

Mitigating Cyberbullying in Primary and Secondary Education: A Systematic Literature Review on the Mediating Role of Digital Literacy

Dini Rakhmawati*, Lina Putri Yanti, Agung Prasetyo, Agus Setiawan
Universitas PGRI Semarang, Indonesia
Corresponding Author: dinirakhmawati@upgris.ac.id*

ABSTRACT	
<p>ARTICLE INFO: Received May 27, 2026</p> <p>Revised June 05, 2026</p> <p>Accepted June 18, 2026</p> <p>KEYWORDS: Cyberbullying, Digital Era, PRISMA 2020, School Intervention</p>	<p>The rapid integration of digital technology in education has increased students' exposure to cyberbullying, posing significant risks to their psychosocial well-being. This study aimed to examine the effectiveness of school-based cyberbullying interventions and to identify the mediating role of digital literacy in preventing online aggression. A systematic literature review (SLR) was conducted following the PRISMA 2020 guidelines. Literature was retrieved from the Scopus database using predefined Boolean search strings related to cyberbullying, digital literacy, intervention, and school settings. The review focused on peer-reviewed English-language journal articles published between 2023 and 2025 involving primary and secondary school students. Studies conducted in higher education, workplace contexts, review papers, books, and non-peer-reviewed publications were excluded. An initial search identified 100 records; after applying eligibility criteria, title–abstract screening, and full-text assessment, 10 studies were included in the final synthesis. Although the strict inclusion criteria enhanced methodological consistency and relevance, they may have limited the breadth of evidence and introduced potential selection bias. The findings indicate that school-based interventions integrating digital literacy components are more effective in reducing cyberbullying than approaches relying solely on monitoring or restrictive policies. Digital literacy emerged as a key mediating factor by strengthening digital empathy, self-regulation, ethical decision-making, and online resilience. The review highlights the importance of embedding structured digital literacy and online safety education within school guidance and counselling programmes. Future reviews should incorporate multiple databases and broader inclusion criteria to improve evidence coverage and reduce selection bias.</p>

INTRODUCTION

The increasing incidence of cyberbullying against and among students becomes a specific concern. This problem leads to the urgent need for effective school-based intervention (Hasanah et al., 2023). The current SLR identified, analyzed, and synthesized evidence about school-based intervention program effectiveness to reduce cyberbullying behavior and victimization of students (Polanin et al., 2022; Suci et al., 2021).

This SLR evaluated applied approaches of cyberbullying interventions, such as program components, duration, target audiences, and mechanisms. The implementation of SLR fits with the research objective to provide a comprehensive overview dealing with anti-cyberbullying at schools (Efianingrum et al., 2021; Tristão et al., 2022). With this SLR, the researchers also analyzed the applied study designs, methodological quality, and the outcomes. These efforts were useful to provide the best-practice identification and gap areas to improve (Tristão et al., 2022).

In this research, the researchers attempted to differentiate cyberbullying from traditional bullying. Thus, the researchers attempted to explore any intervention that could address the uniqueness of cyberbullying, for example, the anonymity and wide digital coverage (Efianingrum et

How to cite	Rakhmawati, D., Putriyanti, L., Prasetyo, A., & Setiawan, A. (2026). Mitigating Cyberbullying in Primary and Secondary Education: A Systematic Literature Review on the Mediating Role of Digital Literacy. <i>Grief and Trauma</i> , 4(1), 65–75. https://doi.org/10.59388/gt.v4i1.898
Homepage	https://journal.scidacplus.com/index.php/gt/
Published by	ScidacPlus https://creativecommons.org/licenses/by/4.0/

al., 2021). This literature review is expected to provide an in-depth understanding of the most promising cyberbullying prevention and intervention strategies while highlighting existing research gaps.

This article employs a systematic literature review method to identify prevention and intervention efforts that researchers and practitioners have proposed and implemented to reduce the impact of cyberbullying on adolescents' mental health (Hasanah et al., 2023). The researchers comprehensively reviewed the educational approaches, awareness improvement, and positive online culture development. These matters may function as effective strategies to manage the cyberbullying phenomenon. The roles of parents, schools, and communities are also important in providing a safe and supportive environment. Their roles are also useful to develop responsive and effective cyberbullying-reporting mechanisms (Nawaldi et al., 2022). In this research, digital literacy also becomes the research focus. The underlying idea is this literacy provides a strong understanding of online ethics. Digital literacy also provides excellent comprehension of cyberbullying risks to protect students from becoming either perpetrators or victims (Dewi & Hidayah, 2022).

