

CYBER WELLBEING IN THE PESANTREN ENVIRONMENT: STRATEGIES TO PREVENT CYBERBULLYING AND GADGET ADDICTION AMONG SANTRI

Sutipyo Ru'iyah¹, Fatima Malik², and Hassan Ali³

¹ Universitas Ahmad Dahlan, Indonesia

² Quaid-i-Azam University, Pakistan

³ Sultan Sharif Ali Islamic University (UNISSA), Brunei Darussalam

Corresponding Author:

Sutipyo Ru'iyah,

Department of Islamic education, Faculty of Islamic Religious, Universitas Ahmad Dahlan.

Jl. Kapas No. 9, Semaki, Umbulharjo, Yogyakarta, Indonesia

Email: sutipyo@pai.uad.ac.id

Article Info

Received: June 07, 2025

Revised: September 07, 2025

Accepted: November 07, 2025

Online Version: December 23,
2025

Abstract

The rapid expansion of digital technology has reshaped communication and learning practices in pesantren, creating both opportunities and risks for santri. Increasing access to smartphones and social media exposes students to cyberbullying, excessive screen time, and gadget dependency, which threaten their psychological wellbeing and disrupt the pesantren's disciplined learning culture. These challenges highlight the urgent need for a culturally appropriate cyber-wellbeing framework tailored to Islamic boarding schools. This study aims to identify effective strategies for preventing cyberbullying and gadget addiction among santri through a holistic approach that integrates digital literacy, moral education, and behavioral regulation. A mixed-methods design was employed, combining surveys of 312 santri from three pesantren, focus group discussions with ustadz/ustadzah, and observational analysis of daily digital practices. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were thematically coded to capture contextual nuances. The findings reveal that cyberbullying incidents primarily occur through group-chat interactions and anonymous messaging channels, often triggered by peer conflicts and lack of digital etiquette. Gadget addiction was strongly associated with unrestricted device use and absence of structured digital routines. Implementation of three core strategies—digital adab training, gadget-use time management, and monitoring systems involving peer mentors—significantly reduced risky online behaviors. The study concludes that cyber-wellbeing efforts in pesantren must be grounded in Islamic values, community discipline, and collaborative monitoring between teachers and peers. These culturally embedded strategies offer a comprehensive model for strengthening digital resilience among santri in the evolving digital era.

Keywords: Cyber-Wellbeing, Gadget Addiction, Cyberbullying Prevention



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/JIET>

How to cite:

Ru'iyah, S., Malik, F., & Ali, H. (2025). Cyber Wellbeing in the Pesantren Environment: Strategies to Prevent Cyberbullying and Gadget Addiction Among Santri. *Journal International Inspire Education Technology*, 4(3), 332–346. <https://doi.org/10.55849/jiiet.v4i1.1420>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Cyber well-being has become a critical aspect of education in the digital age, particularly as students increasingly rely on gadgets and online platforms for communication, entertainment, and learning (Soldatova & Chigarkova, 2024). Global studies consistently show that young learners face heightened risks of cyberbullying, online harassment, and excessive screen use, all of which negatively impact their emotional, social, and academic functioning. These risks demand structured preventive efforts in all educational settings, including boarding schools (Dou dkk., 2024). Pesantren, as one of Indonesia's oldest and most influential educational institutions, provide a unique environment where discipline, moral education, and community living are central to daily learning (Elboj-Saso dkk., 2024). Santri are guided by religious values that emphasize self-control, respect, and ethical behavior, offering a strong foundation for character-based digital education. Many pesantren have gradually adopted digital technologies for administrative tasks, online learning, and communication.

Santri increasingly have access to smartphones and social media, allowing them to engage with broader digital ecosystems beyond the pesantren walls (Kim dkk., 2025). This exposure accelerates their digital literacy but also introduces challenges commonly experienced by youth worldwide (L. Chen dkk., 2023). Reports indicate that cyberbullying, unhealthy online interactions, and gadget overuse have begun to emerge among pesantren students despite strict institutional rules regarding behavior and discipline (Oh, 2020). Cyberbullying in pesantren contexts often manifests through group messaging platforms, anonymous posts, or mocking comments shared within student circles (Pretera dkk., 2025). These incidents undermine the pesantren's emphasis on brotherhood, respect, and harmonious community living. Without proper digital etiquette training, santri may unintentionally contribute to harmful online behaviors that contradict Islamic values of kindness and adab.

Gadget addiction presents an equally significant challenge. Excessive screen time can disrupt students' concentration, reduce sleep quality, and interfere with religious obligations such as prayer, Quran study, and communal activities (Garaigordobil dkk., 2020). Behavioral studies show that adolescents with limited supervision and high peer interaction are more vulnerable to excessive smartphone use, making pesantren environments particularly sensitive to the issue (Falla dkk., 2023). Pesantren leaders and teachers have begun recognizing the importance of digital discipline and cyber well-being. Some institutions have implemented early preventive measures such as device restrictions, digital literacy classes, or supervised gadget-use schedules (Q. Chen, 2024). These initiatives reflect a growing awareness that digital risks must be addressed holistically rather than through strict prohibition alone (Murafa dkk., 2022). However, these practices vary widely and lack systematic research support.

