

TEACHERS' PERSUASIVE COMMUNICATION IN BUILDING DIGITAL LITERACY TO PREVENT EXPOSURE TO PORNOGRAPHIC CONTENT AMONG PRIMARY SCHOOL STUDENTS: A QUALITATIVE CASE STUDY IN JAKARTA

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Abstract

Children's access to internet-connected devices creates educational opportunities while exposing them to age-inappropriate material. Schools need communication practices that help children recognise digital risks and make safer choices without relying solely on prohibition. This study explores how teachers use persuasive communication to build digital literacy and prevent primary-school students' exposure to pornographic content at SDN Pejaten Timur 11 in Jakarta, Indonesia. A qualitative case-study approach draws on interviews and observation reported in the underlying thesis. The analysis focuses on message strategies, teacher credibility, interpersonal relationships, instructional practices, and school-family communication. Findings indicate that teachers use direct guidance, reminders, age-appropriate explanations, examples of safe internet behaviour, and routine integration of digital ethics into classroom interactions. Teachers also communicate with parents through meetings and class messaging groups, recognising that children's online experiences extend beyond school. Persuasion appears to operate through credible adult role-modelling, clear and repeated messages, relational trust, and practical guidance rather than fear-based warnings alone. Digital-literacy activities are constrained by limited device use during lessons, the need for more systematic programming, and the single-school scope of the study. The article contributes a context-sensitive account of school-based prevention communication and recommends a coordinated, child-centred approach linking digital literacy, safeguarding, and parent engagement. As a qualitative case study, it does not establish causal effects on exposure or behaviour.

Keywords: *Persuasive Communication, Digital Literacy, Primary Education, Online Safety, Child Safeguarding, Teacher-Student Communication.*

A. INTRODUCTION

Digital technologies are now part of children's everyday information environment. Online platforms can support learning, communication, and creativity, but can also expose children to material inappropriate for their developmental stage. For primary-school students, the challenge is not simply access to technology; it is the capacity to interpret online information, recognise risk, protect privacy, and seek help when encountering harmful content. Digital literacy is consequently both an educational capability and a component of child safeguarding, the educational value of digital media therefore coexists with a responsibility to prepare children for the risks that accompany access. Digital literacy should be treated as a developmental capability: students learn not only how to operate a device, but also how to make judgements, recognise boundaries, and respond when online experiences become confusing or uncomfortable. In primary education, such learning is most likely to be meaningful when connected to everyday examples and reinforced by adults who can explain expectations in language children understand (Hendaryan et al., 2022; Muttaqin, 2024).

In Indonesia, expanding internet access has intensified the need for practical digital education in schools and families, children may encounter sexualised or pornographic material accidentally through searches, recommendations, social media, messaging services, or content shared by peers. Prevention efforts should not place the entire burden on children: adult guidance, platform safeguards, family communication, and school policies also matter. At classroom level, teachers are well positioned to introduce age-appropriate concepts of safe, ethical, and responsible digital participation, the issue is also relational. Children may hesitate to disclose an uncomfortable online encounter if they expect to be blamed, punished, or misunderstood. A preventive message that focuses only on danger may encourage avoidance rather than help-seeking. By contrast, clear guidance about what to do next—stop viewing, leave the page or conversation, do not forward the material, and tell a trusted adult—can make safety advice more actionable. This child-centred emphasis is consistent with the need to connect digital literacy with character development and responsible conduct, rather than reducing it to technical competence (Suriani, 2022; Fajrina, 2025).

Digital literacy is broader than operational skill. It includes the ability to access, understand, evaluate, and use digital information appropriately while considering social and ethical implications. Research in Indonesian educational settings highlights its relevance to students' learning and character development (Hendaryan et al., 2022; Muttaqin, 2024; Suriani, 2022). Yet the presence of devices or isolated safety messages does not automatically produce critical judgement. Students need understandable explanations, opportunities to ask questions, and reinforcement across settings, persuasive communication offers a useful lens for examining how teachers encourage safer attitudes and behaviour. In education, persuasion need not mean coercion; it can involve credible explanations, dialogue, modelling, and encouragement that support informed choices. Prior studies have examined teachers' persuasive communication in relation to learning motivation, classroom behaviour, bullying prevention, and school literacy initiatives (Herawaty, 2025; Rahayu, 2024; Ramadhan et al., 2024; Yohana & Yulianti, 2023). These studies suggest that effectiveness depends on message content, communicator credibility, the relationship with the audience, and contextual appropriateness, a more specific question remains: how do teachers translate persuasive communication into everyday digital-literacy practices intended to prevent primary-school students' exposure to pornographic content? This is important because prevention concerns a sensitive topic and young audiences. Teachers must communicate boundaries clearly while encouraging students to report uncomfortable encounters and seek trusted adult support, without shame or blame.