The post-COVID-19 pandemic encourages rapid technological adoption by schools. However, this rapid adoption also poses significant challenges. The digital-based educational ecosystem transition increases students' online interaction. This situation provides high negative exposure and cyberbullying incidents (Marinoni et al., 2024; Morales-Arjona et al., 2022; Ye et al., 2022). This phenomenon has evolved beyond a behavioral issue into a serious threat that systematically affects students' mental health, lowers self-efficacy, and reduces academic engagement.

Although schools have widely implemented various prevention programs, their effectiveness has remained inconsistent (Polanin et al., 2022; Shi et al., 2025). Technological surveillance and repressive policies dominated previous investigations. For example, banning devices may not improve students' self-awareness (Campbell et al., 2024; Estellés & Doyle, 2025). Conversely, theoretical programs without practical supervision fail to reduce bullying over time (Gaffney et al., 2021; Ng et al., 2022).

From the explanation, the inconsistent findings suggest the urgency of a comprehensive SLR to identify the fundamental elements of successful intervention in the current digital era. In this context, digital literacy becomes the key beyond technical operational skills. Many researchers perceive digital literacy as cognitive, affective, and ethical capacities for individuals to navigate online risk wisely. Literature works, from 2023 to 2025, emphasize both supporting factors and mediating factors of digital literacy in students to transform online safety knowledge into real preventive behavior. Thus, a systematic literature review (SLR) of recent studies is necessary to map how digital literacy affects school-based interventions and build more adaptable, durable, and relevant cybercrime prevention techniques.

Research Aim

This systematic literature review aims to identify, evaluate, and synthesize recent empirical evidence regarding the effectiveness of school-based cyberbullying intervention programs and to examine the mediating role of digital literacy in reducing cyberbullying behavior among primary and secondary school students. Specifically, this review seeks to determine the key intervention components associated with successful outcomes and to explore the psychological and behavioral mechanisms through which digital literacy contributes to cyberbullying prevention.

Research Hypothesis

Digital literacy serves as a key mediating factor in enhancing the effectiveness of school-based cyberbullying prevention interventions.

METHODS

Design

This methodological discussion elaborates the process of selecting related studies, extracting data, and synthesizing findings. These steps were useful to provide transparency and analytical replicability. The process of selecting related studies consisted of identifying literature works based on the proposed inclusion and exclusion criteria and assessing the methodological quality of each study (Agustiniingsih et al., 2024; Agustiniingsih & Rumambo, 2021). Then, the researchers extracted relevant data systematically, starting from information about the intervention design, study population, measurement instrument, and significant results. The researchers synthesized the findings thematically to identify the patterns of effectiveness, hindrances, program information facilitators, practical implications, and future research direction (Bhakti et al., 2018; Nasution et al., 2025; Rofiqi et al., 2023). The current research adopted PRISMA steps, starting from identifying, screening, including, and checking the reliability. These steps are useful to ensure a comprehensive and transparent research procedure (Page et al., 2021).