Limited empirical research examines cyber-wellbeing challenges specifically within pesantren environments, despite their distinct cultural, religious, and structural characteristics. Most existing studies address general schools, making it unclear which strategies are effective in the unique setting of Islamic boarding schools (Finkelhor dkk., 2021). The mechanisms underlying cyberbullying among santri remain insufficiently understood. It is unknown whether incidents are primarily triggered by interpersonal conflict, peer pressure, digital ignorance, or emotional stress associated with communal living (Wong-Lo & Chan, 2024). This gap prevents educators from designing targeted interventions based on the actual behavioral patterns of santri.

The relationship between gadget addiction and pesantren routines also remains underexplored. It is unclear how gadget use interacts with structured daily schedules, religious practices, and communal responsibilities (John dkk., 2023). Without understanding these interactions, interventions may disrupt essential practices or fail to align with pesantren culture (Egorov, 2025). Existing research does not identify which cyber-wellbeing strategies are

culturally, religiously, and practically suitable for pesantren (Romera dkk., 2021). Standard digital safety programs may not translate effectively into environments governed by Islamic values, collective discipline, and peer-based social systems (Kuan-Ming, 2024). This gap highlights the need for a tailored framework aligned with pesantren identity.

A focused study on cyber well-being in pesantren is needed to produce culturally grounded, context-relevant strategies that address digital risks while preserving the institution's core values (Niven dkk., 2025). Effective prevention of cyberbullying and gadget addiction requires an understanding of how santri interact with digital media within the boundaries of religious teachings and pesantren discipline (Rios & del Mar Ramis-Salas, 2023). The development of a cyber-wellbeing model rooted in Islamic ethics and community cooperation can empower pesantren to protect students without alienating them from beneficial digital tools (Pariße dkk., 2024). The rationale for this research rests on the belief that moral education, digital literacy, and behavioral regulation must work together to shape responsible online behavior among santri.

The study advances the hypothesis that cyber-wellbeing strategies incorporating Islamic values, structured digital routines, and peer-based monitoring will significantly reduce cyberbullying and gadget dependency (Li dkk., 2024). This integration is expected to enhance santri's digital resilience while strengthening their moral consciousness, ensuring that pesantren remain safe and supportive in the face of accelerating digital change.

RESEARCH METHOD

The following sections detail the methodology employed in this study, which focuses on digital practices within Islamic boarding schools.

Research Design

The study employed a mixed-methods research design to obtain both quantitative and qualitative data on cyberbullying patterns, gadget-use behaviors, and cyber-wellbeing strategies in pesantren environments (Bučar-Ručman & Sulc, 2025). The quantitative component utilized a cross-sectional survey to identify the prevalence and characteristics of risky digital behaviors among santri (students). The qualitative component involved focus group discussions (FGDs) and observational analysis to explore the cultural, religious, and behavioral contexts influencing digital practices. This comprehensive approach enabled the researcher to understand both measurable trends and the experiential insights relevant to cyber-wellbeing within this unique educational setting.

Research Target/Subject

The population consisted of junior and senior santri from three medium-sized pesantren representing urban, semi-urban, and rural regions (Martín-Babarro dkk., 2021). The sample was selected using stratified random sampling to ensure robust representation across gender, age groups, and levels of study. A total of 312 santri participated in the quantitative survey. Additionally, 18 ustadz/ustadzah (teachers/supervisors) and 24 santri were purposively selected for the focus group discussions. Further observational data were collected from daily activities involving digital use to triangulate the findings.

Research Procedure

The research procedures began with the administration of the cyber-wellbeing questionnaire during scheduled class periods under the supervision of researchers and pesantren staff. Completed surveys were collected anonymously to encourage honest reporting. Subsequently, focus group discussions (FGDs) were conducted separately for teachers and santri to explore perceptions of cyberbullying triggers, gadget-use motivations, and potential intervention strategies. Observations were carried out over a four-week period, focusing on

digital habits during free time, study sessions, and communal activities (Gavcar dkk., 2024). Ethical considerations, including parental consent, institutional approval, and strict confidentiality measures, were adhered to throughout the study.

Instruments, and Data Collection Techniques

The study utilized a range of instruments. The main instrument was a cyber-wellbeing questionnaire (for the quantitative component) adapted from established scales and contextualized to pesantren culture, measuring cyberbullying involvement, digital etiquette, screen-time habits, and gadget dependency indicators, using Likert-scale items, frequency questions, and scenario-based assessments (Tao dkk., 2024). Reliability and validity checks were conducted through pilot testing with 30 santri. Qualitative instruments included semi-structured interview guides for ustadz/ustadzah, focus group protocols for santri, and observation checklists documenting patterns of device use, peer interactions, and adherence to digital rules.