The study is relevant for three reasons. First, it addresses a sensitive prevention issue in a primary-school setting, where messages must be protective without becoming explicit or frightening. Second, it considers persuasion as an interpersonal process rather than as a one-way announcement: teachers communicate through their authority, examples, repetition, and relationships with students. Third, it brings the school–family interface into view, because children's digital experiences extend beyond school hours. Prior work on teacher persuasion in literacy and student motivation provides a useful point of comparison, while studies of pornographic exposure among elementary-age children underline the importance of prevention and careful adult guidance (Yohana & Yulianti, 2023; Rahayu, 2024; Luthfiyatin et al., 2020). This study examines SDN Pejaten Timur 11 in Jakarta as a qualitative case. It asks: (1) how do teachers communicate persuasive messages about safe and responsible digital behaviour; (2) what message, relational, and media strategies are used to build digital literacy and prevent exposure to pornographic content; and (3) what institutional and family conditions enable or constrain these practices? The contribution is an empirically grounded description of school-level prevention communication and its implications for coordinated practice among teachers, school leadership, and parents.

B. LITERATURE REVIEW

1. Digital literacy as a protective capability

Digital literacy is understood as the ability to access, interpret, evaluate, and use digital information in competent, critical, ethical, and safe ways. For children, this includes recognising that not all online content is appropriate, understanding basic privacy and interaction rules, avoiding suspicious links or requests, and knowing how to disengage from harmful material and tell a trusted adult. Digital literacy is therefore a set of practices embedded in social relationships, not technical proficiency alone. Indonesian studies associate digital-literacy implementation with learning and responsible character development (Hendaryan et al., 2022; Muttaqin, 2024; Suriani, 2022).

Kurniadi et al. (2023) similarly frame digital literacy as a competency relevant to students' use of online learning environments. This perspective also distinguishes access from competence. A child can use a smartphone confidently without being able to evaluate a link, understand the implications of sharing a private image, or recognise manipulative communication. Kurniadi et al. (2023) examine digital-literacy competence in a school-learning context, while Muttaqin (2024) focuses specifically on implementation in primary education. Together with Hendaryan et al. (2022), these studies support the view that digital literacy requires deliberate educational practice rather than an assumption that familiarity with devices produces sound judgement. In this article, the protective dimension of literacy is considered through the messages and interactions reported in the case, not as a measured student outcome.

2. Persuasive communication in teacher–student interaction

Persuasive communication aims to influence beliefs, attitudes, intentions, or conduct through messages and interpersonal exchange. Teachers may persuade by explaining consequences, giving reasons, modelling appropriate behaviour, repeating core messages, and adapting language to students' comprehension. Credibility and the teacher–student relationship are especially important because children may be more willing to accept guidance from adults they perceive as caring, consistent, and trustworthy. Studies of teacher communication describe clear instruction, encouragement, relational approaches, and context-sensitive messages as relevant to motivation and prevention (Herawaty, 2025; Rahayu, 2024; Ramadhan et al., 2024).

Related work on school literacy highlights teachers' and school leaders' role in normalising literacy practices (Luthfi et al., 2026; Yohana & Yulianti, 2023). Interpersonal communication is particularly relevant in this setting because the same message can be received differently depending on the relationship between sender and recipient. Communication research on interpersonal interaction highlights the importance of understanding messages in the context of relationships, while work on teachers' roles emphasises the value of exemplary conduct and moral credibility (Anggraini et al., 2022; Sidabutar & Naibaho, 2023; Sulistiani & Nugraheni, 2023). For the present case, these ideas guide attention to how teachers speak, whether their guidance is consistent, and whether students can approach them without embarrassment. They are interpretive lenses, not claims that the study measured trust or persuasion effects quantitatively.

