



Digital Empathy Training for Peer Counselors at MAN Rejang Lebong: Building a Foundation for Religious Moderation Among Muslim Youth in the Digital Age

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***Abstract:** In the digital age, teenagers face new challenges, such as developing empathy and religious moderation. They often struggle to understand tolerance, diversity, and healthy digital communication. The goal of this community service activity is to help peer counselors at MAN Rejang Lebong develop digital empathy as a foundation for religious moderation. This program aims to provide hands-on training in digital skills, such as understanding religious principles, embracing diversity, and using technology wisely. Interactive training, digital case simulations, and group reflection are among the strategies employed. The results of the program show that peer counselors were able to raise awareness about the importance of empathy in digital interactions, strengthen their understanding of religious moderation, and learn how to support their peers.*

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INTRODUCTION

The development of digital technology has significantly transformed the patterns of social interaction among adolescents. Social media, messaging apps, and various digital platforms have become the primary spaces where adolescents build relationships, express themselves, and shape their social identities. The widespread use of the internet among adolescents has created opportunities for an increasing number of cyberbullying cases. This phenomenon indicates that digital literacy alone is insufficient; it must be balanced with digital empathy so that adolescents can use technology wisely and responsibly. A study by the Center for Digital Society (CfDS), which surveyed 3,077 middle and high school students aged 13–18 across 34 provinces in Indonesia, found that 1,895 students (45.35%) admitted to having been victims of cyberbullying, while 1,182 students (38.41%) were perpetrators. This has become a widespread issue among teenagers today (Frensh et al., 2021; Hardiyanti & Indawati, 2023).

Cyberbullies don't seem to fully understand the impact of their actions. They make threats or insulting comments as a joke or without considering how they affect others (Pyżalski et al., 2022). There are cases where someone reacts inappropriately to certain activities, they find annoying or bothersome. Sometimes they feel that a rude or mocking response is a way to "get back at" (Bukhori et al., 2024). In some situations, a group of teenagers may engage in cyberbullying due to peer pressure. They may participate in such activities to feel more powerful or accepted within their group. There are also cases where

cyberbullies have personal motives, such as jealousy, a grudge, or dislike toward their victims (Polanco-Levicán & Salvo-Garrido, 2021).

The high number of bullying cases among teenagers is due to their lack of empathy, particularly digital empathy. Teenagers who lack digital empathy can undermine the foundations of their religious moderation, with potentially fatal consequences. If teenagers lack digital empathy, they become less sensitive to the moral consequences of their online behaviour (Salem et al., 2023). Because of a lack of understanding of how their actions affect others' feelings and well-being, teenagers who lack digital empathy are more prone to harmful online behaviour, as they are unaware of the psychological impact of such behaviour (Salem et al., 2023). This is what makes teenagers increasingly egocentric, meaning they prefer to focus on their own enjoyment without considering the needs or feelings of others. This is in stark contrast to the religious principle of moderation, which emphasizes the importance of caring for others. In this context, digital empathy becomes a crucial skill that needs to be developed the ability to understand, sense, and respond appropriately to others' emotional states in digital interactions (Bukhori et al., 2024; Fitriyah et al., 2021).

In the digital world, emotions and perspectives that lack sensitivity to others' experiences can lead to inequality. This can conflict with religious principles that promote tolerance, diversity, and cooperation. If teenagers lack digital empathy, they fail to consider the ethical and moral consequences of their online actions. The foundation of religious moderation that promotes ethical and moral behaviour can be eroded (Nurhayati et al., 2025). Therefore, a lack of digital empathy can undermine the foundations of religious moderation among adolescents by weakening their appreciation of moral and ethical values in online interactions. Consequently, it is important to guide adolescents in developing digital empathy skills while reinforcing religious values that promote compassion, tolerance, and social responsibility in the online environment.

