



Implications of Cyber Law on Social Media Usage Among Elementary School Students

Muhammad Ruslan Afandi

Program Studi Hukum, Fakultas Sosial dan Humaniora,
Universitas Harkat Negeri, Indonesia

mruslanafandi@harkatnegeri.ac.id (*email correspondence*)

ABSTRACT

This research addresses the increasing use of social media among elementary school students and the resulting risks related to cybersecurity, personal data protection, and negative online behavior. The objective of this study is to analyze the implications of cyber law on children's social media use and to explain the roles of parents and educators in providing supervision and guidance. Method using a Systematic Literature Review (SLR) method, this study examines academic articles, policy documents, and institutional reports published between 2014 and 2024, selected based on inclusion and exclusion criteria, with data analyzed through thematic classification. The results show that while social media provides benefits in communication and learning, it also exposes students to cyberbullying, privacy violations, and harmful content, with reports of misuse increasing by 25% in 2023. The findings further indicate that limited understanding of cyber law both among children and parents reduces the effectiveness of legal protection, as only about 40% of parents understand relevant regulations. Additionally, cyber law plays a critical role in supporting safe digital practices through provisions in the Electronic Information and Transactions Law (UU ITE) and the Personal Data Protection Law (UU PDP). The study highlights that active supervision by parents and educators, integration of digital literacy into school curricula, modeling of responsible online behavior, and supportive communication significantly influence children's ability to navigate social media safely. Recommendations include strengthening cyber law education at school and family levels, enhancing parental digital literacy, and improving collaboration between schools, families, and government institutions to ensure comprehensive protection for children in the digital sphere. The implications of this research emphasize the need for a holistic digital safety framework that combines legal enforcement, educational interventions, and multi-stakeholder cooperation to foster responsible and ethical social media use among elementary school students.

Keywords: Cyber Law, Social Media, Elementary Students

INTRODUCTION

In today's digital age, social media has become an integral part of daily life, including among elementary school students. Platforms like Facebook, Instagram, and TikTok are not only used for social interaction, but also as a means of learning and self-development. However, children's use of social media brings its own challenges, particularly regarding the protection of personal data, cybersecurity, and potential negative impacts such as cyberbullying. Research by [Fajar and Machmud \(2022\)](#) indicates that elementary school students use social media for self-actualization and visualization. The frequency of social media access depends on gadget ownership and available facilities. The positive impacts of social media use include facilitating

Received: January 19, 2026; Accepted: January 28, 2026; Published: February 02, 2026



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communication between students and teachers and serving as a means of learning and finding reference sources. (ejournal.iainkendari.ac.id) However, another study by [Ramadhani et al. \(2023\)](#) found a significant relationship between social media use and student academic achievement, with a very strong negative correlation.

This shows that excessive social media use can disrupt study concentration and lower academic performance. (journal.citrabakti.ac.id) Additionally, research by [Annida et al. \(2023\)](#) revealed that the use of the social media platform TikTok can influence elementary school students' behavior, both positively and negatively. This influence depends on the content consumed and the supervision of parents and educators. (jbasic.org)

In Indonesia, the Electronic Information and Transactions Law (UU ITE) has been enacted to regulate activities in the virtual world, including the protection of personal data and the prevention of cybercrime. However, the implementation of UU ITE in the context of protecting children in the digital world still requires further attention. (ojs.unr.ac.id) Data from We Are Social and Hootsuite in 2023 shows that the number of social media users in Indonesia has reached over 200 million people, with internet penetration reaching 77% of the total population. Of that number, approximately 15% are children aged 7-12, who fall into the primary education category. This shows that social media is no longer just the domain of teenagers and adults, but has also reached younger age groups. A national survey conducted by the Ministry of Education and Culture in 2022 found that approximately 68% of elementary school students actively use at least one social media platform. The most popular platforms among students are YouTube (56%), WhatsApp (48%), and TikTok (42%). The use of social media is not only for entertainment, but also as a source of information and communication among peers.