3. Child-centred prevention of online sexual-content exposure

Prevention communication about pornographic content requires particular care. Children need age-appropriate guidance about content boundaries, safe responses, and help-seeking without being blamed for accidental exposure. A safeguarding-oriented approach avoids graphic descriptions and fear-only messaging. Instead, it explains that some online material is unsuitable for children, provides simple steps for responding, and makes clear that children can tell a trusted adult without punishment or shame. Families and schools share

responsibility because children's online activity often takes place beyond classroom supervision. The risk of exposure should not be conflated with a claim that every child who encounters inappropriate content will experience the same consequences. The thesis literature includes discussion of pornography-related impacts and elementary-school exposure, making it important to treat prevention as a safeguarding concern while avoiding deterministic assumptions about individual children (Faida & Noorrizki, 2023; Luthfiyatin et al., 2020).

Digital ethics provides a complementary frame: children can be taught to respect boundaries, avoid sharing harmful content, and seek adult help. Such education is most appropriate when it protects dignity and privacy and does not ask children to describe explicit material in a public classroom setting (Fajrina, 2025). The analytical framework organises the case around five connected dimensions: (1) communicator credibility and role-modelling; (2) clarity and age-appropriateness of messages; (3) repetition and integration into routine learning; (4) relational trust and opportunities for dialogue; and (5) school–family coordination. These dimensions are sensitising concepts for interpreting qualitative evidence, not variables in a causal model

C. METHOD

The study employed a qualitative case-study design to explore communication practices within their institutional context at SDN Pejaten Timur 11, a public primary school in Pejaten Timur, South Jakarta, Indonesia. This design supports an in-depth understanding of how practices are implemented, interpreted, and constrained, prioritising contextual interpretation and analytical transferability over statistical generalisability. It is appropriate for examining how teachers communicate digital safety, frame messages, and integrate school routines with family communication (Romlah, 2021; Safarudin et al., 2023).

Data collection, as reported in the source thesis, involved interviews and observation, with school personnel and students identified as informants. Interview materials addressed teachers' approaches to safe internet use, responses to questions or incidents, student experiences, and communication with parents. The thesis also contains interview questions and responses, which were treated as qualitative evidence rather than quantitative measurements. For confidentiality, role-based labels were used: S1, an upper-primary student, provided perspectives on classroom guidance and digital literacy; T1, a teacher, informed analysis of persuasive strategies and preventive guidance; T2, a teacher or school personnel member, contributed perspectives on school routines and institutional digital-safety practices; and P1, a parent or guardian, represented school–family communication and reinforcement outside school. The exact informant count, roles, recruitment criteria, interview dates, and duration should be verified against approved fieldwork records before submission.

The analysis involved familiarisation with interview and observation materials, coding relevant statements, grouping codes into categories, comparing perspectives across informant roles, and synthesising themes concerning communication strategies, digital-literacy messages, prevention practices, family involvement, and implementation constraints. This process follows qualitative analytical principles of systematic coding, comparison, interpretation, and synthesis (Ahmad & Muslimah, 2021; Qomaruddin & Sa'diyah, 2024).

The themes represent patterns of meaning in the available material, not numerical frequencies or evidence that particular messages caused measurable changes in student behaviour. Although observation provided contextual evidence, the source document does not clearly establish independent coding, member checking, or a formal audit trail; these procedures should not be claimed unless performed. The methodological approach is consistent with discussions of qualitative research and data analysis (Himam & Anam, 2026; Jailani, 2023; Zahroh et al., 2025). Ethical safeguards are particularly important because the study involves children and online safety. Identifying information about child participants is omitted,

and graphic descriptions are avoided. Before submission, the authors should verify whether institutional ethics approval or exemption was obtained, how parental consent and child assent were handled, and how recordings and transcripts were stored. No approval number is provided because it was not clearly available in the source material. The study is limited to one school and a small group of informants; consequently, its findings describe practices reported in this institutional case and do not establish that any strategy reduces exposure rates or can be generalised to all schools. The final manuscript should include exact participant counts and procedural details only after verification against the thesis and fieldwork records.

