



JIKN

Jurnal Inovasi Karya Nyata

Volume 2 Issue 1, 2026 (47-50)

ISSN (online) : 3109-2187

Homepage : <https://jurnalunived.com/index.php/JIKN>

Socialization of Legal Boundaries in Creative Writing for Generation Z Students at SMAN 7 Seluma

Merry Rullyanti¹, Eli Diana², Aziiz Rahman Putra³, Renos Dwi Prawiro⁴, Cici Permatasari⁵

^{1, 2, 3, 4, 5} Faculty of Teacher Training and Education / English Literature Study Program, Universitas Dehasen Bengkulu, Indonesia

e-mail: elidiana@unived.ac.id

Received [20-05-2026]

Revised [28-06-2026]

Accepted [30-06-2026]

Abstract

The rapid development of digital technology and social media has encouraged Generation Z to actively engage in creative writing activities across various online platforms. However, limited awareness of legal boundaries in digital content creation may expose students to risks related to copyright infringement, plagiarism, defamation, hate speech, and the dissemination of false information. This community service program aimed to increase students' understanding of legal aspects in creative writing and to foster responsible content creation practices. The program was conducted at SMAN 7 Seluma, Bengkulu, involving 24 eleventh-grade students. The activities consisted of presentations, interactive discussions, question-and-answer sessions, and practical exercises in creating short creative content using the AIDA (Attention, Interest, Desire, Action) framework. The results showed that participants gained a better understanding of various forms of creative writing, legal regulations related to digital content, and potential legal violations that may occur on social media platforms. In addition, students demonstrated increased awareness of ethical writing practices, respect for intellectual property rights, and the importance of verifying information before publication. Overall, the program successfully enhanced students' digital legal literacy and encouraged them to produce creative, original, and legally responsible written content.

Keywords: *Creative Writing, Legal Literacy, Generation Z, Digital Media, Community Service, Social Media.*

INTRODUCTION

The rapid expansion of digital technology and social media has transformed the way young people create, share, and consume written content. As digital natives, Generation Z actively participates in various forms of creative writing, including social media captions, blogs, fan fiction, online reviews, and other digital texts. This phenomenon has created new opportunities for self-expression, creativity, and communication while simultaneously exposing young people to legal and ethical challenges in digital environments. According to Maulani et al. (2025), the increasing accessibility of digital platforms has also heightened the risk of plagiarism and unauthorized use of intellectual property, particularly among students who frequently engage in online content creation.

Creative writing in digital spaces is no longer merely an artistic activity but has become closely connected to legal responsibilities. Students often publish opinions, narratives, and multimedia content without fully understanding the legal implications associated with copyright infringement, defamation, hate speech, privacy violations, and the dissemination of misinformation. Recent studies have emphasized that inadequate digital literacy may lead adolescents to engage in risky online behaviors, including sharing unverified information and reproducing copyrighted materials without proper attribution

(Fitriani & Ramadhan, 2023; Rahmawati et al., 2024). Consequently, strengthening legal awareness has become an essential component of digital citizenship education.

Research by Pramudinta et al. (2025) revealed that copyright violations remain among the most common legal issues in digital content production, particularly due to limited understanding of intellectual property rights. Similarly, digital communication practices among adolescents frequently blur the boundaries between freedom of expression and legal accountability, creating potential risks related to defamation and hate speech (Nugroho & Wibowo, 2022). While social media platforms encourage creativity and participation, they also require users to understand the legal frameworks governing online communication and content creation. In the Indonesian educational context, promoting digital literacy has become increasingly important as schools are expected to prepare students for responsible participation in the digital society. Legal literacy, as a component of digital literacy, enables students to evaluate the consequences of their online activities and make informed decisions regarding content creation and dissemination. Previous studies have demonstrated that educational interventions focusing on digital ethics and legal awareness can significantly improve students' understanding of responsible online behavior and reduce the likelihood of legal violations (Sari et al., 2023; Putra & Hidayat, 2024).

SMAN 7 Seluma is one of the secondary schools whose students actively utilize internet-based technologies and social media platforms for communication and learning activities. Despite their high engagement with digital media, many students have not received formal instruction regarding legal boundaries in creative writing. This condition raises concerns about students' vulnerability to legal risks associated with plagiarism, copyright infringement, online defamation, hate speech, and misinformation. Therefore, there is a need for an educational initiative that integrates creative writing skills with legal awareness to support responsible digital participation among students.

Based on these circumstances, this community service program addresses the following question: How can a legal-awareness socialization program improve Generation Z students' understanding of legal boundaries in creative writing and encourage responsible digital content creation? Accordingly, the program aims to enhance students' knowledge of various forms of creative writing, increase their awareness of legal risks associated with digital content production, and develop their ability to create original, ethical, and legally responsible written works in digital environments.

METHODS

This community service program was conducted at SMAN 7 Seluma, Bengkulu, on May 5, 2026, involving 24 eleventh-grade students. The program adopted a participatory educational approach aimed at improving students' awareness of legal boundaries in creative writing. The implementation consisted of three stages: preparation, implementation, and evaluation. During the preparation stage, the team conducted a preliminary survey and needs assessment. The implementation stage involved lectures, interactive discussions, question-and-answer sessions, and practical creative writing activities using the AIDA (Attention, Interest, Desire, Action) framework. The materials focused on creative writing in digital media and legal issues such as copyright infringement, plagiarism, defamation, hate speech, and misinformation.

