This aligns with research stating that mothers play a significant role in shaping children's attitudes and behaviors, particularly regarding digital ethics and morals.[18] Other studies confirm that maternal education correlates with children's digital skills and protective attitudes in cyberspace.[19]

Although the number of respondents with unemployed fathers was small, they all showed positive attitudes. It is suspected that unemployed fathers spend more time with their children, allowing them to be more involved in the parenting process, including providing guidance regarding cyber dangers. However, it is important to note that the dominant factor is not employment status, but rather the quality of interaction and parental awareness of digital issues. This aligns with research stating that parents' presence in children's daily lives, especially fathers', has a significant impact on children's attitudes toward social issues, including cyber threats.[20] Other research states that fathers' involvement in digital parenting, whether employed or not, supports the development of children's attitudes toward online security, provided there is free time and commitment to accompany children.[21]

Respondents with working mothers showed more positive attitudes. This can be associated with wider access to information and social interaction from working mothers in the workplace and community. Working mothers are more exposed to actual information and tend to equip their children with an understanding of self-protection on the internet. In contrast, mothers who do not work may not receive sufficient information, or they may feel that the digital world is outside the scope of their parenting responsibilities. This aligns with research indicating that socially active mothers have a better understanding of digital literacy and that working mothers contribute to information-based parenting patterns that strengthen children's readiness to face digital risks.[22,23]

Teenagers from families with incomes above the minimum wage had better attitudes about virtual harassment. This is closely related to a family's ability to provide technology, internet access, and digital literacy. This finding aligns with research confirming that socio-economic conditions significantly influence the digital literacy levels of children and parents.[24] Families in better economic situations are generally better prepared to support their children's educational journey, including monitoring online activities and providing digital security information.[25] Conversely, economic limitations can restrict access to information and education, ultimately affecting children's attitudes.[26]

The increase in positive attitudes among adolescents after receiving education through e-booklets demonstrates the effectiveness of this medium as an educational intervention tool. Presenting material in an attractive, concise, and personally accessible visual form allows adolescents to optimally understand the content. Digital media, such as e-booklets, are relevant to the learning styles and habits of today's youth, who are closely associated with gadget use.

Using e-booklets has been shown to increase adolescents' awareness, knowledge, and readiness to face threats in the digital world, including online sexual harassment.[28] This medium can be an effective alternative in digital literacy education because it touches on the personal and emotional aspects of adolescents more deeply.[29]

CONCLUSION AND RECOMMENDATIONS

Based on the results of this study, it can be concluded that most respondents are women with a background of highly educated mothers, working, and coming from families with incomes below the minimum wage. Before education, most students had negative attitudes towards preventing virtual

harassment. After being given education through e-booklets, there was a significant increase in positive attitudes.

The results of this study indicate that e-booklets are effective as educational media. Therefore, teachers at SMP N 2 Panggang are advised to use them as additional learning materials, while students are encouraged to be more active in seeking information and participating in education related to digital security. For future researchers, it is better to involve more diverse respondents so that the results are broader and more representative.

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