Tabel 1 Quantitative Data of Social Media Use in Indonesia

Quantitative Data	Statistics/Numbers	Source
Total social media users in Indonesia	200 million users	We Are Social & Hootsuite 2023
Internet penetration rate in Indonesia	77% of the total population	We Are Social & Hootsuite 2023
Proportion of social media users aged 7-12	15% of total social media users	We Are Social & Hootsuite 2023
Percentage of elementary school students active on social media	68%	Ministry of Education (Kemdikbud) 2022
Most popular social media platforms among elementary students	YouTube (56%), WhatsApp (48%), TikTok (42%)	Ministry of Education (Kemdikbud) 2022
Increase in reported cases of social media misuse among children	Increased by 25% compared to the previous year	Ministry of Communication and Informatics (Kominfo) 2023
Parents who understand cyber law	40%	UNICEF Indonesia 2023

(Source: We Are Social and Hootsuite, 2023)

However, this use of social media by children also carries significant risks. Data from the Ministry of Communication and Information ([Kominfo](#)) in 2023 shows that reports of cases related to social media misuse among minors increased by 25% compared to the previous year. The most frequently reported cases include cyberbullying, the spread of negative content, and privacy violations. This situation underscores the importance of effective cyber law

enforcement to protect students from the negative impacts of social media use. Additionally, a 2023 survey by UNICEF Indonesia revealed that only about 40% of parents feel they have sufficient understanding of the rules and legal protections related to their children's digital activities.

This condition highlights the urgent need to improve education about cyber law, not only for students but also for parents and teachers as part of the basic education system. Thus, the role of formal education in socializing cyber law becomes very important for creating a safe digital environment for children. Overall, the data confirms the importance of a more intensive role for formal education and cyber law socialization, both in schools and within families, to create a safe and healthy digital environment for elementary school students.

Problem Formulation Based on the background above, the problem formulation in this research is (1) what are the implications of cyber law on the use of social media among primary school students? (2) What is the role of parents and educators in supervising and guiding the use of social media by elementary school students? By answering these questions, it is hoped that this research can provide a comprehensive overview of the impact of cyber law on the use of social media by elementary school students and offer recommendations for more effective educational policy development. This research, titled "Implications of Cyber Law on Social Media Use Among Elementary School Students," is crucial given the increasing penetration of social media use among elementary school-aged children. Children who are still in the stage of cognitive and emotional development are vulnerable to the negative impacts of poorly supervised social media use. Therefore, understanding cyber law becomes crucial for providing legal protection and shaping healthy digital behavior from an early age.

RESEARCH METHOD

This study employs a Systematic Literature Review (SLR) approach as the primary method to examine in depth various relevant literature on the implications of cyber law for social media use among elementary school students. The SLR approach was selected because it provides a comprehensive overview based on previous research findings, enabling the identification of trends, gaps, and key insights related to the studied issue. The SLR process was conducted systematically and structurally, beginning with formulating research questions, searching for literature, selecting materials based on inclusion and exclusion criteria, and carrying out thematic analysis of the collected data. Thus, the findings of this study are expected to serve as a strong foundation for understanding the role of cyber law and the supervision of parents and educators in the context of social media use among elementary school students.

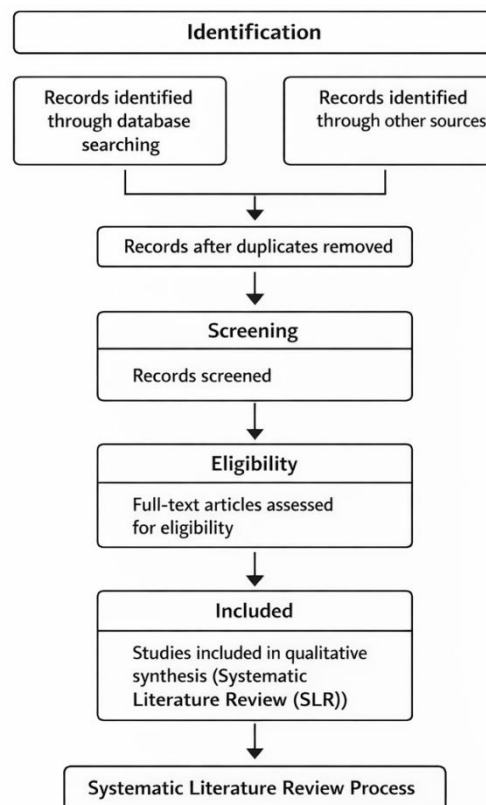


Figure 1.Research Method

Type of Research

This research uses the Systematic Literature Review (SLR) method to examine and analyze scientific literature relevant to the implications of cyber law and the roles of parents and educators in supervising social media use by elementary school students.

Data Sources

Data were obtained from leading academic databases such as Google Scholar and PubMed, as well as national and international journals discussing cyber law, social media, and elementary education. In addition, government policy documents and related institutional reports were also used as supporting data sources.