Program evaluation was conducted through observation, discussion, and analysis of students' participation and writing products. The collected data were analyzed descriptively to determine the effectiveness of the program in enhancing students' legal literacy and responsible creative writing practices.

RESULTS AND DISCUSSION

The community service program involved 24 eleventh-grade students of SMAN 7 Seluma and was implemented through socialization sessions, interactive discussions, and creative writing practice. The results indicate positive outcomes in several aspects of students' legal literacy and creative writing competence.

Student Participation and Engagement

A high level of student participation was observed throughout the activity. Participants actively engaged in discussions, responded to case-based questions, and shared their experiences related to social media content creation. The interactive learning approach encouraged students to critically examine common digital practices that may potentially violate legal regulations, particularly in relation to plagiarism, copyright infringement, and online communication ethics.

Improvement of Legal Literacy

One of the most significant outcomes was the increased awareness of legal boundaries in creative writing. Prior to the activity, many students perceived social media writing as a form of unrestricted self-expression. During the discussion sessions, however, participants demonstrated a growing understanding that digital content is subject to legal and ethical responsibilities. Students were able to identify several forms of legal violations, including plagiarism, copyright infringement, defamation, hate speech, and the dissemination of misinformation.

Furthermore, participants showed an improved understanding of the importance of citing sources, respecting intellectual property rights, and verifying information before publication. This finding suggests that the activity successfully strengthened students' digital legal literacy, which is an essential component of responsible digital citizenship.

Development of Creative Writing Skills

The practical writing session revealed positive progress in students' creative writing abilities. Using the AIDA (Attention, Interest, Desire, Action) framework, participants produced short creative texts that demonstrated originality, audience awareness, and persuasive elements. Most students were able to generate their own ideas without directly copying content from existing online sources.

The writing products also reflected students' ability to apply legal and ethical considerations when developing digital content. This indicates that legal awareness can be effectively integrated into creative writing instruction without limiting students' creativity.

Reflection on Students' Learning Experience

Reflection activities showed that several students had previously been unaware of the legal consequences associated with online writing practices. Through real-life examples and case discussions, participants recognized that seemingly simple actions, such as reposting content without attribution or sharing unverified information, may result in legal and social consequences.

Students also expressed a greater sense of responsibility when publishing content on social media. This shift in perception demonstrates that the program not only increased knowledge but also contributed to positive changes in attitudes toward digital communication.

Implications for Digital Literacy Education

The findings highlight the importance of integrating legal literacy into digital literacy and creative writing education. While Generation Z students are generally familiar with digital technologies, their understanding of legal regulations governing online content remains limited. The program demonstrated that targeted educational interventions can enhance students' awareness of legal risks while simultaneously promoting creativity and critical thinking.

The integration of creative writing practice with legal education provides a practical model for schools seeking to strengthen students' digital citizenship competencies. Such initiatives may help reduce potential legal violations among young internet users and encourage the production of ethical, original, and socially responsible digital content.

CONCLUSION

The community service program on legal boundaries in creative writing successfully enhanced Generation Z students' understanding of legal and ethical issues related to digital content creation. The activity increased students' awareness of various forms of legal violations, including plagiarism, copyright infringement, defamation, hate speech, and misinformation, while simultaneously strengthening their creative writing skills.

The results demonstrated that students were able to identify legal risks in online writing, distinguish between ethical and potentially unlawful content, and apply responsible writing practices when producing creative texts. The integration of legal literacy and creative writing activities proved effective in fostering critical thinking, originality, and responsible digital behavior among participants.

Overall, the program contributed to the development of digital citizenship competencies by encouraging students to create creative, ethical, and legally compliant content. Future programs should incorporate continuous mentoring and follow-up activities to further strengthen students' legal awareness and sustainable creative writing practices in digital environments.

REFERENCES

- Fitriani, N., & Ramadhan, A. (2023). Digital literacy and responsible social media use among adolescents. *Journal of Educational Technology Studies*, 15(2), 88–101.
- Maulani, M., Apriyani, R., & Ventyrina, I. (2025). Konstruksi hukum pidana terhadap tindak pidana plagiarisme karya tulis. *Referendum: Jurnal Hukum Perdata dan Pidana*, 2(3), 70–80.
- Nugroho, A., & Wibowo, D. (2022). Freedom of expression and legal awareness in digital communication among youth. *Journal of Digital Society Studies*, 8(1), 45–58.
- Pramudinta, S. P. A., Lukman, H., Ramadhani, N., Ardana, F., & Putri, N. (2025). Analisis kasus pelanggaran hak cipta terhadap plagiarisme buku di Indonesia. *Jurnal Cendikia ISNU-SU*, 2(1), 38–48.
- Putra, R., & Hidayat, M. (2024). Legal literacy education and digital citizenship among secondary school students. *International Journal of Education and Digital Society*, 6(2), 112–126.
- Rahmawati, E., Syafitri, D., & Kurniawan, R. (2024). Digital ethics awareness and online content creation among Generation Z learners. *Journal of Media and Communication Education*, 11(1), 23–37.
- Sari, P., Wulandari, T., & Kusuma, A. (2023). Enhancing students' legal awareness through digital literacy programs. *Indonesian Journal of Civic and Citizenship Education*, 7(2), 95–108.