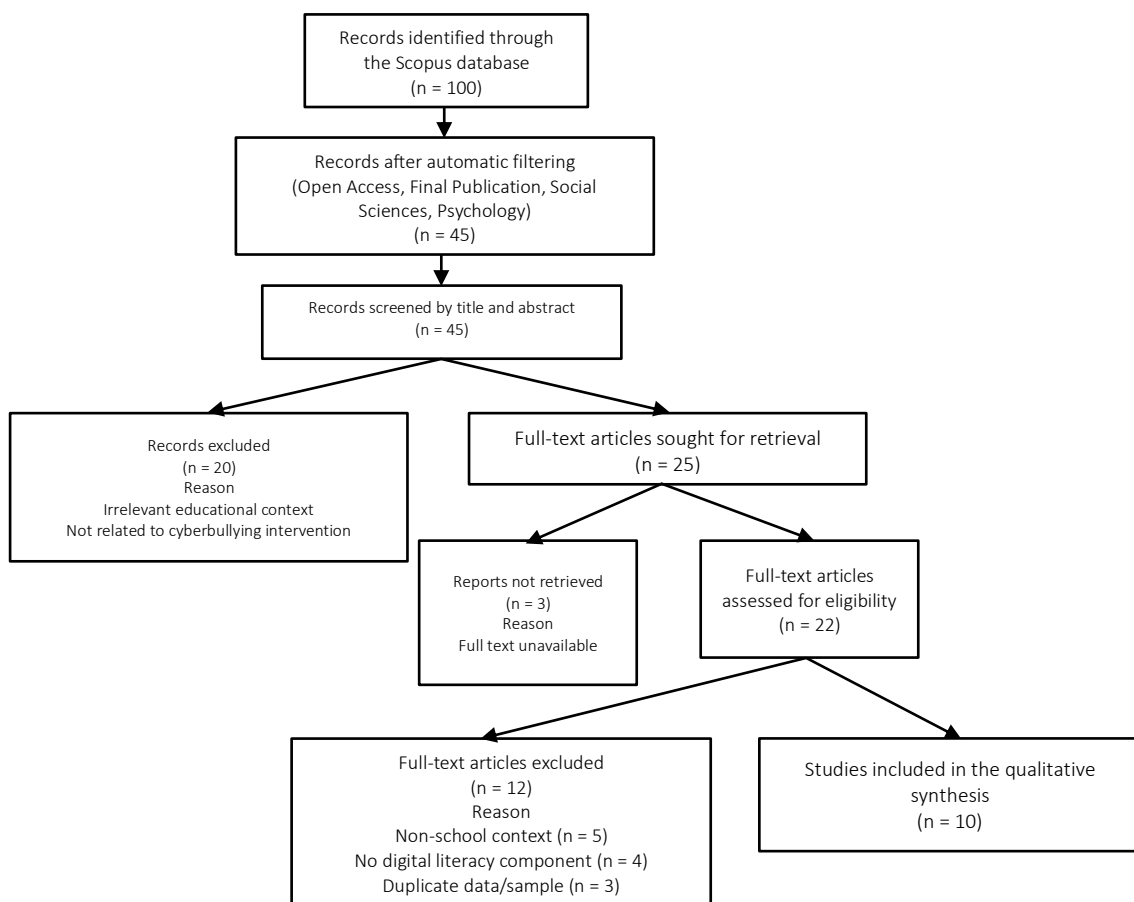


Figure 1. PRISMA 2020 Flow Diagram

Eligibility Criteria (Inclusion and Exclusion Criteria)

To ensure the quality and relevance of the reviewed studies, predefined inclusion and exclusion criteria were established before the screening process.

Inclusion Criteria

Studies were included if they: (1) Were published in peer-reviewed scientific journals; (2) Were written in English; (3) Were published between 2023 and 2025; (4) Focused on primary or secondary school students; (5) Examined cyberbullying prevention or intervention programmed; (6) Discussed the role of digital literacy, digital competence, or online safety education.

Exclusion Criteria

Studies were excluded if they: (1) were books, conference proceedings, editorials, review articles, or non-peer-reviewed publications; (2) focused on higher education institutions or workplace settings; (3) did not discuss digital literacy in relation to cyberbullying prevention; (4) provided insufficient methodological information; (5) contained duplicated data or overlapping samples.

Information Sources and Database Search

The literature search was conducted in the Scopus database, selected for its broad coverage of high-quality international scholarly publications. The search strategy employed Boolean operators (AND, OR) to identify studies related to cyberbullying, digital literacy, and school-based interventions. The search string applied was TITLE-ABS-KEY ("cyberbullying" OR "cyber-bullying") AND ("digital literacy" OR "digital competence") AND ("intervention" OR "prevention") AND ("school" OR "education"). Additional filters were applied to limit the search to journal articles within the Social Sciences and Psychology subject areas.

Study Selection

The study selection process followed the four stages of the PRISMA 2020 framework: identification, screening, eligibility assessment, and inclusion. Initially, 100 records were identified through the Scopus database. After applying database filters, 45 articles remained. Title and abstract screening excluded 20 articles because they were not relevant to educational contexts or cyberbullying prevention strategies. A total of 25 reports proceeded to full-text assessment. Three articles were excluded because their full texts were unavailable. The remaining 22 studies were assessed for eligibility. Twelve studies were subsequently excluded because they focused on non-school contexts (n = 5), did not discuss digital literacy (n = 4), or contained duplicated data (n = 3). Consequently, 10 studies met all eligibility criteria and were included in the final qualitative synthesis.