Religious moderation emphasizes tolerance, respect for diversity, opposition to violence, and the ability to foster a harmonious social life amid diversity. Conversely, a lack of digital empathy can lead to intolerant behaviour, the spread of hate speech, and exclusionary attitudes that run counter to the values of religious moderation (Subchi et al., 2022). Efforts to foster digital empathy are essential (Salem et al., 2023). Today's teenagers often spend a lot of time interacting online through platforms such as social media, online games, and others. The increasing intensity of these interactions highlights the importance of digital empathy in understanding and relating to others' virtual experiences. Teens with digital empathy tend to be more cautious when interacting online because they understand how cyberbullying affects victims' feelings. Empathy can help prevent scams and contribute to a safer online environment (Wiederhold, 2024).

Teens with digital empathy are better able to manage conflicts and negotiate in online environments. Understanding others' perspectives can help prevent conflicts from escalating and lead to mutually beneficial solutions (Salem et al., 2023). Digital empathy helps them understand how certain content can affect other people's mental well-being and emotions. This can encourage more ethical use of media. Teens with digital empathy better understand the importance of maintaining privacy and respecting boundaries in online interactions (Hu et al., 2021). They can also respect other people's need for privacy and avoid actions that invade it.

Digital empathy is essential for building positive relationships in the online world. Being able to understand others' perspectives can improve online relationships, foster positive collaboration, and create a supportive social environment (Salem et al., 2023).

Digital empathy helps improve overall social skills, not just in the online world. Teens who possess this skill may be more successful at interacting in real life and building healthy relationships. Because they understand that words can hurt others' feelings, teens with digital empathy tend to be better able to handle criticism and insults. This can help them become more resilient (Biantoro & Arifuddin, 2025). Therefore, digital empathy is a crucial and essential skill for helping teenagers navigate the complex dynamics of the online world and interact with other internet users in a positive way.

In the digital age, social media has become not only a means of communication and entertainment for teenagers, but also a platform for the dissemination of information containing hate speech, intolerance, and religious provocation (Lahti et al., 2024). Teenagers who lack strong digital literacy and digital empathy tend to be easily influenced by such negative content (Wendt et al., 2023). This situation can lead to exclusivity, intolerance, and even discriminatory behavior toward other groups with different beliefs or views.

One type of teenager who can serve as a role model for other teenagers, especially at school, is a peer counsellor. Peer counsellors are teenagers selected for their strong interpersonal skills, enabling them to facilitate guidance and counselling services for other teenagers at school. Peer counsellors can provide emotional support to fellow students who are facing problems or difficulties (Hernández-Torrano et al., 2020; Yosep et al., 2023). They become a source of emotional support because their peers are more understanding and willing to help (Cerolini et al., 2023). They become a source of emotional support because their peers are more understanding and willing to help (Osborn et al., 2022).

As a foundation for fostering religious moderation in schools, digital empathy training for peer counsellors can have a significant positive impact. This training can help peer counsellors understand and respect the diverse religious perspectives and beliefs held by students (Syahbudin et al., 2023). Peer counsellors trained in digital empathy can help reduce stereotypes and prejudices against certain religious groups by fostering a deeper understanding of students' experiences both online and offline. Peer counsellors trained in digital empathy can also facilitate open discussions and the exchange of ideas among students from different religious backgrounds, creating space to understand differences and find common ground (Salem et al., 2023). Peer counsellors with digital empathy can help students develop tolerance for differences in their digital lives. They can encourage students to value diversity and accept differences as a rich part of the school environment. Peer counsellors with digital empathy can also help students who may face discrimination because of their religious beliefs. For students who feel isolated, this provides a sense of safety and support (Graf et al., 2019; Terry & Cain, 2016).

In addition, digital empathy training includes healthy digital literacy. Classroom counsellors can help their students use social media and technology wisely, preventing them from sharing content that is harmful or demeaning to specific religious groups. Digital empathy helps classroom counsellors teach their students positive and constructive ways to resolve conflicts (Salem et al., 2023). Students can learn how to resolve religious disagreements or conflicts in a way that does not cause harm.