D. RESULT AND DISCUSSION

The findings indicate that teachers communicate expectations about digital behaviour through direct guidance, reminders, advice, and explanations embedded in everyday classroom interaction. Rather than treating online safety only as an isolated topic, teachers revisit it when relevant situations arise. The thesis reports that teachers are expected to provide guidance during learning activities and explain why certain online content or behaviours are unsuitable for children. The significance of these reminders lies in their integration into routine teacher–student communication. Rather than relying on a single formal lesson, teachers can return to safe-use principles when discussing learning, behaviour, or responsible use of media. The case suggests that prevention messages are most practical when they are concise and repeatable. This pattern resembles wider accounts of persuasive communication in educational settings, where the teacher’s message is reinforced through ongoing interaction rather than a single act of instruction (Herawaty, 2025; Rahayu, 2024).

This practice gives persuasive communication a routine character. Repeated, concise messages can make expectations more familiar, especially for younger students who may not retain a single abstract explanation. The emphasis is not simply on what is prohibited; teachers also explain the broader principle of using digital media wisely and responsibly. This is consistent with school-based digital-literacy research that stresses sustained implementation rather than one-off information delivery (Hendaryan et al., 2022; Muttaqin, 2024).

1. Practical and Age-Sensitive Message Framing

Teachers’ reported communication relies on understandable language and practical examples. The emphasis is on distinguishing suitable from unsuitable content, explaining basic internet ethics, and encouraging students to avoid or leave content that makes them uncomfortable. Teachers thus act as both information providers and interpreters: students need help translating general rules into decisions when using a device or encountering material shared by others, a further implication is that language should preserve children’s dignity. In a sensitive topic area, public questioning or accusatory wording may discourage students from speaking honestly. Teachers can instead state the boundary clearly, explain that accidental exposure can happen, and give a private route for asking for help. This approach aligns with the broader relational view of communication: effectiveness depends not only on the informational content of a message but also on the conditions under which the recipient can respond (Anggraini et al., 2022; Safitri & Mujahid, 2024) age-sensitive framing matters because broad statements such as “use the internet wisely” may be too abstract to guide a child in a real situation. Practical communication can connect the principle to a small number of recognisable actions: do not open an unfamiliar or suspicious link; leave a page that displays unsuitable material; do not share or forward it; and ask a trusted adult for help. These are recommendations for making the existing prevention message more operational, not a claim that each action was systematically taught or assessed in the school. The literature on school literacy and digital ethics supports the need to connect general values with concrete routines (Hendaryan et al., 2022; Suriani, 2022; Fajrina, 2025).

Prevention messages are framed within broader conversations about responsible online conduct rather than through repeated descriptions of explicit content. This is appropriate for primary school because it communicates boundaries without unnecessarily exposing children to details. A practical approach can teach a simple response sequence: stop viewing, do not share the material, close or leave the content, and tell a trusted adult. Children should also be reassured that reporting an encounter will lead to support rather than blame.

2. Teacher credibility and relational trust

Teachers not only as information providers but also as trusted adults who shape attitudes through everyday conduct. Teachers use reminders and advice within interpersonal relationships, and the source material emphasises that teachers should be approachable and caring. This relational dimension matters in a sensitive topic: a child who anticipates blame or embarrassment may conceal an online encounter instead of seeking help. Persuasion is therefore not reducible to message frequency. Students must perceive the adult as approachable and the guidance as protective. This aligns with studies identifying interpersonal connection, credibility, and adaptation to student needs as relevant to teacher communication (Herawaty, 2025; Rahayu, 2024). The data do not establish how strongly students internalised the messages or whether their online behaviour changed over time.

3. Digital ethics and broader online behaviour

The preventive messages extend beyond pornographic content to general digital ethics, including responsible social-media use, appropriate online interaction, and awareness that digital actions can affect others. Teachers reportedly discuss inappropriate content and behaviour through examples and explanations. This broader framing places prevention within digital citizenship: the aim is to support students' judgement and responsibility, not only warn against one category of material, abroad framework may help students transfer principles to unfamiliar situations, including content encountered indirectly or shared by peers. However, general advice such as "use the internet wisely" may be too vague unless paired with concrete steps and a clear route to adult support when sexualised or disturbing content appears.