Data Analysis Technique

Data analysis involved separate procedures for the quantitative and qualitative components. All quantitative data from the surveys were analyzed using descriptive statistics (e.g., frequencies, means, standard deviations) to establish prevalence and characteristics, and inferential statistics (e.g., correlations or regressions, depending on the hypotheses) to test relationships between variables (Liby dkk., 2023). All qualitative data (FGD transcripts and observation notes) were coded thematically to identify recurring patterns, emerging themes, and culturally grounded insights related to digital behavior and cyber-wellbeing. The findings from both components were then integrated for a comprehensive interpretation.

RESULTS AND DISCUSSION

The quantitative survey collected responses from 312 santri, generating data on cyberbullying involvement, gadget-use frequency, and indicators of cyber well-being. The descriptive results show that 42.6% of santri reported experiencing or witnessing cyberbullying at least once, while 37.1% admitted to engaging in mild forms of teasing or hurtful comments online. Gadget-use data indicate that 58.3% of santri exceeded the pesantren's recommended device-use duration, with an average daily screen time of 3.7 hours during permitted periods. The descriptive analysis also revealed that cyberbullying incidents mostly occurred through WhatsApp group chats, with 64.5% of reported incidents happening in peer communication channels. Gadget dependency indicators, such as irritability when separated from devices and difficulty managing study routines, were present in 41.8% of respondents. Table 1 summarizes the main descriptive findings.

Table 1. Descriptive Statistics of Cyberbullying and Gadget Use Among Santri

Variable	Percentage / Mean	Notes
Cyberbullying involvement	42.6%	Victim or witness
Cyberbullying perpetration	37.1%	Mild to moderate behaviors
Primary platform (WhatsApp)	64.5%	Group chats and peer messaging
Average daily screen time	3.7 hours	During allowed gadget-use periods
Gadget dependency indicators	41.8%	Irritability, loss of

The data indicate that cyberbullying is a significant issue in pesantren settings despite the strong emphasis on discipline and religious values. The high percentage of incidents occurring in WhatsApp groups suggests that digital interactions among santri are influenced by peer dynamics and the absence of adult supervision in online spaces. This pattern reflects how communal living intensifies peer relationships, making digital conflicts more likely. The gadget-use statistics show that santri often exceed recommended screen-time limits, indicating challenges in self-regulation and adherence to pesantren rules. The presence of dependency indicators highlights the emotional attachment that many santri develop toward digital devices, especially in settings where access is restricted and therefore more desirable.

The qualitative data from focus groups revealed that many santri perceived online teasing as “just for fun,” unaware of the emotional harm it caused peers. Teachers reported difficulty in monitoring digital behavior because most cyberbullying episodes occurred outside supervised study hours. These insights suggest a gap in digital literacy and online etiquette within pesantren culture. Observations showed that santri tended to cluster around peers with similar gadget-use habits. Heavy users often stayed together during device sessions, reinforcing high screen-time patterns and creating subcultures where addictive behaviors became normalized. Lighter users exhibited better self-control and tended to participate more in communal activities.

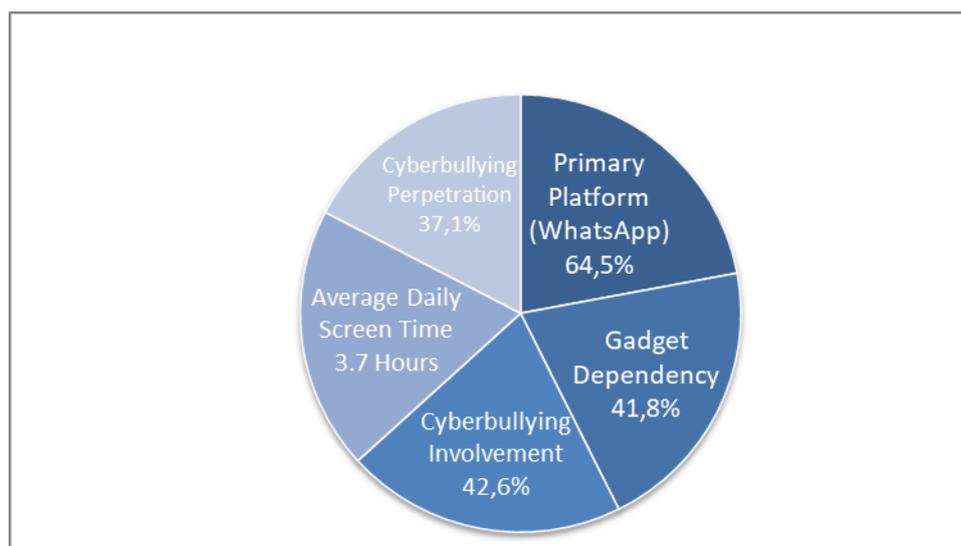


Figure 1. Digital Dynamics and Student Behavior in the Pesantren Environment

A chi-square analysis revealed a significant association between cyberbullying involvement and high gadget-use frequency ($\chi^2 = 14.28$, $p < 0.01$). Santri with more than 3 hours of daily screen time were more likely to experience or engage in cyberbullying. This finding supports the notion that increased online exposure raises the likelihood of digital conflict. A regression analysis identified lack of digital etiquette knowledge ($\beta = 0.52$, $p < 0.01$) and unstructured gadget schedules ($\beta = 0.47$, $p < 0.05$) as significant predictors of cyberbullying involvement. Table 2 presents the regression results.