Inclusion and Exclusion Criteria

The inclusion criteria include journal articles, conference proceedings, and research reports published in the last ten years (2014–2024), written in Indonesian or English, and focused on cyber law, social media, and elementary education. Exclusion criteria include literature irrelevant to the topic, lacking full-text availability, or consisting of unsupported opinions.

Data Collection Procedures

Data collection was carried out by searching keywords such as “cyber law”, “social media”, “elementary school students”, and “parent and teacher supervision”. The search results were then screened based on titles, abstracts, and content to ensure alignment with the research focus.

Data Analysis Techniques

Data analysis was conducted thematically by identifying key themes that emerged from the reviewed literature, such as legal aspects, the impact of social media, and supervision roles. The results of this analysis were systematically compiled to provide a comprehensive description of the research topic.

RESULTS AND DISCUSSION

Implications of Cyber Law on the Use of Social Media Among Elementary School Students

The use of social media among elementary school students is increasing with the widespread penetration of digital technology. Cyber law, which is a collection of legal rules related to activities in cyberspace, plays an important role in regulating and protecting users, including children. The application of cyber law in the context of primary education aims to provide legal boundaries as well as education so that children can use social media safely and responsibly (Susanti, 2021).

The Electronic Information and Transactions Law (EIT Law) in Indonesia serves as the primary legal basis governing digital activities, including the use of social media. However, the dissemination of information regarding the content of this law to primary school students is still very limited, so their understanding of their rights and obligations as social media users is not yet optimal (Rahmawati & Putri, 2022). The direct implication of this lack of understanding is potential risks such as cyberbullying, the spread of negative content, and even privacy violations that students may experience.

Data from Kominfo (2023) shows a 25% increase in reports of social media abuse cases among children. These cases include online bullying, the unauthorized sharing of photos or videos, and the exploitation of personal data. Cyber law serves as a legal protection tool to prevent and prosecute such violations, and to deter cybercriminals. The following table summarizes some of the most common types of cyber offenses among children and their relationship to cyber law:

Table 2 Type Of Cyber Violation

Type of Cyber Violation	Percentage of Cases (%)	Cyber Law Implications
Cyberbullying	35%	Regulations on digital anti-bullying
Distribution of Negative Content	25%	Filtering and prohibition of illegal content
Privacy Violations	20%	Personal data protection
Fraud and Exploitation	15%	Law enforcement and child protection
Others	5%	Additional regulations and education

(Source : Kominfo, 2023)

The table illustrates the distribution of various types of cyber violations reported in 2023 according to Kominfo. Cyberbullying ranks as the most frequent issue, accounting for 35% of cases, indicating a significant concern among young internet users. Negative content distribution follows at 25%, reflecting persistent challenges in controlling harmful or illegal online material. Privacy violations make up 20% of the cases, showing that personal data misuse remains a notable problem. Fraud and exploitation contribute 15%, often involving vulnerable individuals, especially children. The remaining 5% falls under other miscellaneous

cyber incidents. Overall, the data highlights the need for stronger cyber regulations and digital literacy to protect users.