Table 1. Steps of Article Selections

Steps	Numbers	Remarks
Records identified via Scopus	100	Using combined query between digital literacy and cyberbullying
After filtering (OA, final, SOCI/PSYC)	45	Preliminary screening results
Excluded after title/abstract	20	Irrelevant with educational context
Reports sought for retrieval	25	Stage-2 full-text review
Reports not retrieved	3	No open access availability
Reports assessed for eligibility	22	Full-text reading
Reports excluded (reasoned)	12	Failing to meet thematic criteria
Final included studies	10	Being eligible for SLR syntheses

Data Extraction Process

Data extraction was conducted systematically using a structured extraction matrix. The extracted information included: (1) Author(s) and publication year; (2) Study location and educational setting; (3) Research design and participant characteristics; (4) Type of cyberbullying intervention; (5) Digital literacy components examined; (6) Outcome measures; (7) Key findings regarding intervention effectiveness. The extracted data were analyzed using thematic synthesis to identify recurring patterns, intervention characteristics, mediating mechanisms of digital literacy, implementation challenges, and implications for future research and educational practice.

RESULT AND DISCUSSION

Results

The researchers analyzed 10 eligible articles published between 2023 and 2025. The results showed that the most successful school-based intervention integrates technical skills and digital character empowerment. Table 2 provides the summarized characteristics of the studies.

Table 2. Summary of Cyberbullying and Digital Literacy Studies (2023-2025)

Synthesized data	Primary focus descriptions	Authors	Primary finding pattern	Implications and conclusions
Security and privacy literacy	Correlation between technical-privacy knowledge and bullying risks	(Wang, 2024)	Lack of information on security feature increases the frequency of cyberbullying	The role of digital literacy to navigate security for male students
Digital ethics and philosophy	Moral assessment of students toward bullying incidents	(Luo et al., 2023).	Philosophy of moral fairness suppresses bullying; selfishness increases bullying	Focused intervention on moral philosophy development instead of mere bans
Peer-intervention	Effectiveness of peer-intervention at primary schools	(Lukács J et al., 2023).	Long-term effectiveness but decreased performance after six months without empowerment sessions	Requiring sustainable intervention and school ecosystem empowerment
Digital hygiene (Practical Skills)	Practical-technical skills as protectors	(Berdi et al., 2024)	Digital hygiene skills (passwords, link) negatively influence bullying	School curriculum must entail technical aspect of data security systematically.
Technological use pattern	Correlation between screen and content types with aggression	(Moral-García et al., 2025)	The use of internet/inappropriate game is correlated to bullying behavior.	Digital resilience requires digital world and physical activity balance.
Psychosocial and gender impacts	Severe emotional consequences on adolescents	(Muhammed & Samak, 2025)	Female adolescents are more susceptible from depression and suicidal action due to bullying.	The urgency of gender-based assertiveness and emotional support education
Stakeholder collaboration	Stakeholder perspectives	(Hendry et al., 2023)	Multisectoral collaboration (parents, police officers, parents) to improve program effectiveness	Curriculum integrated-proactive prevention
Socio-digital ecology	Digital media as the primary environment of life	(Patel & Quan-Haase, 2024)	Bullying systemic effects due to the persistent and anonymous natures of digital media	Requiring cross system supports (family-school-policy) holistically
Adolescent qualitative perspectives	Social pressure and active coping of adolescents	(Popat & Tarrant, 2023)	Trapped adolescents within the cycles of validation which breaks down their mentality	Focused intervention on adolescents and authentic self-expression support
Parental mediation	Family communication strategy in prevention	(Chen et al., 2023).	The effective of active mediation instead of silent monitoring or restrictive	Child trusts toward authorized figures as the digital resilience key

Discussion

After analyzing 10 recent studies from 2023 to 2025, the researchers found a significant paradigm shift in cyberbullying intervention strategies, specifically within school settings. Conventionally, focused approaches on technical dimensions are applied to password management

and privacy settings. However, these dimensions could not adequately manage problems within isolation. Findings from Berdi et al. (2024) and Wang (2024) confirmed that digital hygiene skills (practical skills) significantly and negatively correlate with the frequency of cyberattacks and bullying risks. However, the core of long-term intervention effectiveness lies in how schools holistically integrate these technical skills with the development of students' character and digital morality.

Schools' efforts to prepare students solely with technical skills, rather than an ethical foundation, prevent them from developing cognitive restraint. This cognition is important to prevent students from becoming perpetrators of cyberbullying. In contrast, Luo et al. (2023) found that bullying intention was suppressed by moral justice philosophy. However, digital egoism in fact worsened the bullying intention. This finding suggests that educators perceive digital literacy as both instrumental intelligence and an existential competence, encompassing critical awareness of the consequences of routine digital activity. This reorientation suggests that schools integrate information technology subjects and character education. This integration works within the digital citizenship framework.

This SLR identified three psychological mediating paths and a core cognition to provide an excellent understanding of how digital literacy transforms into protection against aggression.