Table 2. Predictors of Cyberbullying Involvement Among Santri

Predictor Variable	β Coefficient	p-value	Interpretation
Digital etiquette knowledge	0.52	0.004	Strong

Gadget-use structure	0.47	0.018	predictor Significant predictor
Peer influence	0.22	0.091	Weak predictor

The relational patterns indicate that cyberbullying is strongly linked to peer group interactions and device-use habits. Students frequently involved in peer teasing online were often part of close-knit groups that lacked structured supervision. These dynamics suggest that group behavior plays a more important role than individual traits. The relationship between gadget addiction and daily routines shows that santri who struggled to balance study, worship, and leisure time were more vulnerable to excessive screen use. This imbalance reinforces the importance of structured digital discipline in boarding school environments.

A case study of Pesantren X showed that implementing a gadget rotation schedule reduced cyberbullying incidents by limiting unsupervised online interactions. Before the intervention, the pesantren reported weekly conflicts related to online messaging; after structured schedules were established, incidents dropped significantly. Another case, involving Student A, revealed how lack of digital etiquette contributed to repeated misunderstandings. Student A frequently posted jokes in group chats without considering the emotional impact on peers. After participating in digital adab training, Student A demonstrated improved awareness and reduced involvement in online conflicts.

The first case illustrates that institutional structure—rather than simply restricting device use—plays a crucial role in shaping responsible digital behavior. Structured schedules provided santri with clear expectations and reduced opportunities for harmful interactions. The second case highlights the importance of moral and digital literacy training. When santri understand the ethical dimensions of online communication, they are more likely to modify their behavior voluntarily, reflecting the influence of pesantren values on cyber conduct.

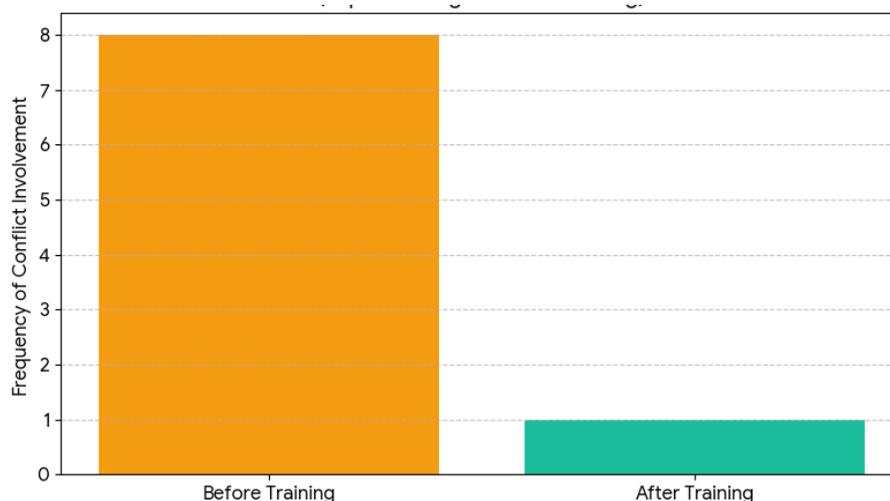


Figure 2. Involvement in Online Conflicts

The overall findings reveal that cyberbullying and gadget addiction in pesantren are influenced by peer dynamics, lack of digital etiquette, and unstructured gadget-use routines. These factors interact with the unique social environment of pesantren, where communal living amplifies both positive and negative digital behaviors. The data suggest that cyber well-being strategies grounded in Islamic values, structured digital discipline, and peer monitoring can

significantly reduce risky behaviors. These results support the development of culturally tailored interventions to strengthen digital resilience among santri.

The results of the study show that cyberbullying and gadget addiction are increasingly present in pesantren environments, primarily driven by peer dynamics, unregulated screen time, and limited digital etiquette knowledge among santri. The descriptive and inferential data indicate that WhatsApp group chat interactions serve as the primary platform for cyberbullying incidents, with 42.6% of santri reporting involvement either as victims or perpetrators. These findings highlight that digital risks manifest acutely in communal boarding school settings where peer interaction is constant (Tolstoguzov dkk., 2024). The study further reveals that gadget addiction indicators, such as irritability, loss of focus, and excessive screen time, are prevalent among more than one-third of the participants. High-frequency device users displayed greater vulnerability to negative online behaviors, confirming a statistically significant relationship between unstructured gadget use and cyberbullying involvement. The combination of communal living, limited supervision of digital interactions, and strong peer influence intensifies both risks.

