

Digital Literacy Education to Prevent Verbal Sexual Harassment

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Abstrak: Pengguna Media baru terus berkembang pesat dalam memanfaatkan ruang digital, khususnya para remaja yang aktif menggunakan media sosial, tentunya memiliki dampak yang baik juga buruk, tanpa disadari pengguna media sosial sering menjadi korban maupun pelaku pelecehan seksual secara verbal di media sosial. Tujuan penelitian ini yakni untuk mengetahui bagaimana respon siswa terhadap pelecehan seksual secara verbal di media sosial, dan untuk mengetahui sejauh mana tindakan yang akan dilakukan para siswa jika terjadi pelecehan seksual secara verbal di media sosial. Metode dalam penelitian ini yakni metode kualitatif, dengan jenis sumber data primer dan sekunder, dan di analisis data nya secara pengumpulan dan pengambilan data, reduksi data, sajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan: Pertama, pelajar cenderung menyebarkan konten pornografi dengan tujuan bercanda. Kedua, pelajar cenderung menonton konten pornografi di media sosialnya. Ketiga, pelajar cenderung menolak tindakan pelecehan seksual di media sosial. Keempat, sejumlah pelajar merestui tindakan pelecehan seksual di media sosial.

Kata kunci: Literasi Digital, Media sosial, Pelecehan Seksual, Pornografi.

Abstract: New media users continue to grow rapidly in utilizing the digital space, especially teenagers who actively use social media, of course, this has both good and bad impacts, without realizing it, social media users often become victims or perpetrators of verbal sexual disclosure on social media. This research aims to find out how students respond to verbal sexual talk on social media and to find out what actions students will take if they hear verbal sexual talk on social media. The method in this research is a qualitative method, with types of analysis of primary and secondary data sources, and the data by collecting and collecting data, reducing data, presenting data, and drawing conclusions. The results of this research show that first, students tend to broadcast pornographic content to joke. Second, students tend to watch pornographic content on social media. Third, students tend to refuse to take sexually-minded actions on social media. Fourth, several students approve of sexual thinking on social media.

Keywords: Digital Literacy, Social media, Sexual harassment, Pornography

INTRODUCTION

Communication media are still being developed and used at a rapid rate, and their utilization is already essential to today's societal structure. In every encounter and activity. Speaking of information and communication technology, which is developing at a rapid pace these days, technology is no longer just about dominating as a tool (medium); rather, it has evolved into more than just a tool, namely, it has aided in the formation of human attitudes¹. These days, people find it impossible to avoid using gadgets due to the plethora of communication options, information, and applications that technology provides.

The availability of communication tools and the expansion of internet connectivity have transformed the way people interact and communicate with each other in their social life². To put it simply, there is a lot of information available on the internet these days, including information regarding social life as well as other information. Of course, there is material that is distributed with a good meaning in part, but this does not rule out the potential that there is also some negative content³. This has become a severe issue that continues to affect people, especially teens. Cyberbullying is one of the detrimental impacts of the internet⁴.

Media supported by digitalization has made new media accessible with advantages in the form of connectivity and content offered by new media so that many people have a new culture in cyberspace, namely cyber culture, the existence of cyber culture has connected individuals and groups in cyberspace⁵. New media has given birth to various kinds of convenience in communication without any more limitations of space and time. The lack of restrictions in communicating or accessing information has also given rise to many polemics and invited crime in cyberspace. One of the problems of today's digital society, namely cyberbullying among teenagers, has certainly become something of concern because the perpetrators and victims are often teenagers.

In fact, cyber culture or virtual culture is increasingly dominating and the high number of social media users, especially among teenagers who are pampered by the ease of accessing information on social media, does not immediately become a

¹ Catur Nugroho, *Cyber Society (Teknologi, Media baru, dan Disrupsi Informasi)* (Jakarta: Kencana, 2020).

² Huang Hsieh, Shen, Wei, Feng, "Associations between child maltreatment, PTSD, and internet addiction among Taiwanese students," *Comput Human Behav* 56 (2016): 209–214.

³ Aldilal dkk., "Media Baru dan Paham Radikalisme Pada Kalangan Remaja Di Kota Kendari Sulawesi Tenggara," *The Journal of Society and Media* 7, no. 1 (2023), doi:10.26740/jsm.v7n1.p1-18.