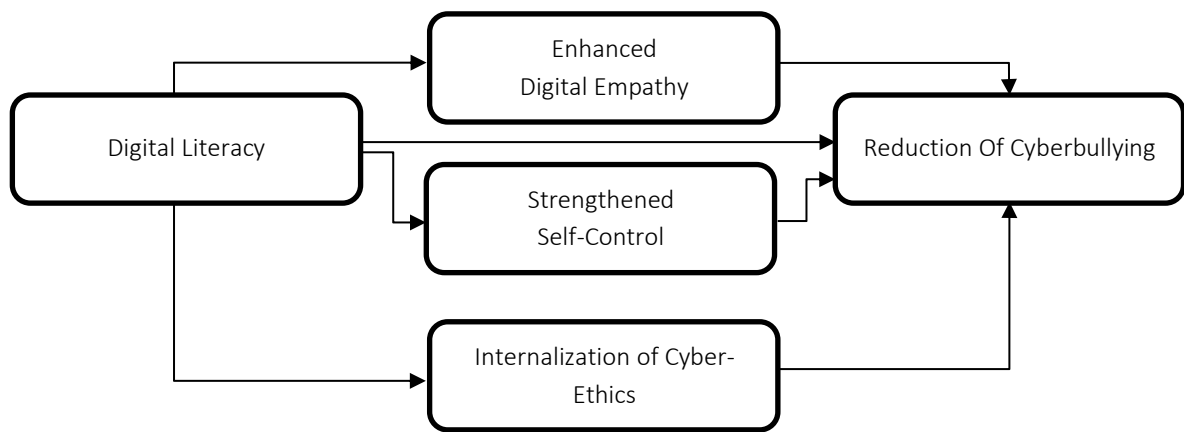


Figure 2. Three Digital Literacy Mediating Path of Cyberbullies

First, digital literacy enhances digital empathy. In online environments, the absence of non-verbal cues such as facial expressions, tone of voice, and victims' tears often triggers the cyber-disinhibition effect, in which perpetrators fail to recognize the depth of the psychological harm they cause. Comprehensive digital literacy bridges this gap by training students to develop online perspective-taking skills. Schools teach students to decode emotions behind written text so that they can understand the destructive impact of the content they upload or share. This effort, the digital empathy development, activates students' moral defense mechanisms to restrain them from engaging in online aggression.

Second, digital literacy strengthens self-control as a cognitive filter. This literacy is important for students because they spend much of their time in cyberspace. This space provides instant gratification and real-time communication. Thus, students are susceptible to provocation of impulsive responses. Advanced digital competence equips students with metacognitive skills to evaluate cyber stimuli before responding. This cognitive filter creates a critical pause. Thus, students or adolescents could consider the legal, social, and psychological consequences after performing those actions. These skills, delaying gratification and regulating emotions while using digital platforms, could transform destructive, aggressive impulses into reflective and prosocial online behavior.

Third, digital literacy promotes the internalization of cyber ethics. In Indonesia, the legal sanction or technical regulation, such as Indonesia's Electronic Information and Transaction Law (UU ITE), only encourages superficial external compliance even when individuals have eligible knowledge about the law. Through integrated digital literacy, students transform technical knowledge into internalized moral responsibility. Students no longer avoid cyberbullying merely because they fear punishment from schools or law enforcement but because they perceive a positive digital environment as part of their personal ethical commitment. They consistently apply values such as honesty, justice, and respect for human dignity behind their digital screens.

The conceptualization by Patel & Quan-Haase (2024) explains the inseparable nature of cyberbullying from the socio-digital ecology perspective. This concept explains digital media functions as a tool attached to reality. They also function as primary environments for modern adolescents or students to construct and express their identities. The persistent and anonymous nature of digital media intensifies the psychosocial impact on victims. Moral-García et al (2025) found the correlation between inappropriate age-related technology use and excessive screen time toward increased aggression. This problem also occurs due to the violent content and emotional desensitization while using the technology. These psychosocial effects reveal striking gender-based vulnerabilities. Muhammed & Samak (2025). found female adolescents might suffer from severe emotional consequences. In their research, the adolescents were highly susceptible to deep depression and suicidal ideation risks. The root of these problems came from online social pressures, where the female adolescents were trapped in cycles of finding false validation. The authors of the research could observe these problems by observing the experienced quantitative indicators, such as likes and follower counts, of the adolescents. Popat & Tarrant (2023) also confirmed this finding with a qualitative study of a neurotic reality. In their research, they also found that digital validation fluctuations weakened adolescents' mental health due to emotional instability. This phenomenon requires an urgent gender-responsive assertiveness education at schools.