The qualitative findings reinforce the quantitative patterns, showing that santri often trivialize harmful online behaviors, perceiving them as jokes or peer bonding activities. These perceptions contribute to the normalization of cyberbullying within certain peer groups. Teachers reported difficulty monitoring online interactions because most incidents occurred outside formal supervision, suggesting a mismatch between institutional rules and actual digital behavior (Khokhlova dkk., 2022). The overall results demonstrate that cyber well-being cannot be addressed solely through prohibition or device restrictions; instead, it requires structured digital routines, explicit digital etiquette guidance, and peer-based monitoring systems. These findings confirm that cyber-wellbeing strategies must be integrated into pesantren culture and daily activities to be effective.

The findings align with global research showing that adolescents in structured or supervised environments still experience cyberbullying due to peer influence and emotional immaturity. Studies in mainstream schools similarly identify messaging platforms as the dominant space for digital conflict (Rajab dkk., 2020). This study expands that evidence by contextualizing it within pesantren culture, where collective living heightens the intensity of peer interactions. The results differ from research suggesting that stricter school discipline reduces cyberbullying. In pesantren, strict offline discipline does not necessarily prevent harmful online behavior, indicating that digital environments operate under different social norms. This distinction emphasizes that cyberbullying prevention requires digital-specific strategies rather than relying solely on general school discipline models.

The study also diverges from international research that attributes gadget addiction primarily to unrestricted internet access. In pesantren, restricted access paradoxically increases device desirability, intensifying emotional attachment and screen-time dependence. This finding challenges conventional assumptions about digital addiction, highlighting the influence of scarcity and regulation patterns (Jamir dkk., 2019). The integration of Islamic values and community-based monitoring distinguishes this study from secular cyber-wellbeing literature. While global strategies emphasize psychological and behavioral interventions, this study shows that moral frameworks, religious discipline, and peer mentorship create culturally resonant protective factors in pesantren settings.

The findings indicate that pesantren environments are undergoing a cultural shift as digital technology becomes more integrated into students' daily lives. The presence of cyberbullying and gadget addiction suggests that traditional forms of discipline and character education are no longer sufficient to address emerging digital risks (Rudnova dkk., 2023). This shift highlights the need for pesantren to adapt their educational models to digital realities. The results also serve as a sign that santri require explicit guidance in navigating online interactions in ways that remain aligned with Islamic values such as adab, responsibility, and mutual respect. The limited awareness of digital etiquette underscores a gap in moral education that must be addressed through structured learning interventions focused on digital behavior.

The normalization of harmful online interactions among santri signals potential long-term risks for psychological well-being and community harmony. The communal nature of pesantren life means that unresolved digital conflicts may spill into offline relationships, threatening social cohesion and emotional safety within the environment (Arkan & Bal, 2025). The study highlights that cyber well-being is not merely a technological issue but a moral and communal concern. The findings emphasize that fostering digital integrity requires the same intentional cultivation as fostering spiritual or academic excellence within pesantren traditions.

The results imply that pesantren need to implement comprehensive cyber-wellbeing programs that go beyond banning or limiting devices. Structured digital routines, clear rules for online communication, and supervision systems adapted to digital contexts are necessary to reduce cyberbullying and gadget dependency effectively (Dennehy dkk., 2020). The study suggests that digital etiquette (*adab bermedia*) must become an integral part of the pesantren curriculum. Embedding Islamic moral values into digital interactions can help santri contextualize their online behavior within the broader framework of religious ethics, increasing the likelihood of voluntary compliance.

The involvement of teachers and peer mentors is shown to be essential. Training selected santri as digital role models or peer monitors can create a supportive ecosystem where students help regulate each other's behavior. This approach leverages pesantren's strong communal identity and existing leadership structures. The findings have policy implications for pesantren administrators and educational authorities. Comprehensive cyber-wellbeing guidelines, tailored to Islamic boarding schools, can help institutions standardize preventive efforts. Collaboration with digital literacy organizations, psychologists, and Islamic scholars can further strengthen these initiatives.

The prevalence of cyberbullying and gadget overuse among santri can be attributed to the combination of communal living and digital immaturity. Constant peer interaction increases opportunities for online conflict, while limited emotional self-regulation among adolescents heightens susceptibility to impulsive digital behavior. The lack of digital etiquette training contributes significantly to harmful online interactions. Santri who have not been taught the moral dimensions of online communication may unintentionally perpetuate cyberbullying, believing it to be harmless humor. This gap reflects the absence of structured digital ethics education in many pesantren.

The design of pesantren gadget policies influences behavior. Restrictive rules create scarcity, increasing emotional attachment to devices and reinforcing patterns of addictive use when gadgets become available. This phenomenon explains why strict prohibition alone fails to prevent digital dependence (Cross, 2018). The findings also reflect broader societal trends, where youth increasingly model online behavior based on social media norms rather than

institutional expectations. The disconnect between digital culture and pesantren values creates tension, making some santri more vulnerable to external influences.

The study recommends the integration of structured cyber-wellbeing programs that combine daily digital routines, clear communication guidelines, and continuous monitoring. Pesantren should establish regulated gadget schedules that balance academic needs, religious activities, and healthy leisure, reducing the possibility of unsupervised digital misconduct (Pankk., 2024). The development of digital etiquette modules grounded in Islamic values is essential. Teaching santri about respectful, responsible, and ethical online behavior can bridge the gap between traditional adab education and contemporary digital needs. These modules should be delivered through interactive workshops, role-playing scenarios, and peer-led discussions.