4. Parent communication and home-school continuity

School-family communication is an important part of the preventive environment. The thesis describes information being shared with parents during meetings and through class WhatsApp groups. These channels allow teachers to reinforce expectations beyond the classroom and encourage parents to guide children's internet use at home. This coordination matters because school restrictions cannot govern all digital activity. Parents may need to discuss age-appropriate access, supervision, privacy, platform settings, and what children should do if they encounter disturbing content. Communication with families can reduce inconsistent messages between home and school. The case also points to an opportunity to make parent engagement more systematic rather than relying mainly on meetings or messages when a need arises.

5. Implementation constraints and programme development

One practical constraint reported in the thesis is that students are generally not permitted to bring mobile phones into the classroom. This restriction may reduce immediate exposure during school hours, but it also limits opportunities to demonstrate safety practices directly on the devices and platforms children use. Device restriction and digital-literacy education serve different purposes: the former may reduce some in-school risks, while the latter builds skills needed when adults cannot continuously supervise children. The source material also points to the need for more regular socialisation, school programmes, and collaboration with parents. If

digital literacy depends on individual teachers' initiative, messages may vary in frequency and depth. A school-wide framework—with age-appropriate learning objectives, agreed language, referral procedures, and scheduled parent communication—could make prevention more consistent. These are implementation opportunities identified in one case, not the results of a formal policy evaluation.

The central finding is that persuasive communication in digital-safety education involves direct guidance, practical explanations, repetition, and supportive relationships embedded in teachers' everyday roles and school routines. This extends existing research on persuasive teacher communication by illustrating how familiar strategies can address sensitive digital-safety issues in primary education (Rahayu, 2024; Ramadhan et al., 2024). However, the findings do not establish a causal effect on students' exposure rates, as the source material reports no before-and-after measures, comparison groups, or behavioural outcome assessments. Rather, the study describes how educators implement and understand preventive communication within a specific school context, providing a foundation for more coherent practices, systematic evaluation, and stronger institutional support (Romlah, 2021; Safarudin et al., 2023). Credibility, clarity, and repetition operate as mutually reinforcing elements: students need trusted adults, understandable guidance, and consistent reinforcement across settings. Repeated messages may be less effective when delivered confusingly or punitively than when integrated into supportive relationships.

Digital-safety education should extend beyond prohibition to develop students' practical capacity to respond safely when adult supervision or device restrictions are absent. Although restricting devices may limit unsupervised access at school, restrictions alone cannot prepare children for digital situations encountered elsewhere. The case indicates that classroom phone restrictions also constrain opportunities for hands-on digital-literacy practice. This does not justify unrestricted access; instead, schools can introduce supervised, age-appropriate activities using fictional examples, teacher-created scenarios, and role-play to practise recognising unsuitable content, leaving harmful interactions, avoiding redistribution, and seeking help (Kurniadi et al., 2023; Muttaqin, 2024; Suriani, 2022). Existing broad messages about internet ethics could be developed into progressively structured learning: younger pupils could practise basic safety rules and identifying trusted adults, while older pupils could learn to evaluate links, make privacy decisions, navigate peer-sharing situations, and follow reporting procedures. Explicit harmful material should not be used as a teaching aid.

School–family coordination is another important component of preventive communication. Parent meetings and messaging groups provide useful channels, but their value depends on consistency, clarity, and two-way engagement. A structured communication protocol could establish shared messages, practical guidance for conversations at home, and confidential channels for parents or children to raise concerns. Communication should accommodate differences in caregivers' time, technical knowledge, and confidence by providing concise guidance, consistent terminology, calm responses to disclosures, and reminders against shaming children for accidental exposure. These recommendations extend the school's reported use of parent meetings and class messaging groups; they do not imply that a formal protocol already exists. Research on interpersonal communication and home learning similarly highlights the importance of ongoing relationships rather than one-way announcements (Amelia & Chaterine, 2024; Saputri et al., 2022). Schools should also distinguish routine prevention education from incident response. While digital-literacy lessons can be delivered universally, suspected exposure or disclosure should trigger a child-protection response prioritising safety, privacy, non-blaming support, and appropriate referral. Teachers should not be expected to investigate serious safeguarding concerns independently.