To break this destructive cycle, family parenting patterns play a crucial role as the first line of defense. Chen et al (2023) empirically found that active mediation with emphasis on democratic discussion and two-way communication between parents and children could improve digital resilience effectively. This strategy is also excellent compared to restrictive strategies, such as prohibiting, monitoring, or banning. These strategies, in fact, lead to risky behaviors. The researchers found adolescents secretly faked out or alternated their accounts. Therefore, active mediation, established from trust, provides a safer place for adolescents to report threats or any cyberbullying experience they encounter.

These worldwide findings are relevant to Indonesian education, especially for supporting the *Penguatan Profil Pelajar Pancasila curriculum*, which promotes morality, independence, and collaboration. Schools can no longer respond to cyber threats with reactive, punitive policies, such as confiscating devices without offering substantive solutions. Educational strategies must shift from “device restriction” toward “competency empowerment.”

Peer-intervention or peer-led intervention, analyzed by Lukács J et al. (2023), showed the highest effectiveness in the early phase but declined sharply after six months, with no empowerment. This finding suggests a sustainable program with systematic peer-counselor training under the guidance of school counselors. In this case, school counselors act as psychosocial ecosystem architects at schools. They bridge the digital literacy curriculum and the preventive and curative counseling services.

Ultimately, the effectiveness of cyberbullying prevention requires structured, multi-sectoral collaboration. Hendry et al. (2023) explain that schools must develop an active partnership with parents through a digital literacy parenting program and invite law enforcement and technology experts to provide legal consequences education and information on modes of cybercrime, for example, cyber grooming. The integration of practical security literacy, moral empowerment, active

family mediation, and a robust socio-school support system could create a secure and conducive socio-digital ecosystem for optimal psychosocial development among adolescents in the digital era.

Implication

The current results provide strategic implications for school policy and school counselor practices in the field. The school policy needs to integrate digital literacy into its core curriculum across courses and across the curriculum. Thus, the effort is not only enriching the materials. School policy must shift from restrictive approaches (banning devices) to empowering students' internal capacity through sustainable digital competence development. Besides that, schools must provide training for educators to recognize the psychological mechanisms of how digital literacy mediates cyberbullying. Thus, they can be competent online security facilitators. School counselors must compile an intervention program focused on the technical aspect (reporting bullying) and on all affective aspects and digital ethics. From the reviewed 10 articles, school counselors must (1) develop guidance group guidance counseling to train digital empathy and self-control as the primary filter before students act in the online world, and (2) apply comprehensive digital literacy-based counseling to suppress negative behaviors in the digital world since the behaviors reflect individual characters and moral responsibilities.

Limitation

This research has some limitations such as (1) only three potential articles but having no full-text access, the researchers assumed these articles had relevant data; (2) having limited search on Scopus database from 2023 to 2025, having the probability of missing other indexed studies or previously published studies; and (3) excluding studies with non-preliminary-junior educations that might hinder the finding generalization for higher education or working environment.

CONCLUSION

This systematic literature review concludes that school-based interventions are highly effective in mitigating cyberbullying, with digital literacy as the primary mediating factor. The results from 10 selected articles published from 2023 – 2025 confirmed that technical knowledge of online security is inadequate. The success of the intervention relied on the students' capability to internalize digital ethics and empathy. Comprehensive digital literacy is useful as a mediator to change cognitive awareness into actual preventive action. Therefore, synergizing supportive school policy, social support of school counselors, and a focused curriculum on digital character empowerment becomes the most adaptive strategy to protect students' psychosocial well-being in the digital era.

REFERENCES

- Agustiningsih, N., & Rumambo Pandin, M. G. (2021). Personal resources, emotion regulation, parenting style, social support on cyberbullying victims: A Literature Review. *medRxiv*, 2021-12. <https://doi.org/10.1101/2021.12.09.21267506>
- Agustiningsih, N., Yusuf, A., Ahsan, A., & Fanani, Q. (2024). The impact of bullying and cyberbullying on mental health: a systematic review. *International Journal of Public Health Science (IJPHS)*, 13(2), 513. <https://doi.org/10.11591/ijphs.v13i2.23683>
- Berdi, D., Niyazova, G., Bayterekova, N., Koshanova, G., & Usembayeva, I. (2024). Digital hygiene skills and cyberbullying reduction: a study among teenagers in Kazakhstan. *International Journal of Evaluation and Research in Education*, 13(6), 4170–4188. <https://doi.org/10.11591/ijere.v13i6.28418>
- Bhakti, C. P., Safitri, N. E., & Dewi, A. C. (2018). Strategi Layanan Bimbingan dan Konseling Untuk Mengurangi Perundungan Siber di Kalangan Remaja. *Jurnal Psikoedukasi Dan Konseling*, 2(2), 1. <https://doi.org/10.20961/jpk.v2i2.15838>

