Prevention Of Suicide Through Character and Identity Strengthening At the Digital Era In Lombok Community

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Keywords:	Abstract
mental health, CSA, resilience, character building, identity, suicide prevention, Lombok community, digital era	*This article aims to prevent suicide cases in the Lombok community in the digital era by strengthening character and identity through Community Service Activities which is hereinafter abbreviated as CSA. The methods used include workshop digital literacy education, character building training, and community activities based on reflections on religious cultural values. This activity has used training methods, workshops, and community activities. The results of the CSA Program indicate an increase in community understanding of suicide risk factors, understanding values of building character, self-confidence, and a sense of togetherness through community activities. The CSA Program activities also encourage the formation of community support networks that are more responsive to mental health issues. In conclusion, an integrative approach between digital literacy, religious cultural values, and character building is expected to be effective in increasing psychological resilience and preventing suicide risk in the Lombok community. These CSA activities can be expected to become an adaptive community-based intervention model for strengthening character and identity amidst the dynamics of the digital era.*

Kata kunci:	Abstrak
Penguatan karakter, jati diri, pencegahan bunuh diri, masyarakat Lombok, era digital	Artikel ini berujuan untuk mencegah kasus bunuh diri pada masyarakat di Lombok di era digital melalui penguatan karakter dan jati diri melalui kegiatan pengabdian kepada masyarakat (PkM). Metode yang digunakan meliputi workshop edukasi literasi digital, pelatihan penguatan karakter, dan kegiatan komunitas berbasis refleksi nilai budaya religius. Hasil PkM menunjukkan peningkatan pemahaman masyarakat mengenai faktor risiko bunuh diri, pemahaman penguatan nilai karakter, kepercayaan diri, dan rasa

kebersamaan melalui kegiatan komunitas. Kegiatan PkM juga mendorong terbentuknya jejaring dukungan komunitas yang lebih responsif terhadap isu kesehatan mental. Kesimpulannya, pendekatan integratif antara literasi digital, nilai-nilai budaya religius, dan penguatan karakter diharapkan efektif dalam meningkatkan ketahanan psikologis serta mencegah risiko bunuh diri pada masyarakat Lombok. Kegiatan PkM ini dapat diharapkan menjadi model intervensi berbasis komunitas yang adaptif terhadap penguatan karakter dan jati diri di tengah dinamika era digital.

INTRODUCTION

Mental health today requires serious attention because it has broad implications for family life, community life, and social stability. Mental health within the family is crucial for building sustainable harmony, which in turn can create family happiness. Mental health within the community is equally important, as well, because with maintained mental health, harmonious social patterns can be achieved. Mental health, more broadly within a broader community, can contribute to social stability. In this regard, Sumendap & Tumuju (2023) stated that mental health is crucial as a preventative factor in preventing suicide. The primary trigger for suicide is often poor mental health.

In synergy with the above phenomenon, Nabiila & Kosasih (2023) emphasized that there is a very complex relationship between mental health and suicide, with a number of contextual factors influencing it. Therefore, it is important to understand the relationship between suicidal ideation and mental health. There are several efforts that can be made to prevent suicide, such as raising awareness, eliminating stigma, and providing strong social support to promote good mental health and help prevent suicidal thoughts.

In Indonesia, various regions are starting to show an increase in suicide cases by 2025, including Lombok, which has its own unique social and cultural dynamics. Changes in social structures brought about by modernization and digitalization have shifted patterns of relationships between individuals. Although the people of Lombok are known for their strong traditions of collectivity and togetherness, social and economic pressures, and changes in modern lifestyles can weaken these social support systems. Sarjana (2020) stated that sociocultural changes in Lombok are occurring rapidly and affecting the emotional stability of young people.

The digital era, while on the one hand, brings significant benefits to human life and society, on the other hand, undeniably creates serious challenges that can contribute to the risk of suicide. In this regard, character building is essential as a foundation for helping individuals cope with internal and external pressures. Lickona (2013) emphasized that strong character encompasses critical thinking skills, moral integrity, a sense of responsibility, and emotional management skills. In the context of

suicide prevention, a resilient character can help individuals assess problems rationally, seek social support, and find meaning in life. This approach is also relevant for the people of Lombok, who are adapting to the demands of the digital age.