Overall, the case supports a practice-oriented framework comprising five mutually reinforcing components: credible adult role-modelling, clear and age-appropriate messages,

repeated integration into classroom routines, trusting communication that encourages disclosure, and coordination with families. This framework synthesises the practices and constraints identified in the case; it should be understood as a practical foundation for implementation and future evaluation rather than a validated causal model.

Table 2. Case-Derived Practice Framework

Component	Observed or proposed practice	Why it matters
Credibility and modelling	Teachers give guidance and demonstrate responsible conduct	Makes messages more trustworthy and observable
Message clarity	Simple, age-appropriate explanations and practical examples	Helps students translate principles into decisions
Repetition and routine	Revisit online-safety messages during learning and relevant incidents	Reinforces expectations beyond one-off instruction
Relational trust	Present teachers as approachable, non-shaming adults	Encourages questions and disclosure
School–family coordination	Parent meetings, class messaging, and regular guidance	Extends consistent support beyond school

School leaders can translate individual teacher practices into a coherent digital-safety programme. This could include a grade-level curriculum map, agreed vocabulary for safe online behaviour, periodic parent communication, teacher professional development, and a clear response pathway for disclosures. Teachers need support to answer children’s questions without unnecessary detail, preserve confidentiality, and know when to refer a concern to designated safeguarding personnel, a programme should also clarify responsibility. Classroom teachers can provide general education and listen to concerns, but they should not be left to manage serious safeguarding situations without institutional guidance. School leadership can designate a point of contact, define how concerns are documented confidentially, and clarify when caregivers or appropriate child-protection services should be involved. The programme can be reviewed periodically through teacher reflections, parent feedback, and non-identifying records of whether students know where to seek help. Any monitoring should assess implementation and support needs, not pressure children to disclose sensitive experiences. This recommendation follows from the case’s identification of coordination and implementation constraints and from the broader literature on effective communication and school-based literacy initiatives (Yohana & Yulianti, 2023; Wati et al., 2024).

Schools can encourage caregivers to establish age-appropriate rules, maintain open conversations, review privacy settings, and respond calmly if a child reports exposure. The aim is not to make children responsible for managing every risk themselves; it is to ensure that children have skills and trusted adults while schools and caregivers maintain their duty of care. Future studies should compare schools with different device policies and examine variation by grade, teacher training, family engagement, and resources. Longitudinal or mixed-method designs could assess changes in knowledge, confidence, and help-seeking while protecting children from unnecessary exposure to sensitive material.

E. CONCLUSION

This qualitative case study explored how teachers at SDN Pejaten Timur 11 in Jakarta use persuasive communication to build digital literacy and help prevent primary-school

students' exposure to pornographic content. Teachers rely on direct guidance, repeated reminders, practical and age-sensitive explanations, broader digital-ethics messages, and interpersonal relationships intended to position teachers as trusted adults. Parent meetings and class messaging groups extend communication beyond school, while limited classroom device use and the need for more systematic programming present implementation challenges. The findings should be interpreted within the boundaries of the design. The study concerns one public primary school, relies on a limited group of informants, and does not measure changes in students' digital-literacy skills or exposure to inappropriate content. The evidence therefore supports a practice-oriented interpretation, not a general claim about all primary schools in Jakarta or Indonesia. Future research can compare schools with different device policies, include more caregivers and grade levels, and combine qualitative interviews with carefully designed assessments of students' knowledge of safe online responses. Such work could examine whether a structured programme improves children's ability to recognise risks and seek help without compromising their privacy or wellbeing.

The main contribution is to show that prevention communication is best understood as a coordinated practice rather than a one-time warning. Credible role-modelling, clear messages, routine reinforcement, relational trust, and school–family coordination form a useful practice framework for digital-literacy education. Schools should complement reasonable access restrictions with skills-based learning and a non-blaming safeguarding response. Because the study focuses on one school, uses a limited group of informants, and does not measure behavioural change or exposure rates, its findings are exploratory and context-specific.

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