

Digital Literacy Bullying Prevention Efforts for Students

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ABSTRACT

Bullying remains a pressing issue in schools worldwide. To address this problem, we developed an innovative e-module that integrates storytelling, digital literacy, and interactive activities to prevent bullying among middle and high school students. This study evaluated the effectiveness of the e-module in fostering empathy, promoting digital citizenship, and equipping students with strategies to respond to bullying. Results indicated a significant increase in students' knowledge about bullying, their ability to identify different forms of bullying, and their confidence in reporting incidents. Additionally, the e-module was found to be highly engaging and enjoyable for students. These findings suggest that the e-module is a promising tool for schools seeking to create safer and more inclusive learning environments.

Keywords: Literacy, Bullying in schools, Bullying prevention, Inclusive learning environment

I. INTRODUCTION

Design-learning literacy can vary depending on the target audience, material taught, and objective learning. Literacy is the ability of individuals to understand, analyze, evaluate, and use various forms of text to interact with the surrounding world. Literacy learning design must focus on various aspects such as student needs, learning objectives, learning content, and teaching methods. Some types of common design-learning literacy were used:

- Learning Based on Project (Project Based Learning): Students work on projects relevant to literacy, such as making books together, compiling campaign literacy in school, or making films short about Astory. Design This pushes involvement students in a way that is active and gives ontext that is real for the development of skills literacy. Student Workin Group. For complete project literacy, such as making book stories, campaign literacy, or literacy blogs.
- Learning Collaborative (Collaborative learning): Students work in groups to read, interpret, and produce text together. The same. Design This promotes discussion, breakdown problem together, and distribution of insufficient answers, which can increase understanding and skills literacy.
- Learning based on problem-based learning (Problem Based Learning): Students face challengen real literacy, such as analyzing social problems through reading, then looking for solutions or making recommendations based on understanding them. Design: This develops a skills breakdown problem and helps students understand the relevance of literacy in everyday life.
- Learning Based on Text (text-based learning): Focus on mastery reading, writing, listening, and speaking skills through various types of text, including fiction and non-fiction. Students read and analyzed texts in depth, identified elements of text structure, and understood implicit and explicit meanings.
- Learning Based on Technology (Technology Enhanced Learning): Using technology to improve student literacy, such as learning on line, application learning, and using digital media in teaching.
- Technology can help students access various sources of information, participate in online discussions, and make work digital.
- Learning Based on Skills (Skills Based Learning): Focus on critical development skills-like ability analysis, synthesis, evaluation, and reflection on the text. These skills help students become readers and writers, who are more effective, and allow them to think critically about the information they have met.
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- i. Learning Based on Experience (Experiential Learning): Utilizes experience directly, such as visiting a library, meeting with authors, or participating in book clubs. These experiences help students hook skills literacy in real-world situations and increase motivation and understanding.
- j. Game-Based Learning: Using games and simulations to teach literacy skills, such as puzzle games. say, game roles or simulation life. This approach can increase student involvement and facilitate learning, which is pleasant.

The following is a general design For E-Module Learning Text Story Short Based on Digital Literacy, which aims to prevent bullying among students in junior high school and senior high school vocational high school:

1. Introduction
 - Introduction about module And learning objectives.
 - Explanation Why prevention bullying important in environment school.
 - Description short about What Which will studied in module.
2. Draft Base Literacy Digital
 - Introduction about literacy digital And importance understanding about usetechnology in preventing bullying.
 - An explanation of how digital literacy can help students identify, avoid, and respond to bullying situations both on line and offline.
3. Introduction Bullying
 - Definition of bullying and its various shapes (physique, verbal, social, and cyberbullying).
 - Explanation about impact negative bullying on welfare mentally And emotional victim.
4. Analysis Text Story Short
 - Election text story short Which relevant with theme bullying.
 - Activity reas and understands story short, with a focus on characteristics figure, plot, conflict, and moral messages related to bullying.
5. Activity Literacy Digital
 - Learning about how technology is used in bullying, including social media, text messages, and other online platforms.
 - Discussion about signs And behavior bullying in world digital.