In addition to character, self-identity plays a central role in developing mental resilience. Individuals with a clear sense of identity tend to have a more stable life direction, are able to make healthy decisions, and are more resilient to social pressures. Rapid cultural change often causes younger generations to lose their grip on local values that previously served as sources of psychological resilience. Therefore, it is important to integrate cultural values with religious practices that involve community activities, such as yoga practice. According to Novitasari (2022), yoga practice has an impact on mental health. Yoga, through body movements, stimulates various glands, muscles, and body parts related to emotional activity, thereby creating inner strength at the emotional level, balancing concentration, and fostering a sense of independence at the mental level, as well as maintaining homeostatic balance at the physical level.

Based on the research results above, yoga practice is very important as a community activity based on religious culture in preventing the emergence of suicidal ideation, which in turn can address suicide cases. Juniartha et al. (2024) revealed that the practice of hatha yoga can have an impact on mental health in children, using the case of the Samirata studio. Meylani et al. (2022) found an influence on mental health and mental well-being in the elderly through yoga practice. Lestari & Friscila (2022) revealed that there is an influence from actively participating in prenatal yoga classes on the mental health of pregnant mothers.

Community activities involving yoga practice are crucial for the Lombok community today in efforts to strengthen mental health and prevent suicide. In this context, community yoga activities prioritize solidarity and can provide a safe space for individuals experiencing mental distress. Similarly, Sugiana (2025) found that yoga practice, particularly yoga asanas, can stimulate the development of religious character. Gunada et al. (2021) revealed that yoga practice contains character values, one of which is religious character and discipline, reflected in Hindu-based moral teachings.

Based on the above description, community service activities that implement digital literacy education methods, character-building training, and community activities based on reflections on religious cultural values have the potential to build character strength and identity in communities vulnerable to suicide. The program of CSA serves as a strategic platform for implementing a preventative approach based on character, religious culture, and digital literacy. Through CSA, communities can receive digital literacy education, training on emotional management, and the reinforcement of religious cultural values. This intervention provides opportunities for the community to understand the risks of the digital era and develop the capacity to deal with them healthily. This structured approach aligns with the principles of community empowerment and mental health promotion.

In line with the narrative above, suicide prevention efforts in Lombok require a synergy between character building, identity affirmation, and leveraging the

potential of religious culture. The digital era is unavoidable, but its negative risks can be minimized through comprehensive community-based development. This background emphasizes that strengthening character and identity is the primary foundation for creating a Lombok community that is resilient, capable of developing adaptive attitudes, and capable of facing the psychosocial challenges of the digital era.

METHOD

The implementation of the CSA activities use a participatory approach of digital literacy education, character building training, and community activities based on reflection of religious cultural values, which places the Lombok community as the main subject in suicide prevention. This method is adapted from Sudjana (2019), who emphasizes collaboration among the CSA team, community leaders, and vulnerable groups as a strategic step toward building mental resilience in the digital era. In this regard, in the implementation of the activities, all stages are arranged to integrate the digital literacy education approach, character building training, and community activities based on reflection of religious cultural values as a strategy for preventing suicide in the Lombok community in the digital era. The following is a general description of the flow chart for the implementation of CSA activities.

Figure 1. Flow diagram for the CSA implementing
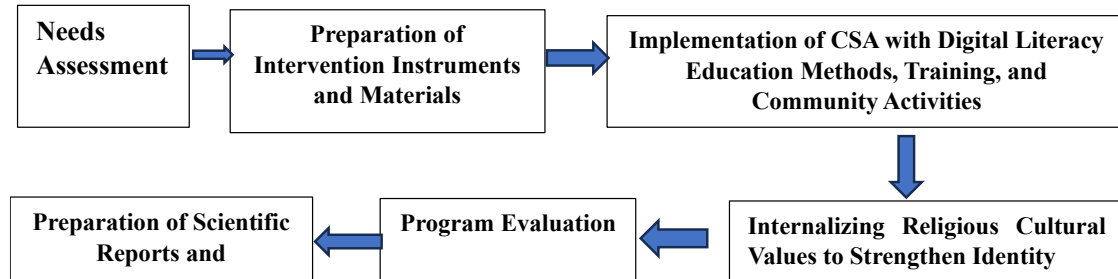
Needs Assessment