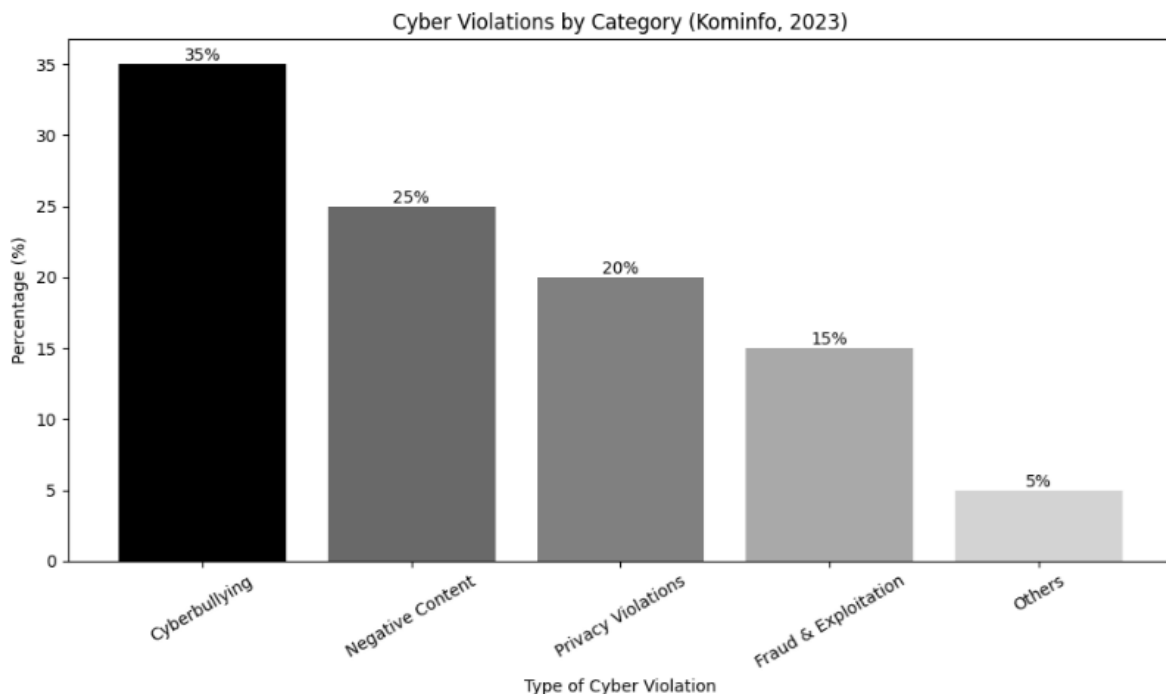


Figure 2 Type Of Cyber Violation

In addition to protection aspects, cyber law also promotes the development of healthy digital ethics. Education on cyber law can instill values of responsibility, awareness of legal consequences, and proper online interaction ethics in students from an early age. This aligns with the findings of [Annisa \(2022\)](#), who stated that cyber law education effectively reduces negative behavior on social media among children. The importance of implementing cyber law is also evident in the need to protect students' personal data. Children's personal information such as their names, addresses, and daily activities can be highly vulnerable if distributed without strict control. The newly enacted Personal Data Protection Law (UU PDP) provides an additional legal framework that grants individuals, including children, rights over their personal data ([Ministry of Communication and Informatics, 2023](#)). Thus, schools and social media platforms must comply with these regulations to ensure the security of students' data.

Beyond data protection, cyber law also regulates the types of content accessible to children. Harmful content such as violence, pornography, and hate speech, which is easily accessed by young users, can affect children's psychological development and trigger negative behavior. Therefore, content filtering mechanisms and the prohibition of illegal content distribution are essential components of cyber law implementation that must be understood and applied by schools and parents ([Indrawati, 2022](#)). Law enforcement against cyber violations is also a crucial aspect. Cases involving students as victims or perpetrators often do not reach the legal system due to limited understanding and access to legal channels. Strengthening socialization and facilitating the reporting of cases to law enforcement agencies are necessary to ensure that cyber law functions effectively in providing justice and protection ([Yusuf & Hartono, 2023](#)).

Furthermore, developing digital literacy that integrates cyber law into the basic education curriculum becomes a strategic solution. Digital literacy not only teaches students how to use technology but also fosters legal awareness and digital ethics. Research by [Firmansyah \(2022\)](#) shows that students who receive cyber law education have higher awareness of digital risks and tend to avoid harmful behavior on social media. Overall, the implications of cyber law on social media use among elementary school students extend beyond legal protection, encompassing the cultivation of responsible digital character that is crucial in today's digital era.

However, a major challenge in implementing cyber law among elementary school students is the limited resources and the lack of systematic integration of this material into the curriculum. Many teachers do not yet possess adequate competence to teach digital legal aspects, resulting in minimal cyber law education. Therefore, collaboration between the government, educational institutions, and parents is necessary to comprehensively promote cyber law as part of digital literacy. Through this, students can understand their rights and responsibilities, ensuring safer and more productive social media use.

Another challenge is the gap between regulations and actual practice in the field. Many schools and families have not fully adopted these rules consistently, either due to limited resources or lack of awareness. Thus, collaborative efforts from the government, educational institutions, and communities are essential to bridge this gap so that the protection of children in the digital world can be optimized.

The Role of Parents and Educators in Monitoring and Guiding Social Media Use Among Elementary School Students

The role of parents and educators is vital in monitoring and guiding social media use among elementary school students. Children at this age are still vulnerable to the negative influences of social media and require guidance to use technology in a healthy and wise manner ([Kurniawati, 2021](#)). Parents and teachers must act as active mediators, providing education and supervision of children's digital activities.