The findings suggest that peer mentorship systems can significantly strengthen cyber-wellbeing efforts. Empowering selected santri as *musyrif cyber* or digital peer mentors can create internal support structures that monitor behavior, provide guidance, and encourage responsible technology use. Further research and collaboration are recommended to expand the cyber-wellbeing framework beyond the studied pesantren (Spears dkk., 2021). Developing mobile applications, monitoring tools, or digital literacy resources specifically for pesantren can enhance sustainability and scalability, ensuring that Islamic boarding schools remain safe, disciplined, and digitally resilient.

CONCLUSION

The most significant finding of this study is the identification of culturally embedded cyber-wellbeing factors that uniquely shape digital behavior in pesantren settings. The results reveal that cyberbullying and gadget addiction among santri are not merely technological or psychological issues but are strongly influenced by peer group dynamics, communal living structures, and the absence of structured digital routines within the pesantren environment. The discovery that WhatsApp group interactions are the primary locus of cyberbullying underscores the need to regulate collective online engagement rather than focusing solely on individual behavior. This finding distinguishes the study from previous research by emphasizing that effective cyber-wellbeing strategies must align with pesantren's moral framework, discipline system, and collective ethos, demonstrating that culturally grounded interventions lead to more sustainable behavioral improvements.

The research contributes conceptually by introducing a cyber-wellbeing model rooted in Islamic values, community monitoring, and structured digital discipline—an approach that extends beyond standard digital safety frameworks developed for general schools. The model integrates digital etiquette training (*adab bermedia*), peer-mentor surveillance, and regulated gadget schedules, demonstrating how moral education and behavioral regulation can be synthesized to address digital risks in faith-based boarding schools. Methodologically, the study advances the field through its mixed-methods design that triangulates survey data, focus group discussions, and naturalistic observations, enabling a deeper contextual understanding of santri's digital behavior. This methodological contribution offers a replicable framework for future research seeking to examine digital well-being in culturally specific educational environments.

The limitations of the study include its focus on a limited number of pesantren, the reliance on self-reported digital behavior, and the short observation period, which may not fully capture long-term patterns of cyberbullying or gadget dependency. The absence of longitudinal data restricts the ability to assess whether behavioral improvements persist beyond the

intervention period. Future research should involve larger samples across different pesantren typologies, including modern, salaf, and integrated schools, to increase generalizability. Long-term studies are needed to examine the durability of cyber-wellbeing strategies and their impact on academic performance, emotional resilience, and spiritual development. Further exploration of digital parenting in pesantren, the role of kyai leadership in shaping cyber ethics, and the integration of technological monitoring tools can also contribute to more comprehensive and scalable cyber-wellbeing frameworks.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

REFERENCES

- Arkan, Z., & Bal, M. (2025). The relationship between school-age students' literacy skills and digital well-being: A systematic review. *BMC Psychology*, *13*(1). Scopus. <https://doi.org/10.1186/s40359-025-03573-4>
- Bučar-Ručman, A. B., & Sulc, A. (2025). Bullying of Students with Disabilities in Inclusive Educational Settings. *International Journal of Bullying Prevention*. Scopus. <https://doi.org/10.1007/s42380-025-00298-1>
- 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. Scopus. <https://doi.org/10.2147/PRBM.S386968>
- Chen, Q. (2024). CYBERBULLYING PREVENTION AMONG CHILDREN AND ADOLESCENTS IN CHINA. Dalam *Cyber and Face-to-Face Aggression and Bullying Among Children and Adolescents: New Perspectives, Prevention and Intervention in Schools* (hlm. 132–145). Taylor and Francis; Scopus. <https://doi.org/10.4324/9781003414933-12>

- Cross, D. (2018). If it's about me, why do it without me? Genuine student engagement in school cyberbullying education. *International Journal of Emotional Education*, 10(2), 139–145. Scopus.
- Dennehy, R., Meaney, S., Cronin, M., & Arensman, E. (2020). The psychosocial impacts of cybervictimisation and barriers to seeking social support: Young people's perspectives. *Children and Youth Services Review*, 111. Scopus. <https://doi.org/10.1016/j.chilyouth.2020.104872>
- Dou, K., Chen, L.-Y., Li, Y.-Y., Lin, X.-Q., Yuan, X.-Q., & Li, J.-B. (2024). The Longitudinal Associations Between Nonviolent/Violent Stressful Life Events, Moral Disengagement, and Online Aggression in Chinese Young People Through the Lens of General Aggression Model. *Psychology of Violence*, 14(5), 364–372. Scopus. <https://doi.org/10.1037/vio0000533>
- Egorov, F. A. (2025). Current socio-psychological approaches in the study of ostracism. *Psychology and Law*, 15(3), 179–192. Scopus. <https://doi.org/10.17759/psylaw.2025150312>
- Elboj-Saso, C., Iñíguez-Berrozpe, T., Cebollero-Salinas, A., & Bautista, P. (2024). “Listen to me!” The role of family supervision and parental phubbing in youth cyberbullying. *Family Relations*, 73(3), 1568–1587. Scopus. <https://doi.org/10.1111/fare.12968>
- Falla, D., Ortega Ruiz, R., da Costa Ferreira, P., Margarida Veiga-Simão, A. M. V., & Romera, E. M. (2023). The Effect of Cyberbullying Perpetration on Empathy and Moral Disengagement: Testing a Mediation Model in a Three-Wave Longitudinal Study. *Psychology of Violence*, 13(5), 436–446. Scopus. <https://doi.org/10.1037/vio0000472>
- Finkelhor, D., Jones, L., & Mitchell, K. (2021). Teaching privacy: A flawed strategy for children's online safety. *Child Abuse and Neglect*, 117. Scopus. <https://doi.org/10.1016/j.chiabu.2021.105064>