The initial stage involved field observations, brief interviews, and Focus Group Discussions (FGDs) to identify digital literacy levels, community activities undertaken by vulnerable communities, and suicide risk. The needs assessment helped identify triggering factors and local potential that could be leveraged (Cohen & Morrison, 2018). This information served as the basis for designing interventions that were relevant and appropriate to Lombok's socio-cultural context. The method used in the needs assessment technique is semi-structured interviews with community leaders to identify them.

Preparation of Intervention Instruments and Materials

The materials were developed based on the results of the needs analysis and included character building, moral education, stress management, digital literacy, and identity formation. Furthermore, the cultural and religious values of the Lombok

community, which are predisposed to building community solidarity, were integrated as social capital for suicide prevention. Instrument development was conducted in accordance with the principles of evidence-based program design (Nutbeam & Harris, 2010). Based on initial findings, the Community Service Program (CSA) team developed training materials covering (1) character building based on religious cultural values, (2) digital literacy to prevent the negative impacts of social media, (3) identity development through self-reflection, self-awareness, and the meaning of life, and (4) internalization of religious cultural values that can foster communal solidarity.

Implementation of Workshop Literacy Digital Education, Training, and Community Activities

Workshop of digital literacy education, conducted through counseling sessions, interactive discussions, and digital content analysis simulations. This education is designed to improve the community's ability to understand potential risks in the digital world. Participants are trained to recognize signs of psychological stress resulting from excessive social media use and are taught techniques for sorting information, managing device usage time, and creating a healthy digital space.

Training on character and identity strengthening, conducted through reflection on religious cultural values, case studies, and role-playing. This phase aims to strengthen participants' ability to understand themselves, recognize personal potential, and cultivate moral and spiritual values as a foundation for mental resilience. Participants also engage in affirmation exercises, emotional management, and group discussions to build self-confidence and strengthen their sense of belonging to their community.

A community yoga practice focused on the physical, emotional, and mental health of participants. Yoga was chosen as a self-healing technique that is easy to understand and can be practice independently by the community. Yoga activities include breathing exercises (pranayama), basic poses (asanas), and guided relaxation, which help relieve anxiety, stabilize emotions, and increase mental clarity. These yoga sessions also provide a space for peer support among participants, fostering healthy interactions that strengthen social bonds within the community. Yoga is used in community activities as a representation of religious culture originating from ancient Indian traditions through body movements and breathing exercises in order to build mental health as well as physical health.

Character Building and Digital Literacy Training

The training was conducted through interactive lectures, discussions, case simulations, and experience sharing. The training materials covered (1) character building (integrity, empathy, responsibility), (2) emotional management, (3) identity formation, and (4) digital ethics, hoax mitigation, and cyberbullying prevention. The training approach, based on Reivich & Shatte (2002), is aimed at building community

psychological resilience, and Livingstone (2019) is concerned with efforts to improve healthy digital literacy in the technological era.

Internalizing Local Cultural Values to Strengthen Identity

Lombok's local cultural values, particularly the principles of togetherness and social harmony, are integrated through cultural discussions, storytelling, and the practice of communal values. Local wisdom has been proven to strengthen individual identity and resilience (Geertz, 1973; Putra & Hidayat, 2021). Cultural internalization is an important foundation for identity formation amidst the onslaught of digital culture.

Program Evaluation

Evaluation was conducted through pre- and post-tests to determine improvements in participants' knowledge and attitudes. Additionally, qualitative evaluation through interviews, observations, and focus group discussions (FGDs) was conducted to assess the psychosocial impact and level of community acceptance of the program. Data triangulation-based evaluation was used to ensure more valid and comprehensive results (Creswell & Poth, 2018). Implementation of the evaluation of the success of the activity using the satisfaction index technique which was distributed through questionnaires to the participants through pre-tests and post-tests, the results of which were compared using statistical methods.

Report Preparation and Dissemination of Results

The final stage included the preparation of the CSA report and the dissemination of results to village officials, community organizations, and other stakeholders. Dissemination was carried out through community forums, local seminars, and scientific publications. This activity aims to ensure that the CSA recommendations can be independently implemented by the community and provide long-term benefits for suicide prevention efforts in Lombok.

RESULT AND DISSCUSSION
Workshop and Training in Strengthening Character and Identity

The workshop and CSA implementation demonstrated a significant increase in public understanding of suicide risk factors, particularly those related to digital media use. This phenomenon was indicated by the enthusiasm of participants in asking questions to the speakers regarding suicide cases in the Lombok region. The questions addressed trends that are the implications of digital media, such as online loans, fear of missing out, and cyberbullying, which contribute to emotional stress. This finding aligns with Twenge (2020), who stated that intense digital media use correlates with increased depressive symptoms in adolescents and young adults.

The CSA activities in Lombok were concentrated in two areas: Suranadi Village and Lilir Village. Activities in Suranadi Village included training and workshops, with four speakers presenting materials tailored to their expertise. *First*,

Prof. Dr. Ir I Wirata., A.Ma., S.E., M.Si., M.Pd is an academic from the Institut Agama Hindu Negeri Gde Pudja Mataram with material Strengthening character and identity in overcoming suicide in the digital era. *Second*, Kombes Pol. Abdul Azas Siagian, S.H., M.H serves as the head of Public Relations, West Nusa Tenggara Regional Police (Polda) with material Suicide from a legal perspective. *Third*, Ni Komang Puspita, a resource person from the Pusat Koordinasi Hindu West Nusa Tenggara, delivered material entitled Understanding and preventing suicide: local perspectives and the role of the community. *Fourth*, I Komang Sugiartha, a resource person who is a mental health practitioner, presented material entitled Mental strengthening strategies in preventing suicide in the digital era. *Fifth*, I Nengah Sumandra, as a speaker and the Chairperson of the Parisada Hindu Dharma Indonesia (PHDI) of West Lombok Regency, delivered material entitled Suicide in Hindu Religious Teachings and Its Implementation in the Digital Era. The five speakers were accompanied by six community service instructors who provided material and responded to questions from participants.

Figure 1. Workshop of the Character and Identity Strengthening

Source: CSA Team Documentation, 2025

Figure 1 above demonstrates the participants' commitment to the workshop during the presentation of material by the speakers and the CSA mentors. The participants, who were heterogeneous in terms of age, occupation, and region of origin, not only listened attentively to the presentation but also actively asked questions. This indicates that the workshop had an impact on the participants' attitudes. The workshop formulated the results in the form of educational materials on strengthening character and self-identity in a module book published to disseminate knowledge in preventing suicide.

Figure 2. Character and Identity Strengthening Training

Source: CSA Team Documentation, 2025

Figure 2 above demonstrates the participants' commitment to the training, which included simulations provided by the speaker and also as a practitioner to develop character and identity strengths. Strengthening character and identity through training can be achieved through a systematic and ongoing approach, where participants not only receive theoretical material but are also encouraged to understand core values such as integrity, responsibility, discipline, and self-awareness. According to Lickona (1991), character strengthening requires a learning process that addresses the dimensions of moral knowing, moral feeling, and moral action to achieve comprehensive change of their behavior. The training begins with an introduction to the concepts of character and identity, reflection on personal experiences, and identification of self-potential, as emphasized in Rogers' (1961) theory of self-development, which places self-awareness as the foundation of self-actualization. This reflective approach helps participants identify behavioral patterns and life principles that need to be strengthened in building a character of integrity.

Next, character strengthening is deepened through simulations designed to mimic real-life situations so participants can practice the values they have learned. Simulation-based learning models have been proven effective in improving critical thinking, self-control, and assertive communication skills because they provide authentic learning experiences (Kolb, 1984). Following the simulation, a debriefing session is necessary to foster reflection. Gredler (2004) explains that the post-simulation evaluative process can deepen participants' understanding and strengthen the formation of a strong identity and consistent character.

Participants also began to understand that the digital era can accelerate the spread of negative information, thus requiring digital literacy skills to select psychologically healthy content. Good digital literacy serves as a protective mechanism, as Livingstone & Helsper (2010) stated that digital literacy increases resilience to online psychosocial risks.

One important outcome was participants' increased awareness of the family's role as the frontline in suicide prevention. Many participants reported paying more attention to their children's and other family members' online interactions. This finding aligns with Van Geel's (2014) study, which showed that family involvement can reduce the negative impact of digital bullying. Overall, the CSA successfully increased the community's cognitive understanding of suicide risk factors, particularly those triggered by digital interactions. Systematic education, visual media, and a dialogic approach have been shown to strengthen the community's capacity to detect potential suicide risks early.

Strengthening Character and Identity through Religious Culture-Based Community Activities

Yoga, a religious culture-based community activity, is a collective space that encourages individuals to strengthen their character and identity through physical, mental, and spiritual practices. In the Hindu tradition, yoga is seen as a path to unification between the atman and Brahman, so its practice is not only a sport but also a moral development and self-awareness (Feuerstein, 2003). Through yoga practice, as a community activity held at the Widya Giri Malaka Pasraman, participants are not only invited to perform yoga asanas and surya namaskara movements but are also introduced to the values of *dharma, ahimsa, satya*, and *tapas*, which are the foundation of character building. Internalizing these values helps participants develop attitudes of integrity, discipline, and social awareness that are important in everyday life. In this regard, the success rate of the CSA activities was measured by participants' understanding of the material presented in the training and workshops, using instruments distributed to measure this. Meanwhile, community activities were measured by the attitudes exhibited by participants after participating in the yoga session. This evaluation continued for some time to assess their progress.

Figure 3. Yoga Practice Community Activities at the Widya Giri Malaka Pasraman

Source: CSA Team Documentation, 2025

Within the framework of strengthening self-identity, yoga community activities emphasize self-reflection through meditation and pranayama. Structured breathing

techniques help promote mental calm and clarity of thought, in line with Iyengar's (2005) view that breath control directly influences the control of thoughts and emotions. These activities enable participants to identify inner tendencies, personal weaknesses, and strengths that can be developed. The self-awareness that develops from these practices enables participants to better define their identity and life goals in alignment with noble spiritual values.

Yoga communities also provide a social space that supports character development through positive interactions, collaboration, and the practice of service (*seva*). In a community-based learning approach, the presence of a group with a shared spiritual purpose has been shown to enhance a sense of belonging and moral responsibility among members (Putnam, 2000). Through community service activities, simple rituals, and dharma discussions, participants learn to practice empathy, caring, and social ethics that strengthen collective character. These activities help connect personal spiritual experiences with tangible contributions to society.

Furthermore, yoga-based community activities are highly effective in building resilience and self-balance. Research shows that communal yoga practice can reduce stress, increase discipline, and improve emotional regulation, all of which are important components of character building (Sengupta, 2012). As participants in yoga practice at the Widya Giri Malaka Pasraman, engage in asana practice, group meditation, and reflection on spiritual values, they develop resilience, humility, and purpose. Thus, the yoga community provides more than just a place for physical exercise, but also a space for sustainable identity formation grounded in Hindu religious culture.

The EffectivenessWorkshop of Digital Literacy Education Approach in Suicide Prevention

The program discussion demonstrated that the educational approach proved effective in improving participants' digital literacy, particularly in filtering information that could potentially impact mental health. Cyber awareness education helped participants understand how social media algorithms can amplify negative content and influence emotions. This concept aligns with Pariser's (2011) findings regarding filter bubbles.

In the Lombok context, people who were previously passive in digital interactions began to show increased awareness of using digital media in a healthy and productive manner. This is important because Primack's (2017) research found that excessive exposure to digital media can increase the risk of social isolation, a contributing factor to suicide.

Further discussion showed that digital literacy correlated with participants' increased ability to maintain psychological safety online. Participants began avoiding stressful content, limiting screen time, and choosing educational platforms. This aligns with Livingstone's (2014) research that digital literacy improves individuals' ability to manage online risks.

Thus, the educational approach to digital literacy in this CSA has proven effective as part of a community-based suicide prevention strategy, especially when combined with local cultural values and reflective activities.

Synergy of Strengthening Character and Identity through Community Activities

The discussion in this subsection demonstrates that the synergy between character building, local cultural reinforcement, and community support is the most significant approach in reducing the psychological vulnerability of the Lombok community. The religious cultural values incorporated into CSA activities have been shown to enhance participants' sense of belonging. A study by Baumeister & Leary (1995) explains that the need for a sense of belonging is a crucial factor in maintaining mental health.

In the context of the Lombok community, communal activities such as deliberations, mutual cooperation, and discussions on local values serve as protective factors in coping with emotional stress. Strengthening these values helps people re-envision their identity as part of a mutually supportive community. This is consistent with Durkheim's research, which states that social cohesion can reduce suicide rates.

The discussion also shows that moral character based on cultural values enhances participants' ability to face the challenges of the digital era. Individuals with strong character tend to be able to reject negative information, control their emotions, and make healthy decisions. This opinion is supported by Lickona (2013), who asserts that character education is the foundation for developing constructive behavior.

Furthermore, interactions between participants during Community Service Program activities create a space for mutual support (peer support), which is crucial for vulnerable individuals. Many participants reported feeling more confident in sharing their stories and seeking help when experiencing stress. Strengthening identity through reflection on local values also demonstrates the important role of spirituality as a protective factor. Spirituality has been shown to provide meaning to life and increase individual resilience, as noted by Pargament (2013). In Lombok culture, religious values are a powerful element that strengthens community resilience.

Overall, the discussion suggests that implementing CSA that integrates cultural, moral, and educational approaches can be an effective model for community-based suicide prevention in the digital age.

CONCLUSION

The CSA themed "Strengthening Character and Identity in Suicide Prevention in the Lombok Community in the Digital Era" demonstrated that educational approaches, community activities, and humanistic approaches can increase public understanding of suicide risk factors and the importance of mental resilience. Workshops, training, and community activities broadened participants' understanding of strengthening character and identity amidst the influence of digital media. This

phenomenon is linked to mental health, making them more aware of the psychological pressures stemming from interactions with social media.

In addition to increasing understanding, this CSA successfully strengthened the community's character and identity through internalizing religious cultural values, developing self-awareness, and strengthening spirituality. This approach encouraged participants to recognize their potential, manage emotions more healthily, and build harmonious social relationships. The values of togetherness that exist within the Lombok community have proven to be an important foundation for building psychological resilience and mutual care among community members.

Overall, this CSA made a significant contribution to community-based suicide prevention efforts, particularly through the integration of character education, digital literacy, and strengthening religious culture. The implementation of these activities not only increases the community's capacity to recognize and manage suicide risks but also creates a more supportive, inclusive, and caring social environment for mental health. This CSA program can serve as a model for strengthening identity and character in other areas with similar socio-cultural conditions. The religious culture implemented through yoga practices, based on the results of interviews with a number of participants, is very helpful in building mental strength so that character and identity are also gradually built.

Several suggestions can be made regarding the implementation of this CSA activity. *First*, digital literacy and mental health education programs are needed at the community level to help people become more accustomed to recognizing early signs of mental distress and managing the negative impacts of digital media. The government, along with religious leaders, community leaders, and educational institutions, is expected to collaborate to hold regular training focused on strengthening community mental resilience as a suicide prevention measure. *Second*, character and identity strengthening needs to be continuously developed through a local cultural approach relevant to the identity of the Lombok community. Values such as togetherness, mutual cooperation, spirituality, and mutual care need to be integrated into social, religious, and educational activities so that each individual has a strong moral and emotional foundation to face the challenges of the digital era. *Third*, the establishment of a more structured community support network is essential. With easily accessible support systems, people experiencing emotional distress feel less alone and are more willing to seek help. This will strengthen the effectiveness of suicide prevention through a collaborative and sustainable approach.

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