Peer counsellors can enhance students' overall emotional well-being by building inclusive relationships and fostering a tolerant environment. Digital empathy training for peer counsellors can be a key component in creating a school environment that is diverse, inclusive, and promotes religious moderation (Kornienko et al., 2025). Although various character education and digital literacy programs have been implemented in schools, there has been little specific focus on strengthening digital empathy integrated with the values of

religious moderation among peer counselors. Yet peer counselors occupy a strategic position as they serve as a safe space for sharing stories and the first point of support for students facing various adolescent challenges, including conflicts and interactions on social media.

MAN Rejang Lebong offers a non-academic extracurricular activity called PIK-R. PIK-R stands for the Youth Counselling Information Centre, a student-led initiative designed to provide counselling to fellow students. Based on an interview with one of the PIK-R advisors who is also a Guidance and Counseling teacher at MAN Rejang Lebong the PIK-R at MAN Rejang Lebong is named PIK-R KESTURI, consisting of students who have been selected and trained to serve as peer counselors at MAN Rejang Lebong.

There are 30 active members. PIK-R's activities to date have included providing peer counseling to students at MAN Rejang Lebong and conducting informational sessions on adolescent reproductive health. These activities are conducted both in-person and online. In 2023, PIK-R KESTURI received a national award as the Best Model PIK-R in the "Beraksi" (Taking Action) category at the national level during the GenRe Indonesia Ambassador Appreciation and Creativity Jamboree, organized by the National Population and Family Planning Board in collaboration with the *GenRe* Indonesia Forum.

Previous studies have primarily addressed cyberbullying, digital literacy, and religious moderation in isolation. However, research and community service programs that specifically integrate digital empathy with the promotion of religious moderation through a peer-counseling approach remain relatively limited, particularly in the context of madrasahs. Given the various activities conducted by PIK-R Man Rejang Lebong and the importance of digital empathy for PIK-R members as the foundation of religious moderation, this 2024 Community Service activity is focused on Peer Counselor Digital Empathy Mentoring at MAN Rejang Lebong as the Foundation of Religious Moderation for Muslim Youth in the Digital Age.

IMPLEMENTATION METHOD

Implementation of the Mentoring Program: First, the digital empathy mentoring strategy for peer counselors at MAN Rejang Lebong employs a comprehensive and holistic approach. The goal of this strategy is to help adolescents use digital technology wisely and in moderation while fostering empathy and a deeper understanding of religion during online interactions. Activities include Special Training on Digital Empathy, Training on Religious Moderation, and Soft Skills Development. Second, by using a participatory and inclusive approach, this strategy emphasizes the importance of adolescents' direct involvement in the mentoring process. This gives them the opportunity to actively participate. Third, an evaluation is conducted to determine the success rate of the community service activities carried out. The evaluation is conducted by comparing the initial conditions of the beneficiaries (before the community service activities were carried out) with the final conditions of the beneficiaries (after the community service activities were carried out), to determine whether the results align with expectations or not.

RESULTS AND DISCUSSION

The "Digital Empathy Mentoring Program for Peer Counselors at MAN Rejang Lebong as a Foundation for Religious Moderation Among Muslim Adolescents in the Digital Age" was carried out in several stages: planning, implementation, and evaluation.

1. Planning

Planning plays a crucial role in any activity, including in the mentoring of community service activities. The plan (action plan) is developed based on the results of a needs analysis of the mentees to achieve the established objectives. All actions carried out during the mentoring activity must adhere to the established plan (action plan). The details of the planning or action plan for the community service mentoring activity for Peer Counselors at MAN Rejang Lebong can be seen in the following table:

Table 1. Action Plan for Mentoring the Mentored Group

No.	Action Plan	Activity Description	Involved Parties
1	Preparation of the Mentoring Program	<ol style="list-style-type: none"> 1. Conducting a Focus Group Discussion (FGD) regarding the implementation of the 2024 community service program. 2. Determining the participants of the program, consisting of peer counselors officially appointed by the school and members of PIK-R Kesturi for the 2024 academic year. 3. Designing mentoring materials to be used, including digital empathy, religious tolerance, and positive social media use. 	Supervising teachers and school authorities
2	Program Socialization for Students	Conducting a socialization session for all students of MAN Rejang Lebong regarding the importance of digital empathy, religious moderation, and the role of peer counselors.	Administrators and members of the PIK-R group
3	Implementation of Digital Empathy Mentoring Sessions	Peer counselors facilitate small-group discussions on digital empathy, tolerance, and students' experiences in dealing with religious conflicts on social media.	Administrators and members of the PIK-R group
4	Strengthening the Digital Campaign	Encouraging peer counselors to create and disseminate educational content on social media, such as videos, infographics, and podcasts promoting digital empathy and religious tolerance.	Administrators and members of the PIK-R group
5	Evaluation and Monitoring	Assessing the effectiveness of the program and implementing improvements based on the evaluation results.	Supervising teachers, administrators, and members of the PIK-R group

2. Implementation

As part of the 2024 community service program, the mentoring activities provided to members of the PIK R Kesturi at MAN Rejang Lebong include:

- a. Knowledge sharing is conducted to transfer the knowledge needed by peer counselors. The objectives of knowledge sharing activities are: 1) To enhance the knowledge of adolescents and peer counselors regarding religious moderation and digital empathy, 2) to inform people about how to address issues in digital interactions, particularly those related to religious and social matters, 3) to facilitate open and interactive conversations among educators, students, and teachers regarding the importance of upholding ethics in online interactions, 4) to foster public awareness of the importance of tolerance and religious moderation in an increasingly complex digital society.

The knowledge-sharing sessions are held in conjunction with the group's regular meetings, which take place every Thursday afternoon. Several methods and topics are covered during these sessions. For more details, please refer to the table below:

Table 2. Methods and Materials for Knowledge Sharing

No.	Date	Method	Material / Topic
1	15 August 2024	Peer Sharing	Peer counselors shared their experiences related to providing peer counseling, the use of social media, and their understanding of religious moderation.
2	22 August 2024	Interactive Seminar	The Concept of Religious Moderation
3	29 August 2024	Interactive Seminar	The Concept of Digital Empathy
4	5 September 2024	Interactive Seminar	Strategies for responding to conflicts or differences on social media in a wise and empathetic manner
5	12 September 2024	Digital Empathy Simulation	Assisting students in understanding how to respond to conflicts empathetically and moderately on digital platforms
6	10 October 2024	Knowledge Dissemination through Digital Media	Peer counselors created digital content (such as videos, articles, or infographics) containing messages of digital empathy and religious moderation. The content was disseminated through social media platforms popular among students, such as Instagram, YouTube, and TikTok.



Figure 1. Peer Sharing

- b. Guiding members of the PIK R Kesturi Rejang Lebong in responding to conflicts with empathy and moderation on digital platforms.

An important step toward creating a healthier and more peaceful online environment for adolescents is guiding members of the PIK R Kesturi MAN Rejang Lebong in responding to conflicts on online platforms with empathy and religious moderation. This method not only helps them handle differences of opinion but also helps them become more tolerant, responsible, and grounded in the values of Islamic moderation in their daily lives. Efforts to guide members of PIK R Kesturi Rejang Lebong in responding to conflicts with empathy and moderation on digital platforms can be seen in Table 3 below:

Tabel 3. Upaya pendampingan anggota PIK R Kesturi Rejang Lebong merespon konflik secara empatik dan moderat di platform digital

No.	Aspect	Activities
1	Introduction to Conflict on Digital Platforms	Encouraging peer counselors to understand conflicts that frequently occur on social media and how to respond wisely, empathetically, and responsibly.
2	Empathetic Approaches in Responding to Conflict	Peer counselors were encouraged to practice active listening, respond politely, respect others' feelings, and avoid negative assumptions.
3	Application of Moderation in Responding to Conflict	Peer counselors were taught to maintain neutral language, emphasize open dialogue and mutual respect, and bridge differences constructively.
4	Education on Digital Ethics and Information Literacy	Peer counselors were trained to critically filter information and maintain ethical communication practices in digital environments.
5	Developing Conflict Resolution Skills	Peer counselors were taught to identify the sources of conflict, separate the problem from the individuals involved, and seek solutions that benefit all parties.



Figure 2. Supporting members of the PIK R Kesturi Rejang Lebong in responding to conflicts in an empathetic and moderate manner on digital platforms

c. Assisting members of the *PIK R Kesturi* MAN Rejang Lebong in disseminating knowledge through digital media

As a Youth Information and Counseling Center, *PIK R Kesturi* Rejang Lebong plays a vital role in disseminating knowledge related to reproductive health, psychology, counseling, and religious moderation, particularly among adolescents. The following initiatives are being implemented to support *PIK R Kesturi* members in the process of disseminating knowledge through digital media:

- 1) Positive Use of Digital Technology to ensure that adolescents understand digital technology as a tool for education and empowerment, not just as a means of entertainment. *PIK R Kesturi* members should be able to disseminate information and knowledge through digital platforms such as blogs and social media. This can include content such as articles, infographics, podcasts, and educational videos. Using technology effectively to find accurate and reliable information to share with other adolescents. They must be educated on how to select trustworthy information sources, such as scientific journals, government websites, and reputable institutions.
- 2) Strengthening digital literacy so that members of the *PIK R Kesturi* MAN Rejang Lebong have the ability to use, understand, and evaluate information available on digital platforms. *PIK R* members must be able to evaluate information received from digital media. This includes identifying hoaxes, disinformation, and content that could divide the community, particularly regarding religion, health, or social issues. Additionally, they should learn techniques for creating engaging and informative digital content, such as video editing, creating infographics, and writing articles that are easy for teenagers to understand.
- 3) Empathy-Based and Moderate Information Sharing, where *PIK R Kesturi* members must be trained to use an empathetic and moderate approach when sharing information, especially on sensitive topics such as reproductive health and religion. When sharing information, use neutral and non-judgmental language. An empathetic approach is crucial for fostering open and respectful discussions on digital platforms. Emphasizing moderation in information sharing, where *PIK R Kesturi* members are encouraged to share information in a balanced manner and avoid content that promotes extremism or intolerant attitudes.

- 4) Depending on the target audience and the platform used, members of PIK R Kesturi can disseminate information through various types of digital media. Some methods that can be used include creating engaging educational videos on counseling, health, and religion. They can upload videos to YouTube, Instagram, or TikTok to attract the attention of teenagers. Infographics can be used to convey information in a visual, concise, and easy-to-understand manner. Infographics can be shared via WhatsApp or Instagram. PIK R Kesturi should have the capability to host podcasts or webinars on topics relevant to teenagers, such as religious moderation, peer counseling, and reproductive health.
- 5) Members of PIK R Kesturi must realize that the use of digital media entails significant responsibility. Some key considerations include prioritizing the truth and accuracy of information, which means verifying sources before sharing them. PIK R Kesturi members must understand privacy boundaries when sharing information, especially if it pertains to specific cases or individuals. Adhering to digital communication ethics means avoiding unnecessary conflicts, refraining from attacking or singling out specific individuals or groups, and using appropriate language.



Figure 3: Assisting members of the PIK R Kesturi at MAN Rejang Lebong in the use of digital technology



Figure 4: Supporting members of the PIK R Kesturi at MAN Rejang Lebong in disseminating knowledge through digital media

3. Evaluation

The evaluation of the community service activities for members of the PIK R Kesturi group at MAN Rejang Lebong was conducted through two methods: comparing the initial conditions of the assisted group with their conditions after the assistance, and soliciting opinions and feedback from the group members via a questionnaire. The results of the evaluation of the community service activities for members of the PIK R Kesturi group at MAN Rejang Lebong are as follows :

- a. Condition of the assisted community before and after the community service activity A comparison of the assisted community before and after the community service activity can be seen in the following table:

Table 4. Evaluation Results for the Mentored Group

No.	Before Mentoring	No.	After Mentoring
1	Students were still confused about how to communicate effectively through digital media.	1	Students understood and comprehended appropriate ways of communicating through digital media.
2	Students did not understand the use of digital language that reflects moderation.	2	Students became familiar with digital language that reflects moderation.
3	Students rarely responded when differences of opinion occurred on digital platforms.	3	Students became more confident in responding empathetically to differences of opinion on digital platforms.
4	Students were unaware of the importance of using emotional symbols (emojis) in communication through digital media.	4	Students understood the importance of using emotional symbols (emojis) in communication through digital media.
5	Social media content was previously focused only on sharing PIK-R activities.	5	Students learned to create digital content that could be shared through social media platforms.

- b. Opinions and feedback from members of the target group via a questionnaire.

Community service activities for members of the PIK R Kesturi MAN Rejang Lebong were conducted from August through October 2024. As part of the mentoring process, several activities have been carried out in accordance with the action plan that was developed. An evaluation is necessary to determine the success rate of the mentoring activities. The results of this evaluation will serve as the basis for determining follow-up actions for future activities. Based on the evaluation results, in general, the members of the target group expressed positive opinions and feedback regarding the community service activities conducted for the members of the PIK R Kesturi MAN Rejang Lebong. This is illustrated in the following table:

Tabel 5. Results of the Evaluation of Opinions and Feedback from Members of the Mentored Group via a Questionnaire

No.	Statement	Always	Often	Sometimes	Never
1	I am able to understand other people's emotions through digital communication.	31.6	52.6	21.1	0
2	I can easily empathize with what others feel through text messages or social media.	47.4	52.6	10.5	0
3	I am able to provide emotional support to friends through digital media.	21.2	68.4	15.8	0
4	I feel comfortable interacting empathetically with friends online.	36.8	42.1	26.3	0
5	I always try to understand other people's feelings before responding in digital spaces.	73.7	26.3	5.3	0
6	I am able to express my feelings appropriately through digital media.	21.2	53.6	31.6	0
7	I always consider other people's feelings when communicating through social media.	52.6	42.1	5.3	0
8	I can calm friends who are facing problems through chat or social media.	31.6	52.6	21.1	0
9	I use polite and non-offensive language when communicating online.	42.1	47.4	15.8	0
10	I often avoid discussions that have the potential to trigger conflict in cyberspace.	63.2	31.6	5.3	0
11	I use social media to spread messages of religious moderation.	10.5	42.1	47.4	0
12	I often educate friends about the importance of religious tolerance through digital platforms.	15.8	36.8	47.4	0
13	I try to demonstrate a moderate attitude when responding to differences in religious views in cyberspace.	31.6	26.3	42.1	5.3
14	I avoid disseminating information that could potentially trigger interreligious conflict.	63.2	36.8	5.3	0
15	I support the use of technology to promote the values of diversity and moderation.	68.4	26.3	10.5	0
16	I try to remain calm when facing	47.4	42.1	10.5	0

	heated religious discussions on social media.				
17	I avoid worsening situations when there are debates related to religion in group chats or social media.	57.9	26.3	15.8	0
18	I try to act as a mediator in discussions involving differences in religious views on digital media.	10.5	52.6	26.3	10.5
19	I support healthy and mutually respectful interfaith dialogue through digital platforms.	57.9	21.1	15.8	5.3
20	I prefer speaking directly with individuals regarding religious issues rather than provoking them on social media.	36.8	47.4	10.5	5.3
Average		41.7	41.35	15.8	1.32

Based on the results of an evaluation of the Community Service (PKM) activities conducted by faculty members, it can be concluded that the mentoring activities provided to members of the PIK R Kesturi group at MAN Rejang Lebong have had a positive impact on the group. These impacts include :

- a. Members of the PIK R Kesturi at MAN Rejang Lebong understand how to communicate via digital media
- b. Members of the PIK R Kesturi at MAN Rejang Lebong are familiar with digital language that reflects moderation.
- c. Members of the PIK R Kesturi at MAN Rejang Lebong are able to respond empathetically when there are differences of opinion on digital media
- d. Members of PIK R Kesturi at MAN Rejang Lebong understand the importance of using emoticons when communicating via digital media
- e. Members of PIK R Kesturi at MAN Rejang Lebong learn to create digital content that can be shared on social media.

PIK Kesturi MAN Rejang Lebong has the potential to become a model student organization that excels in integrating technological and social values to foster religious balance and moderation through a digital empathy mentoring program. Students' ability to recognize, understand, and respond to others' emotions both digitally and in person can be enhanced through digital empathy mentoring. According to Goleman, emotional intelligence consists of empathy, which is essential for building healthy social relationships (Goleman, 1995). According to Patchin and Hinduja, fostering digital empathy helps students better manage conflicts that arise on social media and prevents those conflicts from escalating (Patchin & Hinduja, 2010).

With the help of this program, members of the PIK-R Kesturi at MAN Rejang Lebong are learning values of moderation, such as tolerance, respect for diversity, and opposition to extremism. This aligns with Azra's view, who emphasizes how important moderation is for achieving social harmony (Azra, 2006). Members of PIK-R Kesturi at MAN Rejang Lebong are better able to identify radical content on social media and respond in an educational and peaceful manner thanks to digital empathy training. According to Thornberg, peer counselors at PIK-R Kesturi at MAN Rejang Lebong are leading the promotion of digital empathy values at the school (Thornberg, 2018). Effective

peer counselors are able to influence their friends to build positive relationships. Palmer notes that developing digital empathy also helps you communicate with others and gives you the confidence to lead discussions or resolve conflicts (Palmer, 2014).

Digital empathy training for peer counselors at MAN Rejang Lebong can help create a more peaceful and tolerant school environment. Rahmawati stated that an empathy-based approach has the potential to foster solidarity among students and reduce the likelihood of discrimination (Rahmawati et al., 2023). According to Atchin and Hinduja (2010), the ability to understand digital empathy can reduce incidents of online harassment or bullying and conflicts on social media, resulting in a safe digital environment. This mentoring program encourages positive digital interactions and teaches students how to use technology wisely (Ribble et al., 2011). Students are better able to distinguish between hoaxes, hate speech, and provocative content found on social media (Kusnawan et al., 2025).

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

Based on the results of the Community Service activity conducted with members of the PIK-R Kesturi MAN Rejang Lebong, it can be concluded that peer counselors at PIK-R Kesturi MAN Rejang Lebong demonstrate a greater ability to understand, manage, and address issues arising in the digital world with empathy. They now have the ability to help foster positive digital interactions. This mentoring strengthens peer counselors as agents of change within the school, particularly in promoting the values of religious moderation in digital interactions and within the school environment. This is reflected in the increased awareness among students regarding the importance of upholding values of inclusivity and respecting differences. Members of the PIK Kesturi at MAN Rejang Lebong can teach their peers about the importance of digital ethics through intensive training and mentoring. This helps reduce cyberbullying and the spread of misinformation among students. Peer counselors are now more proficient in using technology to share positive content, such as empathy campaigns and moderation efforts on social media. They have also improved their leadership skills in supporting their peers. The university ensures that these activities run smoothly. This synergy guarantees the program's sustainability and enables future innovation. The program fosters a culture of digital empathy within the school environment, supporting an inclusive, safe, and conducive learning climate. PIK Kesturi MAN Rejang Lebong also serves as a model of best practices for encouraging students to practice digital empathy

2. Recommendations

Based on the results of this Community Service activity, it is recommended that schools continuously integrate digital empathy and religious moderation values into counseling services, character education, and digital literacy programs to strengthen students' ethical behavior in online interactions. Continuous training and mentoring for peer counselors are necessary to improve their communication, leadership, and conflict-resolution skills in the digital environment. In addition, collaboration among schools, universities, parents, and other stakeholders should be strengthened to create a supportive ecosystem for healthy, inclusive, and tolerant digital interactions among adolescents

through seminars, digital campaigns, and mentoring activities related to cyberbullying prevention and digital ethics. Future researchers and community service practitioners are also encouraged to develop more innovative and measurable digital empathy mentoring models, particularly within Islamic educational institutions, in order to examine their long-term impact on students' social behavior, emotional well-being, and attitudes toward religious moderation in the digital era.

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