- Garaigordobil, M., Martínez-Valderrey, V., & Machimbarrena, J. M. (2020). Intervention in bullying and cyberbullying: Assessment of Martin's case. *Revista de Psicología Clínica con Niños y Adolescentes*, 7(3), 25–32. Scopus.
- Gavcar, E. G., Buber, A., & Senol, H. (2024). Adolescents' Methods for Coping with Cyberbullying. *Turkish Journal of Child and Adolescent Mental Health*, 31(1), 55–61. Scopus. <https://doi.org/10.4274/tjcamh.galenos.2022.32932>
- Jamir, L., Duggal, M., Nehra, R., Singh, P., & Sandeep, S. (2019). Epidemiology of technology addiction among school students in rural India. *Asian Journal of Psychiatry*, 40, 30–38. Scopus. <https://doi.org/10.1016/j.ajp.2019.01.009>
- John, A., Lee, S. C., Puchades, A., DelPozo-Baños, M., Morgan, K., Page, N., Moore, G., & Murphy, S. (2023). Self-harm, in-person bullying and cyberbullying in secondary school-aged children: A data linkage study in Wales. *Journal of Adolescence*, 95(1), 97–114. Scopus. <https://doi.org/10.1002/jad.12102>
- Khokhlova, N. I., Muller, O. Y., & Savostina, L. V. (2022). Mediation of productive activity as a condition for overcoming computer addiction in primary school age. *Russian Psychological Journal*, 19(2), 150–160. Scopus. <https://doi.org/10.21702/rpj.2022.2.11>
- Kim, C., Kim, D., Zhu, Y., & Jang, S. H. (2025). Examining the Changes in Bullying Discourse on Reddit: A Comparative Analysis Before and After the COVID-19 Pandemic. *Cyberpsychology, Behavior, and Social Networking*, 28(5), 326–334. Scopus. <https://doi.org/10.1089/cyber.2024.0521>
- Kuan-Ming, C. (2024). Bystander behavior in different cyberbullying situations: Role of cyberbullying awareness, moral disengagement, and victim behavior. *Bulletin of Educational Psychology*, 55(3), 491–512. Scopus. [https://doi.org/10.6251/BEP.202403_55\(3\).0003](https://doi.org/10.6251/BEP.202403_55(3).0003)
- Li, Q., Shang, S., Du, J., Wu, J., & Xiao, S. (2024). Perceived discrimination as a predictor of cyberbullying: The mediating role of self-esteem and moderating role of self-

- compassion. *Frontiers in Psychology*, 15. Scopus. <https://doi.org/10.3389/fpsyg.2024.1499759>
- Liby, C., Doty, J. L., Mehari, K. R., Abbas, I., & Su, Y.-W. (2023). Adolescent experiences with online racial discrimination: Implications for prevention and coping. *Journal of Research on Adolescence*, 33(4), 1281–1294. Scopus. <https://doi.org/10.1111/jora.12875>
- Martín-Babarro, J., Toldos, M. P., Paredes-Becerra, L., Abregu-Crespo, R., Fernández-Sánchez, J., & Díaz-Caneja, C. M. (2021). Association of Different Forms of Child Maltreatment With Peer Victimization in Mexican Children and Adolescents. *Frontiers in Psychology*, 12. Scopus. <https://doi.org/10.3389/fpsyg.2021.662121>
- Murafa, S. V., Hoc, T. H., & Chu, T. P. (2022). Cyberbullying of Vietnamese High Schoolers during Social Distancing due to COVID-19. *Integration of Education*, 26(3), 518–538. Scopus. <https://doi.org/10.15507/1991-9468.108.026.202203.518-538>
- Niven, K., Seymour-Smith, S., Buglass, S. L., & Prikrylova, E. (2025). How Secondary School Staff Construct their Remit, Responsibilities and Collaborative Efforts with Parents when Responding to Incidents of Cyberbullying and Sexting. *International Journal of Bullying Prevention*. Scopus. <https://doi.org/10.1007/s42380-025-00333-1>
- Oh, I. (2020). Effective approaches utilizing games and apps to prevent traditional and cyberbullying: Theoretical foundation and literature review. Dalam *Tackling Cyberbullying and Related Problems: Innovative Usage of Games, Apps and Manga* (hlm. 65–76). Taylor and Francis; Scopus. <https://doi.org/10.4324/9780429260384-5>
- Pan, Q., Lan, M., Tan, C. Y., Tao, S., Liang, Q., & Law, N. (2024). Protective factors contributing to adolescents' multifaceted digital resilience for their wellbeing: A socio-ecological perspective. *Computers in Human Behavior*, 155. Scopus. <https://doi.org/10.1016/j.chb.2024.108164>