⁴ Sheri Bauman, Russell B. Toomey, Jenny L. Walker, "Associations among bullying, cyberbullying, and suicide in high school students," *Adolescence* 36, no. 2 (2013): 341–50.

⁵ Nugroho, *Cyber Society (Teknologi, Media baru, dan Disrupsi Informasi)*.

benchmark if these teenagers have awareness or maturity in accessing media or information offered by the media. new. The ease of providing feedback on social media has led to many violations in cyberspace, such as comments that lead to bullying or cyberbullying. Judging from survey data from 10,020 respondents aged 12 to 20 years, it can be found that they use social media, namely Instagram. Instagram is a social media platform that is used by many teenagers to carry out their verbal violence and is followed by the second social media, namely Facebook, which is the media used to carry out verbal violence against teenagers ⁶. Meanwhile, Microsoft's report on the 2020 survey stated that millennial teenagers are the group that receives the most bullying or bullying in Indonesia. the number reached 54% of respondents who had experienced bullying ⁷.

Cyberbullying is a form of the latest version of bullying among teenagers. The percentage of cyberbullying continues to increase among society, especially teenagers ⁸. The increase in the percentage of cyberbullying is supported by the rapid increase in internet usage among teenagers, especially on instant messaging applications or social media. As stated by ⁹, teenagers use social media to search for identity, self-actualization, and feel a sense of solidarity on instant messaging applications. Although according to ¹⁰ the conditions of bullying in cyberspace and traditional bullying or bullying habits that occur in the school environment have some similarities, according to new findings, cyberbullying has a more severe negative impact. because cyberbullying perpetrators often use video content, visual images and sentences packaged in digital form and then convey them by threatening, mocking and even insulting other people ¹¹. By using digital-based media to carry out bullying, digital traces such as videos or images will continue to remain in the digital space and will be difficult to lose or delete, so that the trauma of the victims will continue to exist, as long as the video or image used by the bully still has traces. the digital.

Using new media to communicate effectively and wisely, of course teenagers need to know the importance of media literacy so they can avoid cases of cyberbullying,

⁶ Ditch the Label, "The Annual Cyberbullying Survey 2017," 2017.

⁷ Dimas Jarot Bayu, "Generasi Millennial Paling Banyak Jadi Korban Perisakan di Indonesia," 2021, <https://databoks.katadata.co.id/datapublish/2021/02/26/generasi-millennial-paling-banyak-jadi-korban-perisakan-di-indonesia>.

⁸ Patchin dan Hinduja, "Bullies move beyond the schoolyard: a preliminary look at cyberbullying," *Youth Violence Juv. Justice*, 2006, 148-169.

⁹ Musatics C. Anderson J., Bresnahan M., "Combating weight-based cyberbullying on Facebook with the dissenter effect," *Cyberpsychol Behav Soc Netw.*, 2014, 281-286.

¹⁰ Sheri Bauman, Russell B. Toomey, Jenny L. Walker, "Associations among bullying, cyberbullying, and suicide in high school students."

¹¹ Rahmat Syah dan Istiana Hermawati, "Upaya Pencegahan Kasus Cyberbullying bagi Remaja Pengguna Media Sosial di Indonesia," *PKS* 17, no. 2 (2018): 131-46.

whether as perpetrators or victims. Media literacy among teenagers is still very low at this time. Media users are dominated by teenagers. As stated by ¹² children and teenagers are more involved with digital media and use various kinds of digital technology at a younger age than previous generations. The various social media platforms that teenagers enjoy today are not balanced with the media literacy they know, their tendency to be unaware of media ethics is one of the reasons why many crimes occur in the cyber world.

Peringkat	Tahun 2022		Tahun 2021	
	Provinsi	Indeks	Provinsi	Indeks
1	DI Yogyakarta	3,64	DI Yogyakarta	3,71
2	Kalimantan Barat	3,64	Kepulauan Riau	3,68
3	Kalimantan Timur	3,62	Kalimantan Timur	3,62
4	Papua Barat	3,62	Sumatra Barat	3,61
5	Jawa Tengah	3,61	Gorontalo	3,61
6	Kalimantan Tengah	3,60	Papua Barat	3,61
7	Jawa Barat	3,60	Nusa Tenggara Timur	3,60
8	DKI Jakarta	3,59	Kalimantan Barat	3,58
9	Kep. Riau	3,59	Aceh	3,57
10	Jawa Timur	3,58	Kalimantan Utara	3,57
11	Sulawesi Tenggara	3,57	Sulawesi Barat	3,57
12	Papua	3,55	Kepulauan Bangka Belitung	3,57
13	Bengkulu	3,55	Jawa Timur	3,55
14	Maluku	3,54	Sulawesi Utara	3,53
15	Jambi	3,54	Lampung	3,52
	Skor Indeks 2022	3,54	Skor Indeks 2021	3,49

Source: Ministry of Communication and Informatics, 2022

Figure 1. Digital Literacy Index by Province in Indonesia 2021-2022

If you look at the digital literacy index table based on provinces in Indonesia, it tends to increase, but the survey conducted by Ministry of Communication and Informatics on the digital culture pillar experienced a decreasing index. This is something that needs to be of common concern because the digital culture pillar experiences a decline in scores every year. The connection between digital culture and cyberbullying leads to habits that continue to be carried out even though they have a negative impact on social media, especially cyberbullying on social media by teenagers. Cyberbullying is also closely related to sexual harassment that occurs on social media, often carried out by teenagers who are either perpetrators or victims of sexual harassment on social media. Verbal harassment in cyberspace, both sexual and non-sexual, is a form of habit that is reproduced. Verbal harassment is still the same, only

¹² Cassie Hague and Sarah Payton, "Digital literacy across the curriculum a Futurelab handbook," 2010, www.futurelab.org.uk/.

the form is different. If previously words were spoken directly, they have now changed to written form. Writing that smacks of teasing, seduction, and writing that has a sexual odor can now be done via chat, direct messages, and comments.

The problem of sexual harassment on social media is something that is not easy to reveal, but many have been part of it or experienced sexual harassment, both victims and perpetrators, as is often the case with groups of teenagers ¹³.

Starting from using and utilizing social media, teenagers begin to build relationships in cyberspace using their personal accounts. Offer and ask for friends in cyberspace via a profile photo as their profile identity ¹⁴. By using personal photos in their profile view, they can easily choose who they will be friends with in cyberspace. Social media should be a forum for expanding friendships and also looking for information about things you like. However, there are always some irresponsible individuals who actually use social media as a means to vent their sexual desires ¹⁵.

Research conducted ¹⁶ found that the most frequently experienced sexual harassment was verbal sexual harassment, however, the research did not reveal whether verbal sexual harassment was carried out through what media, whether directly or through digital media. So it is necessary to investigate in depth, especially teenagers who commit sexual harassment in digital spaces.

The definition of media literacy has been proposed by a number of communication science specialists, including: Paul Messaris said that the definition of media literacy is the ability to understand how the media functions in our society. This includes knowledge of the impact of media on our thoughts, feelings and actions, as well as our understanding of how the media industry works. Communication expert researchers Justin Lewis and Shut Shally have defined media literacy as having a deep understanding of the ability of a culture, economy, politics and technology to create, produce and broadcast messages¹⁷.

¹³ Adhalia Zatalini, "Social Media and the Risk of Sexual Abuse Against Teens," *Jurnal Pendidikan Sosiologi dan Humaniora* 15, no. 1 (5 Juni 2024): 425, doi:10.26418/j-psh.v15i1.79830; Chontina Siahaan, Laras Nadiananda Iswari, dan Nova Betriani Sinambela, "SOCIAL MEDIA PHENOMENA WITH NEGATIVE CONTENTS," t.t.

¹⁴ Maria-Jose Masanet dkk., "Self-Exposure in Social Media," 2020, <https://api.semanticscholar.org/CorpusID:225320201>.

¹⁵ Feryna Nur Rosyidah dan M Fadhil Nurdin, "PERILAKU MENYIMPANG: Media Sosial Sebagai Ruang Baru Dalam Tindak Pelecehan Seksual Remaja," 2018.

¹⁶ F., & Syahnir, S. Firman, "PENCEGAHAN PELECEHAN SEKSUAL REMAJA MELALUI LAYANAN INFORMASI MENGGUNAKAN PENDEKATAN CONTEXTUAL TEACHING AND LEARNING DI SEKOLAH MENENGAH ATAS (SMA)," 2015.

¹⁷ Iriantara Yosol, *Literasi Media, Apa, Mengapa, Bagaimana ?* (Bandung: Simbiosis Rekatama Media, 2009).

According to Alan Rubin in (Iriantara Yosol, 2009)¹⁸ emphasizes that cognitive and information processing is very important for critical evaluation of messages. Literacy using media is the ability to understand the basic sources of information and how to use communication technology, the codes used, the messages they produce, their interpretation, and the effects of those messages.

Christ & James in (Iriantara Yosol, 2009)¹⁹ they say that media literacy is an understanding of the impact of media messages. These messages can be divided into three categories: those that influence reality, those that have a commercial effect, and those that have an ideological, as well as political, impact. In addition, the form and content of media messages are interrelated. Media can have different aesthetic codes and agreements between the medium and the audience, and these agreements can influence the meaning communicated.

Baran & Dennis said in (Iriantara Yosol, 2009)²⁰ They see media literacy as a collection of movements around literacy media, including movements in media literacy which aim to give people more control over the media they use to send and receive messages. We are not media literate in all situations, all times, or about all media. Media literacy is seen as a skill that can be developed, and exists on a continuum.

Meanwhile, Potter Zacchetti stated that media literacy is the capacity to access, understand and critically evaluate various aspects of media, as well as create communication in various settings. Media literacy encompasses all forms of media, including print media, the internet, radio, recorded music, television, and film²¹.

In research conducted by ²² Sugeng Winarno regarding "Understanding Television Media Literacy Based on Personal Competences 15 Framework" then defined Personal Competence as the capacity of mass media audiences to analyze and use media content. These concepts include: First, technical ability, namely how the audience uses the media, from operating it to understanding all the instructions. This technical capability also has several components, namely: a) media use, namely how to analyze the media used by the audience to see how the audience uses media, such as the level of active interaction in using the media. b) Instrumental use, namely to see how the audience operates or runs a media, only as viewers or users or can be in terms of knowing every instrument in the media. Second, Critical Understanding, the audience's skills when using media cognitively, from initial understanding, analysis, to

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Hermawan Herry, *Literasi Media dan Kesadaran dan Analisis* (Yogyakarta: Calpulis, 2017).

²² Sugeng Winarno, "Pemahaman Media Literacy Televisi Berbasis Personal Competences Framework," 2014.

how to evaluate the media content used or consumed. The criteria for Critical Understanding abilities include: a) the ability to convey an understanding of media content and its function. b) Have knowledge related to understanding media and media regulations. c) A behavior shown by the audience in utilizing the media. Third, Communicative abilities, namely the audience's ability to adapt and interact in the media. Communicative abilities include the following abilities: a) The ability of the audience to communicate and build relationships on the social media used. b) Audience capacity to produce media content or create it. c) The capacity of the audience to participate in society.

Buckingham mapped out three parts of the goals of media literacy, namely; 1). Implement improvements and also improve the standard of personal life. This can be seen from the efforts of media literacy to eliminate the negative impact of emerging television shows on viewers. 2) Socialize the importance of knowing media literacy, for example in an education curriculum. 3) Making media literacy part of an activity or form of social movement²³.

Media literacy is so important for teenagers today so that the media used is not just for entertainment purposes, or misused for negative things. To prevent it early so that cases of verbal sexual harassment do not increase rapidly on digital media, especially social media

METHOD

The approach method that researchers will use in this research is a qualitative approach method. The researcher used a qualitative approach so that researchers could analyze things related to the social conditions of the phenomenon of verbal sexual violence in and how to understand digital literacy so that they could find out to what extent they could prevent verbal sexual harassment among teenagers in Kolaka, Southeast Sulawesi Province.

The research object in qualitative research according to Spradley in ²⁴(Sugiyono, 2021) is called a social situation, which consists of three elements, namely place, actor, and activities. The object of this research is the phenomenon of verbal sexual harassment among teenagers in Kolaka, Southeast Sulawesi.