- Campbell, M., Edwards, E. J., Pennell, D., Poed, S., Lister, V., Gillett-Swan, J., Kelly, A., Zec, D., & Nguyen, T.-A. (2024). Evidence for and against banning mobile phones in schools: A scoping review. *Journal of Psychologists and Counsellors in Schools*, 34(3), 242–265. <https://doi.org/10.1177/20556365241270394>
- Chen, L., Liu, X., & Tang, H. (2023). The Interactive Effects of Parental Mediation Strategies in Preventing Cyberbullying on Social Media. *Psychology Research and Behavior Management*, 16, 1009–1022. <https://doi.org/10.2147/PRBM.S386968>
- Dewi, I., & Hidayah, N. (2022). Peningkatan ketrampilan layanan bimbingan konseling melalui pelatihan identifikasi dan intervensi permasalahan siswa pada guru sekolah dasar. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 5(1), 40–51. <https://doi.org/10.12928/fundadikdas.v5i1.5344>
- Efianingrum, A., Dwiningrum, S. I. A., & Nurhayati, R. (2021). Cyberbullying pelajar SMA di media sosial: Prevalensi dan rekomendasi. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 8(1), 144–153. <https://doi.org/10.21831/jppfa.v8i2.38300>
- Estellés, M., & Doyle, A. (2025). From safeguarding to critical digital citizenship? A systematic review of approaches to online safety education. *Review of Education*, 13(1). <https://doi.org/10.1002/rev3.70056>
- Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). Effectiveness of school-based programs to reduce bullying perpetration and victimization: An updated systematic review and meta-analysis. *Campbell Systematic Reviews*, 17(2). <https://doi.org/10.1002/cl2.1143>
- Hasanah, A. H. O., Rahmah, A. S., & Sari, S. G. (2023). Upaya mencegah dampak cyberbullying terhadap kesehatan mental remaja. *Journal of Counseling, Education and Society*, 4(2), 11–17. <https://doi.org/10.29210/08jces366000>
- Hendry, B. P., Hellsten, L. ann M., McIntyre, L. J., & Smith, B. R. R. (2023). Recommendations for cyberbullying prevention and intervention: A Western Canadian perspective from key stakeholders. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1067484>
- Lukács J, Á., Takács, J., Soósné Kiss, Z., Kapitány-Fövény, M., Falus, A., & Feith, H. J. (2023). The Effects of a Cyberbullying Intervention Programme Among Primary School Students. *Child and Youth Care Forum*, 52(4), 893–911. <https://doi.org/10.1007/s10566-022-09714-9>
- Luo, Y. F., Zhang, S., Yang, S. C., & Huang, C. L. (2023). Students' judgments on different cyberbullying incidents: the relationship between moral philosophy and intention to engage. *European Journal of Psychology of Education*, 38(3), 989–1009. <https://doi.org/10.1007/s10212-022-00636-7>
- Marinoni, C., Rizzo, M., & Zanetti, M. A. (2024). Fake profiles and time spent online during the COVID 19 pandemic: a real risk for cyberbullying?. *Current Psychology*, 43(32), 26639–26647. <https://doi.org/10.1007/s12144-024-05979-6>
- Morales-Arjona, I., Pastor-Moreno, G., Ruiz-Pérez, I., Sordo, L., & Henares-Montiel, J. (2022). Characterization of Cyberbullying Victimization and Perpetration Before and During the COVID-19 Pandemic in Spain. *Cyberpsychology, Behavior, and Social Networking*, 25(11), 733–743. <https://doi.org/10.1089/cyber.2022.0041>
- Moral-García, J. E., Rusillo-Magdaleno, A., Patiño-Villada, F. A., & Martínez-López, E. J. (2025). Bullying and Cyberbullying Are Associated with Inappropriate Use of the Internet, Cell Phones, and Video Games in Children and Adolescents. *European Journal of Investigation in Health, Psychology and Education*, 15(5). <https://doi.org/10.3390/ejihpe15050082>
- Muhammed, N. Y., & Samak, Y. A. A. (2025). The impact of cyberbullying on adolescents: social and psychological consequences from a population demography perspective in Assiut Governorate, Egypt. *Frontiers in Human Dynamics*, 7. <https://doi.org/10.3389/fhumd.2025.1519442>