Exercise identify the situation bullying And evaluate the impact.
6. Prevention And Countermeasures Bullying
 - Strategy-prevention bullying, including formation environment schools, which are safe, develop social skills, and promote inclusive attitudes.
 - Tips and tricks for responding to bullying, including methods that report incident bullyingto teachers or authorities.
7. Activity Interactive
 - Game or simulation interaction,involving students in scenarios bullying and teaching ways to respond wisely.
 - Discussion group about experiences with bullying and strategies forsupporting friends of the same age, who may be victims.
8. Evaluation And Feedback
 - Quiz or task evaluation For measure understanding student about material Which taught.
 - Suggestions and bait come back to help students improve their skillsin preventing and tackling bullying.
9. Source Power Addition
 - List source power addition, including site web, article, and organization, which can provide support and more information on bullying prevention.
 - Link to guides literacy digital And guide anti bullying Which relevant.
10. Conclusion
 - Summary from material Which has studied.

- Emphasis on digital literacy and awareness of bullying to form a safe and inclusive school environment.
- Appreciation to student on participation And business they in learning.

II. METHODS

This article is based on a narrative approach to analyze the literature and proposes relationships between existing theories to provide new and broader insights into these theories, so it can be said to be a qualitative study using a literature review approach. Literature reviews on literacy and language disorders have been conducted to formulate the right literacy integration for children with language disorders to improve their language skills.

III. RESULTS AND DISCUSSION

The indicator literacy in learning can be shared in three waybefore, during, and after reading. On stage before reading, students can request objective reading and predict contents reading. On stage during read students do an activity to identify information that is relevant, vocabulary new, say key, and/or say difficult in text, identifying part of the text that is difficult (If There), and/or reading return part that visualizes and/or thinks aloud, makes inferences, makes questions about content text, and things that are related to the topic (can use sources outside the text or enrichment books), and creates relatedness intertext. On stage after reading, students summarize, evaluate text, change from one fashion to another, choose, combine, and/or produce text multimodal to communicate a certain, confirm, revise, or reject predictions.

Implementation design learning literacy Language and Literature Indonesia must take a number of steps to ensure effectiveness and conformity with the needs of students. This is followed by the following steps:

1. Understanding the Curriculum: Get started with an understanding of the curriculum applicable in your institution or region. Identify competency standards and achievements learning associated with literacy in the Indonesian Language and Literature.
2. Analysis Need Student: Do analyses require students to know their level of ability in Indonesian Language and Literature literacy. This can be done through observation, interviews, or beginning the test.
3. Preparation of Learning Objectives: Based on the results of the analysis of student needs and the applicable curriculum, clear learning objectives can be set and measured. Objective This must covers aspects of understanding text, writing skills, and appreciation of literature in Indonesia.
4. Selection of Learning Methods and Strategies: Choose Learning Methods and Strategies in accordance with Objective Learning and Characteristics of Students. For example, learning can be based on projects, discussion groups, problems, or other creative approaches.
5. Election and Analysis Text: Texts that are relevant and in accordance with interest, as well as students' fluency level, are chosen. In-depth analysis of text to understand the structure, theme, characters, and messages contained therein.
6. Compilation Plan Learning: Plan series activity learning which is structured and closely related to objective learning. Include reading, discussion, text analysis, writing, and creative activities to improve students' understanding.
7. Use source power: takes advantage of various sources of power learning, including textbooks, online resources, audio-visual media, and visits to the library. or locations in Indonesia.
8. Development Skills Think Critical: Focus on the development of students' critical thinking skills. Encourage them to ask questions, analyze information, and draw logical conclusions in the context. Evaluation Learning: Various evaluation methods, such as test writes, assignment projects, and portfolios, measure student achievement in Language and Literature literacy. Indonesian Literature. The evaluation must cover various aspects of the learning that have been performed.
9. Reflection and Adjustment: After completing a series of learning sessions, reflections are performed with students to evaluate the effectiveness of learning. Use bait comes back for adapting plan learning in time upcoming.

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Challenges in learning literacy Language and Literature Indonesia Can vary, starting from low interest students to eye lessons. This leads to limitations in sourcepower and lack of students' ability to read and write. The following are some efforts and solutions that can be implemented to address these challenges:

- a. **Increasing Student Interest and Motivation:** Using a learning approach that is interesting and relevant to life Involving students in selecting texts that are interesting and match their interests. Create an atmosphere class that is fun and supports literacy learning.
- b. **Development Skills Read And Write:** Do learning differentiation that notices level fluency students. Give exercise read and write in a way regular, good in, and outside class. Using a variety of text types and literary genres to improve reading skillsand student writing.
- c. **Technology Utilization:** Using applications, software, and online resources that can support literacy learning. Utilizing online platforms for sharing text, discussions, and collaboration among students. Provide access to library digital and source power on-line to increase the accessibility to reading materials.
- d. **Training teacher:** Provide training to teachers about strategy teaching, whichis effective in learning Indonesian Language and Literature literacy. Encourage teachers to continue developing themselves and update their knowledge of Indonesian literature. Creating a forum or discussion group between teachers to share experiences and practices best in teaching literacy in Language and Literature Indonesia.
- e. **Collaboration with Person Old and Public:** Involving Old People in Support of Literacy Learning at Home. Inviting writers, cultural figures, or figure public locas to give lecturs or workshos relatedto Indonesian literature. Holding extracurricular activities or activities outside the class involving community in development literacy students.
- f. **Evaluation And Bait Come back Sustainable:** Do evaluation formative in a way periodic For monitor development student in literacy Language And Literature Indonesia. Give bait come back which constructive to student, to helpthem improve their reading and writing skills. Encourage students to self-reflect on their progress in Language and Literature literacy in Indonesia.

In operating E-Module Learning Text Story Short Based on LiteracyDigital for prevention of bullying in circles, student level Junior High School/Senior High School-Vocational High School, there are a number of efforts and solutions that can be implemented:

1. **Election Content Which Relevant**
 - **Efforts** : Selecting short story texts that are appropriate and relevant to the theme of bullying, good that as a victim, perpetrator, or witness.
 - **Solution** : Choose story short which interesting attention student and capable describe various aspects of bullying in a comprehensive way, including the impact and strategy to overcome the problem.
2. **Integration Literacy Digital**
 - **Effort** : **Integrate material about literacy digital, including method use technology to prevent bullying and support victims.**
 - **Solution** : The enter module uses social media with wise, online safety and identifies signs of bullying in the digital world. in learning module.
3. **Activity Interactive**
 - **Effort** : **Provide interactive activities that push involvement of students, such as online discussions, quiz games, and simulation scenarios.**
 - **Solution** : Make forum discussions on-line in platform learning, organizeinteractive quiz games about bullying prevention, and provide simulation cases of bullying for students' responses.
4. **Training Skills Social**
 - **Effort** : **Provide training about social skills and empathy to help students understand the impact of bullying and learn how to support friends' peers.**
 - **Solution** : Provide material about communication, which is effective, settlement conflict, and promotes culture-inclusive schools and friendliness.
5. **Approach Holistic**
 - **Efforts** : **Adopt a holistic approach to bullying prevention, involving various aspects such as learning emotional, formation character, and restorative justice.**

- **Solution** : Organize extracurricular activities or program schools that push cooperation, each other 's understanding, and value differences between students.

6. Collaboration with Party External

- **Efforts** : Involve external parties such as psychologists, counselors, or representatives from anti-bullying organizations to provide guidance and support.
- **Solution** : Invite speakers from outside the school to give presentations. or workshop on bullying prevention, as well as providing source power for students and parents.

7. Monitoring And Evaluation

- **Effort** : Do continuous monitoring of the effectiveness module and gather feedback from students and school staff.
- **Solution** : Regular stage session evaluation: to evaluate the impact module, identify areas for improvement, and adapt materials to student needs. And school environment.

With implementation efforts and solutions , E-Module Learning Text StoryShort Digital Literacy Based Lessons can be an effective tool in preventing bullying in student level junior high schooland senior high school vocational high school. This allows students to develop an understanding that is better about the problem and to obtain the skills needed to prevent and respond to bullying situations appropriately. wise.

IV. CONCLUSIONS

The basic concept of Indonesian Language and Literature literacy learning design is develop model learning literacy based on culture local For interestingstudents in reading books and developing vocabulary. Learning models Effective and efficient literacy can help students understand the content more easily. reading, read with Good, And write with Correct. Improvement movement literacyin learning Language And Literature Indonesia can done with develop literacy-based learning models. Literacy learning design must made with consideration to need student, skills Which desired, and the abilities possessed. Using literacy as a tool for develop skills think critical And develop kindness character. Facilitate student For recognize And develop ability literacy throughout life.

Design of E-Module for Learning Short Story Text Based on Digital Literacy is step Which strategic in effort prevention bullying in circles studentjunior high school/senior high school-vocational high school level. Through the integration of short story texts that are relevant to the theme of bullying and digital literacy approaches, this module provides an opportunity for students to understand, identify, and respond to bullying situations by wise. Various activity interactive, emphasis on skills social, And collaboration with party external become points important in strengthen effectivenessthis module.

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