This research uses two types of data, namely: Primary data, namely data conducted directly using in-depth interviews with informants about how to understand digital literacy and how to prevent verbal sexual harassment in Kolaka, Southeast Sulawesi. then secondary data, namely data obtained by researchers through literature

²³ Ibid.

²⁴ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2021).

reviews, documents, relevant research results and especially data that is related to research on verbal sexual harassment and digital literacy.

The data collection technique that the researcher will carry out is in two stages, namely as follows: Primary Data collection viz Information collected in field research through two methods is carried out face to face with informants: Observation is a method of collecting data that involves direct observation or viewing of the research object and the researcher takes the necessary notes. Using guided questions to conduct in-depth interviews with research subjects and informants who are believed to have an understanding of media literacy and the phenomenon of verbal sexual harassment among teenagers in Kolaka, Southeast Sulawesi. Then secondary data This kind of data is collected by looking through reading materials such as books, journals, the internet, and various related research results.

The data analysis technique that will be used by researchers in analyzing research data is using the Miles and Huberman analysis model. As follows:

1. Collecting and retrieving data by looking at all available data from various sources, such as interviews, observations written in field notes, personal documentation, pictures, and so on. Data collection and retrieval was carried out on students at State Senior High School 2 Kolaka
2. Data reduction is a type of analysis that organizes, sharpens, categorizes, directs and removes unnecessary data so that final conclusions can be drawn and checked;
3. Data presentation is a way for researchers to view data that has been reduced, then display important data;
4. Drawing conclusions is the final stage, namely drawing a conclusion based on the previous stages.

FINDINGS AND DISCUSSION

Dissemination of pornographic content among teenagers on social media

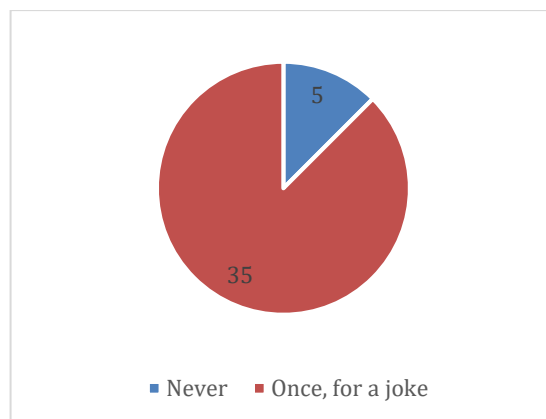


Figure 2: Distribution of Pornographic Content on Social Media among Teenagers in Kolaka, Southeast Sulawesi

Source: Data processing results, 2023

The results of filling out questionnaires and in-depth interviews found that teenagers in Kolaka Regency tend to deliberately share pornographic content on social media. In the questionnaire distributed and filled in by a total of 40 students who took part in this activity, 35 students answered that they spread pornographic content only as material for jokes on their social media, and 5 students answered that they never spread pornographic content.

If we look at these findings, we can conclude that on average students tend to spread pornographic content on their social media for the purpose of joking. Indirectly, the spread of pornographic content is students or teenagers who are the perpetrators on social media. Even though the aim is just to joke, this needs to be acted upon and given an understanding of the ethics of using social media to teenagers, especially in Kolaka Regency, Southeast Sulawesi.

Lack of understanding of media literacy is a factor in teenagers always using social media to joke about things that could have a bad impact on both their peers and the public. Media literacy is a person's or individual's ability to understand how to use communication media effectively. This includes learning about different types of media, as well as the skills required to engage with them. Media literacy is based on the audience's ability to understand and respond to messages from media in a meaningful way. Media literacy is a guide to the ability to understand and use media effectively²⁵.

Watching pornographic content on social media.

²⁵ Tamburaka Apriadi, *Literasi Media: Cerdas Bermedi Khalayak Media Massa* (Jakarta: Rajawali Pers, 2013).