A [UNICEF \(2023\)](#) study revealed that only about 40% of parents feel sufficiently knowledgeable about online regulations and legal protections. This indicates the need to enhance parents' capacity in digital literacy and cyber law so they can help children understand risks and appropriate behavior on social media. Parental supervision of children's social media use is essential to prevent potential negative impacts. A study by [Prasetyo et al. \(2023\)](#) found that children who receive intensive parental supervision tend to develop more positive and responsible attitudes when using social media. This supervision includes not only technical controls, such as time limits, but also moral guidance and open discussions about the risks and benefits of social media.

In formal education, the role of teachers is equally important. Teachers must be equipped with training in digital literacy and cyber law to integrate these concepts into the learning process. Character education programs emphasizing digital ethics can shape students' awareness of the importance of responsible social media use ([Sari & Nugroho, 2022](#)). As formal educators, teachers must also take an active role in guiding students. Teachers need adequate training in digital literacy and cyber law to deliver relevant and appropriate instruction. Digital literacy programs in schools can enhance students' understanding of safe and lawful social media practices ([Sutanto & Hidayati, 2022](#)).

In addition to supervision, the active role of parents and teachers in modeling good digital behavior is highly important. Children learn significantly from the examples set by those in their immediate environment. Therefore, parents and teachers must demonstrate responsible attitudes in using social media so that children imitate such behavior (Wulandari, 2021). It is also essential to foster open and supportive communication between children, parents, and teachers. Children should feel comfortable reporting negative online experiences without fear of punishment or stigma. A supportive environment will help children handle digital problems more effectively (Putra & Sari, 2023). The following table illustrates the key roles of parents and teachers in supervising and guiding social media use among elementary school students:

Table 3 Roles of Parents and Teachers in Digital Guidance

Role	Example Activities	Positive Impact
Parental Supervision	Limiting access time, monitoring content	Prevents exposure to negative content
Parental Guidance	Discussing risks and digital ethics	Increases awareness and develops wise attitudes
Teacher Supervision	Monitoring device use at school	Creates a safe learning environment
Teacher Education	Providing digital literacy materials	Strengthens students' understanding of cyber law

(Source :Prasetyo et al., 2023 dan Sutanto & Hidayati, 2022)

In addition to supervision, the active role of parents and teachers in modeling good digital behavior is highly important. Children learn significantly from the examples set by those in their immediate environment. Therefore, parents and teachers must demonstrate responsible attitudes in using social media so that children imitate such behavior (Wulandari, 2021). It is also essential to foster open and supportive communication between children, parents, and teachers. Children should feel comfortable reporting negative online experiences without fear of punishment or stigma. A supportive environment will help children handle digital problems more effectively (Putra & Sari, 2023).

Collaboration between schools and families in monitoring social media use must be strengthened through joint programs, such as digital literacy training for parents and cyber law education workshops. These programs aim to ensure that supervision and guidance become more structured and synergistic, thereby guaranteeing comprehensive protection for children in the digital world. In addition, strong collaboration between schools and families is needed to create a safe digital environment. Schools can organize workshops or seminars for parents to enhance their awareness and capacity in supervising children's digital activities (Dewi, 2023).

In terms of policy, schools must establish clear rules regarding social media use and sanctions for violations that occur within the school environment. This forms part of cyber law implementation in the educational sector, providing more systematic protection for students (Yuliana, 2021). With the active involvement of parents and educators in supervising and guiding social media use, elementary school students are expected to use technology safely, avoid negative risks, and develop healthy digital character.

Integrating cyber law awareness into both family and school environments ensures that children not only understand how to use social media safely but also recognize the legal and ethical consequences of their digital actions. As technology becomes more deeply embedded in childhood experiences, holistic guidance rooted in parental involvement, teacher leadership, and structured institutional policies serves as a comprehensive framework that protects children from digital threats while empowering them to grow as responsible digital citizens.

CONCLUSION

This study aims to analyze the implications of cyber law on social media use among elementary school students and the supervisory roles of parents and educators. The findings reveal that cyber law provides essential legal protection against risks such as cyberbullying, privacy violations, and harmful content, while also fostering digital ethics and responsible online behavior. However, limited understanding of cyber law among children, parents, and educators constrains its effectiveness.

The research also highlights the critical role of active supervision, digital literacy education, and collaborative efforts in creating a safe digital environment for children. Limitations include reliance on secondary data through a systematic literature review and potential gaps in empirical data on implementation practices. Future research should focus on empirical studies assessing the effectiveness of cyber law education, the development of teacher training programs in digital law, and the exploration of multi-stakeholder frameworks to enhance comprehensive child protection in digital spaces.

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