- Nasution, I. S., Susilo, M. C., Tengku, N. A. H., & Ariska, N. (2025). Kesehatan Mental Remaja dan Tantangan Sosial-Digital : Analisis Literatur untuk Rekomendasi Kebijakan Kesehatan. *Jurnal Kesehatan Tambusai*, 6(2), 8555–8564. <https://doi.org/10.31004/jkt.v6i2.44866>
- Nawaldi, R., Yandri, H., Harmalis, H., & Juliawati, D. (2022). Upaya Meningkatkan Pemahaman Siswa Untuk Mencegah Perilaku Cyberbullying Melalui Layanan Informasi Teknik Modeling Simbolik Di SMP Negeri 4 Kerinci. *Indonesian Journal of Counseling and Development*, 4(2), 78–85. <https://doi.org/10.32939/ijcd.v4i2.1601>
- Ng, E. D., Chua, J. Y. X., & Shorey, S. (2022). The Effectiveness of Educational Interventions on Traditional Bullying and Cyberbullying Among Adolescents: A Systematic Review and Meta-Analysis. *Trauma, Violence, & Abuse*, 23(1), 132–151. <https://doi.org/10.1177/1524838020933867>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). Declaración PRISMA 2020: una guía actualizada para la publicación de revisiones sistemáticas. *Revista Española de Cardiología (English Edition)*, 74(9), 790–799. <https://doi.org/10.1016/j.rec.2021.07.010>
- Patel, M. G., & Quan-Haase, A. (2024). The social-ecological model of cyberbullying: Digital media as a predominant ecology in the everyday lives of youth. *New Media and Society*, 26(9), 5507–5528. <https://doi.org/10.1177/14614448221136508>
- Polanin, J. R., Espelage, D. L., Grotzinger, J. K., Ingram, K., Michaelson, L., Spinney, E., Valido, A., Sheikh, A. El, Torgal, C., & Robinson, L. (2022). A Systematic Review and Meta-analysis of Interventions to Decrease Cyberbullying Perpetration and Victimization. *Prevention Science*, 23(3), 439–454. <https://doi.org/10.1007/s11121-021-01259-y>
- Popat, A., & Tarrant, C. (2023). Exploring adolescents' perspectives on social media and mental health and well-being – A qualitative literature review. *Clinical Child Psychology and Psychiatry*, 28(1), 323–337. <https://doi.org/10.1177/13591045221092884>
- Rofiqi, R., Iksan, & M. Mansyur. (2023). Melangkah Menuju Kesehatan Mental yang Optimal: Program Inovatif di Lembaga Pendidikan Islam. *Edu Consilium : Jurnal Bimbingan Dan Konseling Pendidikan Islam*, 4(2), 76–99. <https://doi.org/10.19105/ec.v4i2.9237>
- Shi, Y., Lau, Y., Chan, H. H. H., Choi, J. K. K., Calvo-Morata, A., & Wong, S. H. (2025). School-Based Intervention on Cyberbullying-Related Outcomes and Psycho-Social Well-Being in Children and Adolescents: A Systematic Review and Meta-Analysis. *Trauma, Violence, & Abuse*. <https://doi.org/10.1177/15248380251375480>
- Suci, I. S., Ramdhanie, G. G., & Mediani, H. S. (2021). Intervensi Pencegahan Bullying pada Anak Berbasis Sekolah. *Jurnal Keperawatan Silampari*, 4(2), 643–653. <https://doi.org/10.31539/jks.v4i2.1964>
- Tristão, L. A., Iossi Silva, M. A., De Oliveira, W. A., Dos Santos, D., & Da Silva, J. L. (2022). Bullying e cyberbullying: intervenções realizadas no contexto escolar. *Revista de Psicologia*, 40(2), 1047–1073. <https://doi.org/10.18800/psico.202202.015>
- Wang, Y. (2024). Chinese School Boys and Social Media: A Study of Cyberattacks. *Profesional de La Información*, 33(2). <https://doi.org/10.3145/epi.2024.0216>
- Ye, Y., Wang, C., Zhu, Q., He, M., Havawala, M., Bai, X., & Wang, T. (2022). Parenting and Teacher–Student Relationship as Protective Factors for Chinese Adolescent Adjustment During COVID-19. *School Psychology Review*, 51(2), 187–205. <https://doi.org/10.1080/2372966X.2021.1897478>

First Publication Right:
© Grief and Trauma

This article is under:

