



The Effects of Cyberbullying on Students: Implications for Ethics, Morality, and Academic Life

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ARTICLE INFO	ABSTRACT
<p>Keywords:</p> <p>Academic Ethics Cyberbullying Student Morality</p>	<p>Background/Context: Cyberbullying has become a serious threat to student mental health in the digital era, alongside rising internet penetration. While psychological impacts such as stress, anxiety, and depression are well documented, its effects on academic performance, morality, and empathy remain less understood.</p> <p>Objective/Purpose: This study aims to examine the impact of cyberbullying on university students, focusing on knowledge, attitudes, behavioral responses, and factors shaping their perceptions and experiences.</p> <p>Method: A quantitative survey was conducted with 185 students using a validated questionnaire. The instrument measured knowledge, attitudes toward digital media, and experiences and behaviors in responding to cyberbullying. Data were analyzed with descriptive statistics.</p> <p>Results: Most students showed good knowledge and awareness of cyberbullying and ethical digital behavior. However, few had direct experience, indicating a gap between theoretical understanding and practical exposure. No direct link with academic performance was found, though psychological effects may influence focus and motivation.</p> <p>Conclusion: Students demonstrate strong theoretical awareness but limited real-life experience. The study highlights the need for further research on moral, empathetic, and cross-platform implications of cyberbullying.</p> <p><i>This is an open access article under the CC BY-SA license</i></p>
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INTRODUCTION

Cyberbullying has become one of the main threats to adolescent mental health (Yonaevy et al., 2024). Cyberbullying itself is form aggression that refers to bullying behavior that is carried out somebody through social media, such as websites, SMS, networks social , chat rooms, etc (Zein et al., 2024). According to data, internet penetration in Indonesia in 2020 reached 73.7% of population, with level penetration highest in the group ages 15-19 years by 91%, this high level of internet access then associated with improvement possibility cyberbullying. In 2020, a survey nationally conducted by the Ministry of Communication and Information find that 49 percent teenagers in Indonesia ever experience cyberbullying (Yonaevy et al., 2024).

Factors that influence cyberbullying covering characteristics individual, environment social, as well as development technology that facilitates access and anonymity (Zein et al., 2024). Cyberbullying result in teenager experience problem psychosocial (Siroj & Zulfa, 2024). Danger psychological from cyberbullying covers impact emotional, psychiatric, psychosomatic, mental aggression, delinquency, depression, stress psychological, frustration, isolation, violence, unhappiness, tendencies kill self, low self-esteem self, shame, emotion negative attitude hurt self alone, and the desire to retaliate feud (Shahzad et al., 2024). Impact term long cyberbullying violence among teenager especially in Indonesia

is something it's a very worrying thing, not a few victims are very traumatized by this incident cyberbullying from mental to to his physical (Wulandari et al., 2020).

For prevention and treatment, it is necessary approach comprehensive involving education public to improve awareness, implementation policies and regulations strict, role active parents in supervision and mentoring children, as well as support and services counseling for victims and perpetrators (Zein et al., 2024). Digital literacy includes the ability to use, understand, and evaluate digital technology accurately, is also considered as a factor that can help prevent cyberbullying (Yonaevy et al., 2024). Of course action responsiveness and enforcement law to enforce strict policies to cyberbullying, enforcing law to cyberbullying perpetrators and victims should also have access to support psychological and services proper counseling (Boleng et al., 2024).

Although study previously has provided a good understanding about cyberbullying and its impacts, for example according to ullying cyber impact negative to student in aspect mental health including depression, anxiety social, kill self, self-esteem self low and problem behavior that can be destructive connection between member family (Yosep et al., 2023). Still there are some questions that haven't been answered yet answered. For example, the influence cyberbullying to performance academic student still not yet lots understood. Is cyberbullying directly impact on the decline achievements academic them? If yes, what factors what only the most contributing to this thing? Besides, how cyberbullying influence morality and empathy among students? These questions will become focus main in this research and it is hoped that it can provide new insights for development studies related cyberbullying.

This research is important because as we know together cyberbullying is one of rampant problems happening in this day and age so that it is a good understanding about cyberbullying is very much needed. In addition, this research can also contribute to the development of literacy about cyberbullying in Indonesia, which can support welfare social and creating environment healthier academics in this country.

This research aims to dig deeper Again the impact caused by cyberbullying, especially among studentss, as well as understand factors that influence perception and response they to this issue. The data collection process will done through survey designed to capture various aspect experience student related cyberbullying, followed with analysis statistics use identify significant patterns and relationships. With thus, this research is expected to provide a more comprehensive understanding. about impact from cyberbullying among students, as well as enrich literature academic and research in this field, which can later support effort more effective prevention and treatment.

METHOD

Research design used is quantitative (Hassine & Amyot, 2016). This research uses surveys and questionnaires to collect detailed information about experience student with cyberbullying (Smith et al., 2008). questionnaire used in this research has tested its validity and reliability, making it significant instruments for research. Validity and reliability questionnaire as a tool instrument research has also been proven in various studies previously (Taherdoost, 2016). We propose approach new validation focused on goals study through analysis statistics to the data collected from questionnaire (Hassine & Amyot, 2016).

Data collected through survey designed to capture various experience related cyberbullying (Djacenko, 2024). Reasons to use method questionnaire, because with this method, researchers can save time, energy and costs (Kuswati et al., 2022). Where we know together Questionnaire is tools commonly used in study survey to collect data from respondents (Lund, 2023). Details specific from questionnaire and its structure will further explained in this research.

Table 1. Grid Instrument

No	Question	Reference
Knowledge about Digital Media and Cyberbullying		
1	I believe that the use of digital media must be accompanied by with good ethics	(Marwah et al., 2024)
2	I feel the use of digital media influences ethical norms I in interact online.	
3	I often consider impact ethical from action I when using digital media.	
4	I feel concerned to issues like cyberbullying, cyberstalking, and cyber harassment in use of digital media	
5	I think that digital media must be used with full awareness will ethics and social norms .	
6	I believe that action such as bullying or harassment on digital media can be detrimental health other people's psychology .	
7	I feel that experience negative in digital media (such as intimidated or harassed) affects view ethical I to use of digital media.	
8	I feel that being a victim of cyberbullying can cause someone is not interested with interaction social	
9	I believe that action I am in digital media have consequence to welfare other people's emotions .	
10	I feel it is important to implement the same ethics in digital media with interaction direct	
Digital Media Use and Implications Ethical		
11	I understand that individuals who use digital media are potentially more vulnerable to behavior like online harassment or intimidation .	(Marwah et al., 2024)
12	I know that cyberbullying can have an impact negative on a person's mental well-being	
13	I understand that cyberstalking is a form abuse serious things done on the internet.	
14	I am aware that action like send message threats or insulting others included in cyberbullying.	
15	I know that cyberbullying, cyber harassment, and cyberstalking is problem serious that is necessary get more attention to the environment education .	
16	I know that teenagers and students are more vulnerable to impact psychological from cyberbullying.	
17	I realized that cyberbullying can cause problem long-term mental health long .	
18	I understand that the use of digital media can have an impact negative to health psychological users , such as increase risk anxiety or stress .	
19	I understand importance know ways to protect self from cyberbullying moment using digital media.	
20	I am aware that impact from cyberbullying often more dangerous than it seems on the surface .	
Experience Personality and Behavior in Responding to Cyberbullying		
21	I have become a victim of cyberbullying in digital media in six month final .	(Marwah et al., 2024)
22	I feel depressed or anxious consequence experience cyber harassment that I experience on digital platforms.	
23	I often hear about other people who are victims of cyberbullying in the environment I	
24	I believe that cyberbullying own impact significant negative to health psychological I .	
25	I report experience cyberbullying that I experience to party authorities on campus or digital media platforms.	
26	When I see action cyberbullying towards others, I feel driven to take actions to help they .	
27	I speak with friends or members family about experience I related cyberbullying to get support emotional .	

- 28 I am trying to build awareness among friends I about impact Serious
from cyber harassment and cyberstalking.
- 29 I try to keep privacy and security social media accounts me to avoid
from potential cyberbullying.
- 30 I believe that become wiser in the use of digital media can reduce
risk cyberbullying.

This research uses analysis descriptive analysis descriptive is form research data analysis to test generalization results study based on one sample (Lim et al., 2023). Analysis done for explore the quantitative data collected through questionnaire that focuses on perception student related phenomenon cyberbullying and its impact more deep to self they. There are three variables that become focus measurement, namely knowledge about digital media and cyberbullying, attitude to digital media use and implications ethical, and experience personality and behavior in respond cyberbullying. After the data is collected, the information is considered no relevant will filtered, and response from questionnaire will changed become numbers to be more easy for analyzed. For calculate the average of every variables, using microsoft excel.

RESULTS AND DISCUSSION

This section presents the research findings obtained, both in the form of tables and figures. The visual presentation should be designed to be concise and informative so that it can illustrate the main data to the reader. Data that has been presented in tables or figures does not need to be explained in detail in the text, but rather emphasized in terms of its interpretation, meaning, and relevance to the focus of the research. Generally, scientific articles feature between three and seven tables or figures, with the stipulation that each piece of data is presented in only one form.

Temporary that for results analysis more carry on like calculate median, mode, total number, value maximum, and minimum values are performed use Jamovi. The result of analysis This then served in form tables and graphs, which are not only describe data distribution, but also facilitates understanding about connection between variables studied.

Table 2. Results of Descriptive Data Analysis

N	Mean PC	Mean PI	Mean PP
Missing	85	85	85
Mean	85	85	85
Median	1.88	2.13	2.95
Mode	1.90	2.00	3.00
Sum	1.807	2.00	3.10
Standard Deviation	160	181	251
Minimum	0.546	0.822	0.723
Maximum	1.00	1.00	1.40

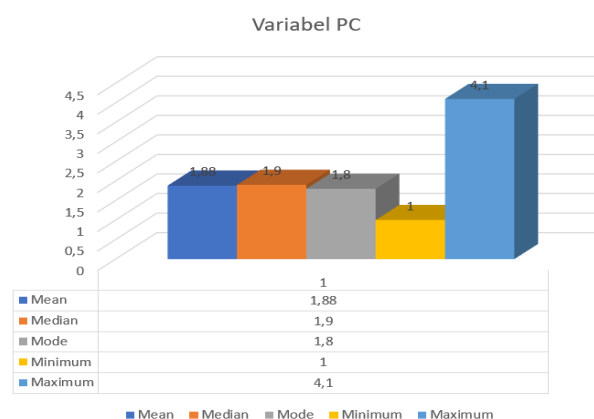


Figure 1. Histogram Diagram of the Results of Descriptive Data Analysis of the PC Variable

Figure 1 histogram table of PC Variable above show distribution that tends to slightly tilted to left . The mean value of 1.88 and median of 1.90 indicate that majority respondents tend are in the "disagree " or "strongly disagree " category regarding knowledge they about digital media and cyberbullying. A slightly lower 1.80 mode from the mean and median indicate that the "disagree " category is the most frequent selected, reflect that lots respondents feel not enough own sufficient knowledge or understanding about this topic. A minimum score of 1.00 and a maximum of 4.10 indicates existence part small respondents who were in second end scale , with some strongly disagreeing and some strongly agreeing, although majority respondents tend is on the lower side from scale.

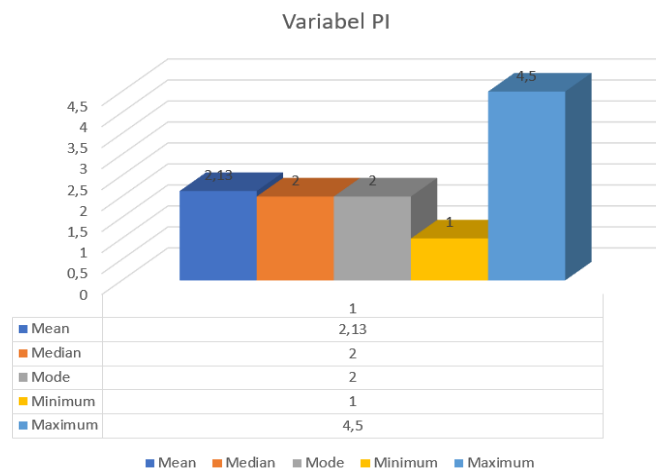


Figure 2. Histogram diagram of the results of descriptive data analysis of the PI variable

Figure 2 the histogram table of the PI variable above show distribution that tends to slightly tilted to right . The mean value is 2.13 and the median is 2.00 that majority respondents tend is in the "neutral" or "agree" category regarding attitude they to digital media use and implications ethically. The same 2.00 mode with the median showing that the "neutral" category is the most frequent selected, reflect that part big respondents own a tendency to neutral or not too leaning to one of extreme. The minimum value of 1.00 and the maximum of 4.50 indicate existence variation, with some respondents strongly disagreeing and some small others strongly agree, although majority be around "neutral" and "agree" categories.

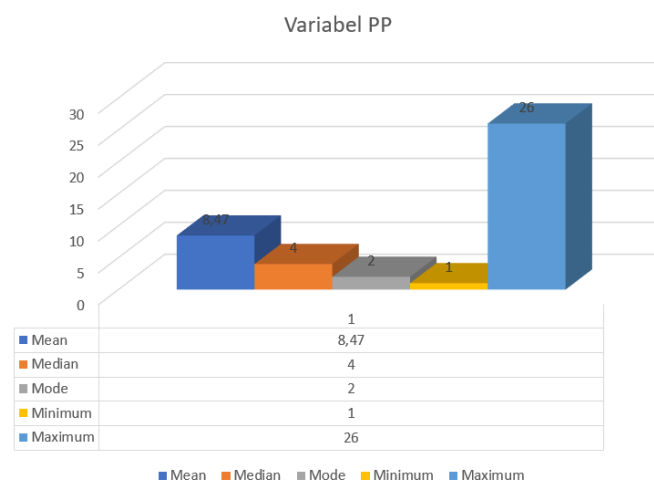


Figure 3. Histogram diagram of the results of descriptive data analysis of the PP variable

Figure 3 histogram table of PP variables above show highly variable distribution. The mean value of 8.47 is higher rather than a median of 4.00 and a mode of 2.00 indicating existence distribution that tends to be skewed to right (positive skew), with part big respondents own lower experience and behavior in respond cyberbullying, but there are several respondents with much higher value . Lower 2.00 mode show that part big respondents tend choose lower values on the scale, i.e. less frequent involved or less involved active in respond cyberbullying. A minimum score of 1.00 and a maximum of 26.00 indicates very wide range, with some respondents very rarely involved in respond cyberbullying (values low), while part small other show very high involvement (value extreme). This histogram reflects that part large amounts of data are concentrated at lower values, with some data being much higher, creating uneven distribution.

Furthermore factors demographic like age , gender , and semester can influence view as well as experience possessed respondents. Therefore that, in this section will served table illustrating profile respondents, which will provide a clearer picture to understand results study.

Table 3. Characteristics Table Respondents

	Amount	Percentage
Gender		
Man	38 people	44.7%
Woman	47 people	55.3%
Age		
17 years	9 people	10.6 %
18 years	28 people	32.9 %
19 years old	36 people	42.4%
20 years	8 people	9.4%
21 years	4 people	4.7%
Semester		
I- II	46 people	54.1%
III- IV	34 people	40.0%
V- VI	2 persons	2.4%
VII- VIII	3 people	3.5%

Gender distribution respondents show that 55.3% of the total 185 respondents were women , which means there is around 102 respondents women. Meanwhile Of that, 44.7% or around 83 respondents were male. This data shows that majority respondents various sex women, even though difference between amount women and men are not too big, with difference around 19 respondents.

The table and diagram above show that of a total of 185 respondents, the group 19 years old is the biggest with 36 people or 42.4%, followed by the group aged 18 years, which recorded 28 people (32.9%). The group 17 years old consists of of 9 people (10.6%), while 20 years old has 8 people (9.4%), and the age group is 21 years old with amount respondents the smallest , namely 4 people (4.7%). Overall , this data describes that majority respondents be in range aged 18 to 19 years , with sufficient proportion significant , while 20 and 21 years old own amount far fewer respondents.

Distribution respondents based on semester shows that 54.1% of the total 185 respondents are in semesters I-II, with total of 46 people. The semester III-IV group recorded 34 people or 40%, while semester V-VI groups only consists of from 2 people (2.4%). Meanwhile In that case, the VII-VIII semester group recorded 3 people, which amounted to 3.5%. This data show that majority respondents are in semesters I-II, followed by semesters III-IV, with amount respondents are increasingly decreased in the previous semester.

Descriptive Data Table Aspects /Factors

The following table This serve information descriptive that describes various element or related variables in study this. Descriptive data the give outlook comprehensive about characteristic features

variables or moderate factors examined. The following is table showing descriptive data for every aspect or factors analyzed :

Table 4. Descriptive table Musty Knowledge about Digital Media and Cyberbullying

No	Item/ Statement /Question	Mean	Median	Mode	Minimum	Maximum	Sum
1	PC1	2.14	2	2.00	1	4	182
2	PC2	1.74	2	2.00	1	5	184
3	PC3	1.74	2	2.00	1	4	148
4	PC4	1.88	2	2.00	1	4	160
5	PC5	1.81	2	2.00	1	4	154
6	PC6	1.87	2	2.00	1	4	159
7	PC7	1.87	2	2.00	1	4	159
8	PC8	1.82	2	2.00	1	4	155
9	PC9	2.02	2	2.00	1	4	172
10	PC10	1.91	2	2.00	1	4	162

Table 4 presents ten items with mean scores ranging from 1.74 to 2.14 (overall average \approx 1.88), with median and mode values mostly around 2. On a 1–5 Likert scale (1 = strongly disagree, 5 = strongly agree), these results indicate a tendency toward neutral to disagree responses. This suggests that students' practical knowledge of digital media and cyberbullying remains relatively low or limited. In other words, while some level of conceptual awareness exists, deeper understanding and readiness to deal with cyberbullying are not yet sufficient, highlighting the need for stronger and more applicable digital literacy development.

Table 5. Descriptive table Musty Attitude to Digital Media Use and Implications Ethical

No	Item/ Statement /Question	Mean	Median	Mode	Minimum	Maximum	Sum
1	PI1	1.75	1	1.00	1	5	149
2	PI2	2.27	2	2.00	1	5	193
3	PI3	2.33	2	2.00	1	5	198
4	PI4	2.13	2	1.00	1	5	181
5	PI5	1.82	1	2.00	1	5	155
6	PI6	2.00	2	2.00	1	5	170
7	PI7	2.32	2	2.00	1	5	197
8	PI8	2.21	2	1.00	1	5	188
9	PI9	2.32	2	2.00	1	5	197
10	PI10	2.13	2	1.00	1	4	181

The results in Table 5 show mean scores ranging between 1.75 and 2.33, with median and mode values mostly between 1 and 2. This pattern reflects students' attitudes that are generally neutral to somewhat negative regarding statements on digital ethics. It implies that students have not yet fully internalized ethical norms when interacting in digital spaces. Although some understanding of digital ethics is evident, there remains a clear need for further guidance and reinforcement of ethical values to ensure their online behavior consistently aligns with expected standards.

Table 6. Descriptive table Musty Experience Personality and Behavior in Respond Cyberbullying

No	Item/ Statement /Question	Mean	Median	Mode	Minimum	Maximum	Sum
1	PP1	3.79	4	5.00	1	5	322
2	PP2	3.26	3	3.00	1	5	277
3	PP3	2.73	3	3.00	1	5	232
4	PP4	3.02	3	4.00	1	5	257
5	PP5	3.15	3	3.00	1	5	268
6	PP6	2.79	3	3.00	1	5	237
7	PP7	3.09	3	3.00	1	5	263
8	PP8	2.93	3	4.00	1	5	249
9	PP9	2.47	3	2.00	1	5	210
10	PP10	2.25	3	2.00	1	5	191

Table 6 demonstrates greater variability, with mean scores ranging from 2.25 to 3.79 (overall average ≈ 2.95), while median and mode values often fall around 3. This distribution indicates heterogeneous experiences and responses: some items (e.g., PP1) show relatively high scores, suggesting that certain students have had concrete experiences or taken action, whereas other items remain at neutral or low levels, showing limited involvement among many respondents. Overall, students' practical experiences and behavioral responses toward cyberbullying are mixed. While some are more engaged and proactive, the majority remain passive or rarely exposed, underlining the importance of interventions that strengthen preparedness and encourage more active, constructive responses.

Based on results survey research, shows that part big student own sufficient understanding about cyberbullying, including the right way in respond to use of social media for avoid problem the as well as implementation proper ethics in interacting in cyberspace. Discovery this then strengthened with companions who get that "Students tend own understanding sufficient good regarding cyberbullying, although part big they not yet once involved direct in situation. However, they still know appropriate steps to respond problem in cyberspace" (Lim et al., 2023). However, even though they has understand matter said, the majority student not yet once involved directly, experience, or witness incident cyberbullying. Although thus, they already know the right steps for handle and respond related situations with cyberbullying if matter the happen.

The final results of this study show that the majority of students possess good theoretical knowledge about cyberbullying, including an understanding of how to respond to the use of social media with proper ethics. However, many of them have never been directly involved in, experienced, or witnessed cyberbullying, which indicates that while their theoretical understanding is sufficient, their practical experience remains limited. This finding is consistent with previous research which shows that although students often report adequate awareness of cyberbullying, their real-life involvement in such cases is relatively low (Patchin et al., 2023).

In addition, although students already understand the appropriate ways to respond to cyberbullying, the direct relationship between this knowledge and their attitudes in facing real situations, as well as its impact on empathy, still requires further investigation. Studies have shown that empathy plays a crucial role in determining whether students become defenders of victims or remain passive observers (Kowalski & Limber, 2021; Zych et al., 2021). Similarly, emphasize that moral disengagement is inversely related to empathy, suggesting that moral and emotional development strongly influence behavioral responses to cyberbullying (Mar'in-L'opez et al., 2024).

Overall, this research provides evidence that university students already possess a solid theoretical foundation in understanding cyberbullying and digital ethics. However, much remains to be explored, particularly concerning its implications for morality and empathy. These findings contribute to the academic literature on cyberbullying in higher education and highlight the importance of designing prevention and intervention strategies that strengthen not only knowledge but also empathetic and ethical behaviors in digital interactions (Selkie et al., 2022).

Next, the results obtained need to be discussed in depth to answer the research questions, objectives, and hypotheses. The discussion should not only emphasize what was found, but also explain the reasons behind the findings (why) and the processes or mechanisms behind them (how). The discussion should also relate the research findings to theory, previous research, and a broader context, so that the scientific contribution and possible applications to similar problems in relevant fields are apparent.

CONCLUSIONS

The conclusion of this study confirms that the objectives formulated at the outset have been achieved through the results obtained and the discussions conducted. The findings of the study not only

show a connection with the expectations outlined in the introduction, but also open up opportunities for further development, both through follow-up research and its application in a broader context in accordance with the field of study.

Based on results study this, can concluded that part big student own good knowledge about cyberbullying and how to responding to social media with proper ethics. Although thus, the majority respondents Not yet Once involved directly, experience, or witness incident cyberbullying. This is show that although student Already understand theory about cyberbullying, experience practical they to issue this still limited.

In addition, this research no find evidence that shows impact direct cyberbullying against performance academic students. The majority respondents no exposed straight to the event cyberbullying, which means No There is influence significant results seen in performance academic them. However, the impact psychological effects caused by cyberbullying, like stress and anxiety, can influence concentration and motivation academic students. Likewise, although student already understand ethics in interacting in cyberspace, influence cyberbullying to morality and empathy they need study more carry on.

Furthermore i recommend for research that can done in the future, how occurrence cyberbullying on platforms that are often happen action cyberbullying. Whether there is difference significant in impact cyberbullying that occurs on various social media platforms such as Instagram, Twitter, TikTok, and Facebook, or other platforms. Next from the platform that is often used perpetrator cyberbullying, which platforms are most at risk causing the victim to commit suicide, where we know kill self is one of the most severe impact that can occur committed by victims of cyberbullying. Next how cyberbullying and professional performance, whether experience cyberbullying among student can influence performance professional they after entering the world of work.

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