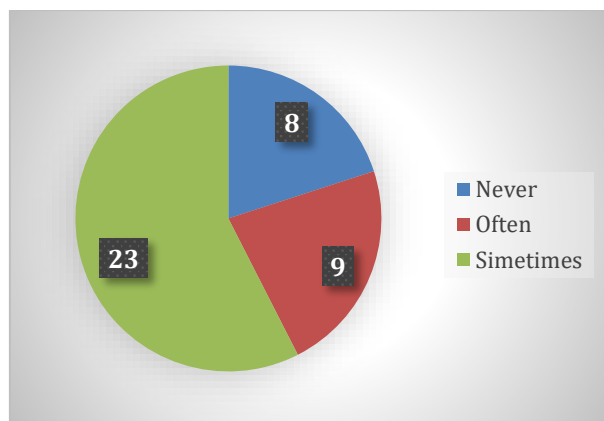


Figure 3: Watching pornographic content on social media

Source: Data processing results, 2023

If you look at the data from the questionnaire results filled in by students at SMAN 2 Kolaka, Southeast Sulawesi, namely, of the 40 students who filled out the questionnaire, there were 8 students who never watched, 9 students often watched, and 23 students chose to sometimes watch pornographic content on social media. If this condition is observed, it becomes a finding that requires special attention for stakeholders, because it turns out that social media, which was previously used to search for information and as a communication tool, turns out that currently teenagers are using social media for things that can have a bad impact. It can be concluded that the average -The average student tends to view and even watch pornographic content on social media. Today's media has certainly become a benchmark for public information. There is a widespread belief, approaching certainty, that mass media is a powerful instrument of influence on opinion and effects on behavior²⁶ According to McQuail, media will have an effect on the behavior of those who view or consume the media.

This needs to be prevented because the impact of watching or even spreading pornographic content will certainly have a bad impact on the younger generation. According to the Ministry of Communication & Information, teenagers²⁷ who are addicted to watching pornography will experience damage to the front brain cells whose function is as a center for decision making and analysis. The bad impact of frequent viewing is behavior that encourages teenagers to imitate sexual acts. This needs to be prevented early, so that it doesn't have a worse impact.

²⁶ Denis McQuail, "News, public opinion and political communication," dalam *McQuail's mass communication theory*, 2010.

²⁷ Kemkominfo, "Survei Literasi Digital Indonesia 2020," *Katadata Insight Center*, no. November (2020): 1-58.

If we relate it to the hypodermic needle theory, it assumes that the media is very active in influencing audiences. In ²⁸(Unde, 2014) said that the media has irresistible power, like a needle that directly pierces into the skin, and directly influences and shapes perceptions of a topic or life reality after receiving an injection of information from the media.

The behavior of teenagers at SMAN 2 Kolaka who tend to watch a lot of pornographic content will indirectly stimulate or behave like what they watch in the media. This is a public concern because of the other side of social media. Apart from being used as a means of information or learning media for teenagers, due to freedom of access and lack of media literacy, it has a negative impact on these teenagers.

Pornographic content and sexual harassment on social media

Talking about sexual harassment in the current digital era, of course we have found a lot of it on social media. Sexual harassment is not only synonymous with physical contracts ²⁹, but of course sexual harassment on social media also has a huge impact on the victim. The relationship between the behavior of watching pornographic content and sexual harassment on social media is very closely related ³⁰, because a person's habit of viewing and watching pornographic content on social media will give rise to attitudes or encourage the perpetrator to imitate sexual acts, so that what is seen on social media is taken out by committing sexual harassment on social media, whether in the form of comments on social media accounts, sharing pornographic content on social media. Media effects certainly have a positive and negative role, according to Gonzalez in Alimuddin Unde (2014)³¹, there are three types of effects caused by mass communication, namely cognitive, affective and conative. According to him, these three types of effects are interconnected with each other and also independent of each other, giving rise to different sequence effects. Cognitive effects occur when there is a feeling about what the audience knows, understands, or perceives. The resulting effects relate to the transmission of knowledge, skills, skills, beliefs, or information. Affective effects arise if there is a change in what the audience feels, likes or hates. This effect is related

²⁸ Andi Alimuddin Unde, *Televisi & Masyarakat Pluralistik* (Prenadamedia group, 2014).

²⁹ Yolanda Rakatiwi, Umi Halwati, dan Nawawi, "Sexual Harassment Against Women on Social Media," *JURNAL LENSEA MUTIARA KOMUNIKASI* 7, no. 2 (28 Desember 2023): 193–204, doi:10.51544/jlmk.v7i2.4421; Virgin Suciyantri Maghfiroh1 dan Faqihul Muqoddam, "Dynamics of Sexual Harassment on Social Media," dalam *International Conference of Mental Health, Neuroscience, and Cyberpsychology* (Redwhite Press, 2019), 154–62, doi:10.32698/25272.

³⁰ Mega Ardina, "Pengaruh Tayangan Pornografi di Media Sosial terhadap Perilaku Pelecehan Seksual pada Remaja di Yogyakarta," *MEDIALOG: Jurnal Ilmu Komunikasi* IV, no. 2 (Agustus 2021).

³¹ Unde, *Televisi & Masyarakat Pluralistik*.

to emotions, attitudes, or values. Behavioral effects refer to real, observable behavior, which includes patterns of actions, activities, or habits.

If we relate it to the findings in community service activities, we can see that teenagers tend to watch and spread pornographic content. So there is the potential that these teenagers will take real action which refers to what they often see, namely behavioral effects, if the more they consume or watch pornographic content, the more these teenagers will be encouraged to act or do like what they see on social media. Teenagers who are affected by this media will tend to comment, share, and sexually harass them on social media.

Technology has become the most dominant influence in social life today. Daniel Chandler found several basic assumptions regarding technological determinism, in (Thurlow, 2004)³², namely as follows: Reductionistic, technological determinism is a barrier that separates culture and technology; As a result, the presence of technology is gradually eroding some of the cultural norms that have shaped society. In fact, according to Neil Postman (1992), the presence of technology has had a negative impact in changing the values in a culture, which have so far been ingrained³³.

Meanwhile, according to Marshall McLuhan, 1962 was based on the idea that changes in communication methods will also shape human existence. The way people think, act and move in human life from one decade of technology to the next decade is influenced by technology. For example, from individuals who are not familiar with letters to users of sophisticated electronic and printing devices. The idea that the discovery or development of communications technology is a changing factor in human culture is at the heart of theoretical determinism. In fact, according to McLuhan, our communication habits will shape culture.

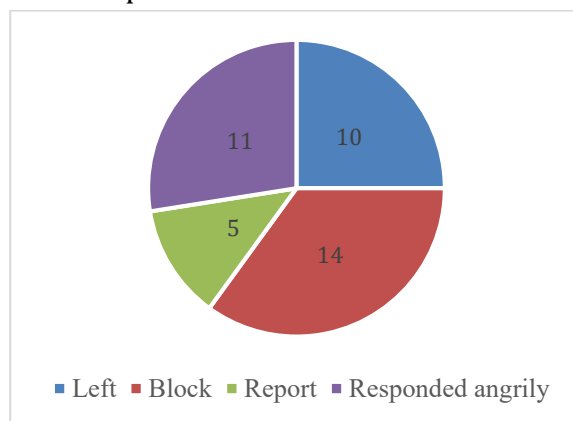


Figure 4: Adolescents' responses to sexual harassment on Social Media

³² Lengel and Tomic Thurlow, *Computer Mediated Communication*, Sage Publications (London: Sage Publications, 2004).

³³ LaRose and Starubhaar, *Media Now* (USA: homson Learning, 2004).

Source: Data processing results, 2023

If we look at the results of the data from filling out a questionnaire for teenagers in Kolaka regarding how they would respond if they received sexual harassment on social media as follows: 14 students chose to block, 10 students let it go, 11 students responded angrily, and 5 students chose to report. It can be seen that many students chose to block accounts that carried out harassment on social media, followed by 11 students responding angrily, and 10 students leaving it alone, with the lowest being 5 students choosing to report it.

It is very ironic if we see students who choose to allow the condition of sexual harassment behavior on social media, because it will turn this into a habit and omission which will result in even worse impacts, whether they are the victim or the perpetrator of sexual harassment on social media.

CONCLUSION

From the various descriptions and explanations above, a number of conclusions are obtained, including: **Firstly**, students tend to spread pornographic content for the purpose of joking. **Second**, students tend to watch pornographic content on their social media. **Third**, students tend to reject acts of sexual harassment on social media. **Fourth**, few students condone acts of sexual harassment on social media.

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