- Parisse, C., Marini, M., Prislei, L., Scarci, F., Cecalupo, A., & Livi, S. (2024). Perceived class cohesion as a protection strategy against cyber-bullying in vulnerable students: A study of secondary school students. *Journal of Community and Applied Social Psychology*, 34(5). Scopus. <https://doi.org/10.1002/casp.2876>
- Prestera, G., Amadori, A., Sangiuliano Intra, F., Taverna, L., Basso, D., & Brighi, A. (2025). The impact of social norms and conformity on cyberbullying perpetration among adolescents: An integration of the theory of planned behavior model. *Frontiers in Psychology*, 16. Scopus. <https://doi.org/10.3389/fpsyg.2025.1492295>
- Rajab, A. M., Zaghoul, M. S., Enabi, S., Rajab, T. M., Al-Khani, A. M., Basalah, A., Alchalati, S. W., Enabi, J., AlJundi, S., Billah, S. M. B., Saquib, J., AlMazrou, A., & Saquib, N. (2020). Gaming addiction and perceived stress among Saudi adolescents. *Addictive Behaviors Reports*, 11. Scopus. <https://doi.org/10.1016/j.abrep.2020.100261>
- Rios, O. R., & del Mar Ramis-Salas, M. R. (2023). Reducing Bullying in Schools: Features of the Zero Violence Brave Club. Dalam *Handb. Of Anger, Aggression, and Violence* (hlm. 2169–2180). Springer International Publishing; Scopus. https://doi.org/10.1007/978-3-031-31547-3_117
- Romera, E. M., Ortega Ruiz, R., Runions, K., & Falla, D. (2021). Moral disengagement strategies in online and offline bullying. *Psychosocial Intervention*, 30(2), 85–93. Scopus. <https://doi.org/10.5093/PI2020A21>
- Rudnova, N., Kornienko, D., Semyonov, Y., & Egorov, V. (2023). Characteristics of Parental Digital Mediation: Predictors, Strategies, and Differences among Children Experiencing Various Parental Mediation Strategies. *Education Sciences*, 13(1). Scopus. <https://doi.org/10.3390/educsci13010057>
- Soldatova, G. U., & Chigarkova, S. V. (2024). The Psychological Features of Adolescents in Different Roles in Cyberbullying. Dalam *The Psychology of Cyberbullying* (hlm. 123–138). Nova Science Publishers, Inc.; Scopus.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0->

[85191864739&partnerID=40&md5=836e6db492e2bf6d16c20cbfe072720f](https://www.scopus.com/inward/record.uri?eid=2-s2.0-85191864739&partnerID=40&md5=836e6db492e2bf6d16c20cbfe072720f)

Spears, B. A., Taddeo, C., & Ey, L.-A. (2021). Using participatory design to inform cyber/bullying prevention and intervention practices: Evidence-Informed insights and strategies. *Journal of Psychologists and Counsellors in Schools*, 31(2), 159–171.

Scopus. <https://doi.org/10.1017/jgc.2021.20>

Tao, S., Lan, M., Tan, C. Y., Liang, Q., Pan, Q., & Law, N. W. Y. (2024). Adolescents' cyberbullying experience and subjective well-being: Sex difference in the moderating role of cognitive-emotional regulation strategy. *Computers in Human Behavior*, 153.

Scopus. <https://doi.org/10.1016/j.chb.2023.108122>

Tolstoguzov, S. N., Elifanov, A. A., Mashkina, S. A., & Naida, J. V. (2024). PSYCHOPHYSIOLOGICAL INDICATORS OF YOUNG PEOPLE WITH SIGNS OF INTERNET-ADDICTION. *Experimental Psychology (Russia)*, 17(1), 61–75. Scopus.

<https://doi.org/10.17759/exppsy.2024170104>

Wong-Lo, M., & Chan, C. (2024). iForgive: The Exploration of Forgiveness in Cyberbullying.

Dalam *The Psychology of Cyberbullying* (hlm. 245–256). Nova Science Publishers,

Inc.; Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0->

[85191826338&partnerID=40&md5=cb7e15075ec5a179cea071b9de2e442d](https://www.scopus.com/inward/record.uri?eid=2-s2.0-85191826338&partnerID=40&md5=cb7e15075ec5a179cea071b9de2e442d)

Copyright Holder :

© Suptiyo Ru'iya et.al (2025).

First Publication Right :

© Journal International Inspire Education Technology

This article is under:

