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Cyberbullying and cyber counseling services

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ABSTRACT

Cyberbullying is very important to address because this phenomenon is increasing along with the use of social media, especially among teenagers. Sometimes the perpetrator does not understand that he has committed cyberbullying and the victim does not understand if he has experienced bullying which can have a negative impact on his psychology. Therefore, cyber counseling in the form of group guidance is needed to increase understanding of cyberbullying. This is the purpose of the research. This research is included in quantitative experimental research with a one group pretest-posttest design. Data collection methods used psychological scale measuring instruments, interviews and observations. The data analysis technique used was SPSS 22 with t-test and Nomalized Gain (N-Gain) test. The subjects of this study were ninth grade students at SMP 23 Banjarmasin. The results showed an increase in understanding of cyberbullying (medium and high understanding level categories) with N-Gain values showing changes in values from pretest to posttest (from 17.6 increased in posttest with an average value of 27.7). For hypothesis testing, $t_{count} > t_{table}$ ($7.906 > 1.812$) or $sig < 0.05$, which means that there is an effect on the treatment given, so that understanding of cyber bullying increases after cyber counselling services. This research can be implied in strengthening the digital literacy curriculum, teacher training, and anti-cyberbullying policies in schools.



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Introduction

Electronic media, especially social media, is a place where a person can express himself as normatively in the Universal Declaration of Human Rights (UDHR) Article 19 Paragraph 2 which reads "Everyone has the right to freedom of expression, this right includes the freedom to seek, receive and impart information and ideas of any kind, regardless of restrictions, either orally, in writing, in print, in the form of works of art or through other media of his choice."

Electronic media such as the internet and social media, if used properly and positively, are expected to be a means that helps and facilitates adolescents in completing their developmental tasks properly. However, in reality, internet technology and social media, which are flexible in their use, are prone to be used to commit negative actions. One of them is bullying behavior that occurs through internet technology and social media or cyberbullying (Arifianto & Juditha, 2017).

The adolescent exploration period can be potentially dangerous for adolescents, because adolescents want to try many things when trying to find their identity. The impact of adolescents' inability to find their self-identity is the presence of uncontrolled emotions so that they look for various ways to vent their behavior to commit deviant behavior. One example that is often found today is bullying.

Bullying is shown in the form of child abuse by peers to an inferior or weaker person to gain certain benefits or satisfaction. Bullying behavior obtained by students can be directly or indirectly such as online or what is also known as cyber bullying. Cyberbullying can provide a way for adolescents to release their anger in response to current life situations and feel they can control someone or something (Kowalski, et al. 2012).

Cyberbullying, or bullying in cyberspace, is an increasingly worrying problem in today's information technology era (Yuliet, et al. 2021). Digital media has become a platform for abuse, threats and bullying among peers and this is one form of bullying that occurs on various social media platforms carried out by perpetrators with the aim of harming victims online (Natalia, 2024). This has an emotional and psychological impact on the victim (Fikri, 2023).

The prevalence of cyberbullying in Indonesia is of great concern as seen in 2023, there were more than 1,500 reports of cyberbullying cases received by the authorities, up about 20% from the previous year (Fikri, 2023). The survey showed that 95.6% of respondents said that cyberbullying cases in Indonesia have occurred a lot, indicating that the condition of cyberbullying in Indonesia is already at a high level (Yuliet, et al. 2021). Research shows that 25.9 percent of adolescents have been victims of cyberbullying and 13 percent of respondents have been perpetrators of cyberbullying. Generally, victims experience cyberbullying, namely 58.5 percent receiving curses through social media such as Instagram and Twitter (Hanika, et al. 2021).

Cyberbullying is understood as indirect bullying behavior, but its form and impact are the same as direct bullying. Cyber bullying is the act of someone using gadgets or electronic devices online to intimidate, humiliate, or harass another person as a bully repeatedly (Hindujam & Patchin, 2021).

Cyberbullying is also understood as an act of bullying that involves the use of electronic communication tools to put others down, cheat, spread the victim's personal information to the public, make the victim shunned by his friends, and various other open attacks (Priyatna, 2012). Cyberbullying refers to bullying that occurs through instant messaging, email, twitter, facebook, path, instagram or through pictures or messages sent through cell phones (Kowalski, et al. 2009).

The forms of cyberbullying are divided into several activities namely (Willard, 2005): sending abusive, angry, vulgar messages directed at a person or persons privately or to an online group (flaming), sending chain messages that offend others (harassment), cyberstalking that usually leads to stalking in the real world (cyberstalking), sending or posting harmful, untrue, or cruel messages about a person to others (Denigration (put-down)), pretending to be someone else and sending or posting material that makes that person look bad or puts that person in potential danger (Impersonation), sending or posting material about someone that contains sensitive, private, or embarrassing information, including forwarding private messages or pictures, engaging in tricks to solicit embarrassing information that is then made public (Outing and Trickery), and actions that specifically and intentionally exclude someone from an online group (Exclusion).

The impact of cyberbullying that can occur is feeling humiliated, stress and depression, loss of self-confidence, paranoia, tendency to become a perpetrator, experiencing health problems, decreased achievement, having to commit criminal acts, being aggressive, feeling isolated, there is a desire to commit suicide (Rahayu, 2012).

There are various factors why bullying cases can occur, including causal factors that come from within the perpetrator, such as environmental factors (peers), families that are less harmonious, family economic factors, and television shows that are less educational and technological sophistication in the era of globalization which is very likely to trigger cyberbullying.

One form of handling cyberbullying is by providing direct counseling to victims and perpetrators so that they can form new behaviors that do not harm themselves and others.

Globally, counseling has developed in various aspects through knowledge and technology. If previously counseling was still defined as a face-to-face relationship when a counselor faced a client directly, then today with the ease and development of technology, clients from far away, or because their physical condition does not allow them to meet the counselor, can connect directly by telephone or via the internet.

Counseling via the internet or telephone is known as cyber counseling. Cyber counseling is a process of providing psychological assistance that is carried out indirectly through internet networks or virtual counseling. Cyber counseling can help adolescents use their potential to have and create a positive environment as one of the preventive, curative, and developmental efforts, from negative things and help build a happy life in the world and the hereafter (Thohar, 1992).

Cybercounseling has an influence on student cyberbullying (Kahar, et al.2022). Cyber counseling is suitable for improving understanding of cyberbullying because it offers several advantages and conveniences, namely Cyber counseling makes it easier to carry out counseling, especially among young people, without having to wait a long time. cyber counseling is also effective if the problem requires immediate handling and is constrained by distance for direct face-to-face. In addition, Cyber counseling provides an easily accessible, convenient, and effective platform to increase understanding and address cyberbullying issues among students (Ade & Sari, 2023). Online interventions have similar effectiveness to face-to-face interventions (Sinta, et al. 2022).

Cyber counseling forms that can be learned in general such as The Therapeutic Relationship, cognitive insight, Affective Experience and Appropriate Client Expectations (Bloom, 2004). Some media that can be used to conduct cyber counseling include websites, e-mail, video conferencing. Facebook, telephone/hand phone, chat and social networking (Ifdil, 2013).

One of the educational institutions that require counseling services is SMP 23 Banjarmasin. Based on the data obtained, there are many behaviors of students who commit bullying to fellow students, such as mocking, using harsh language, intimidating and committing acts of violence such as hitting. This is not only done directly such as confronting, but also indirectly, namely through private chats, teasing each other in whats up groups, making negative comments on social media, spreading false information about someone and sending threats if wishes are not fulfilled. Most of the students do not know that their actions in cyberspace are included in cyber bullying. Therefore, special handling is needed to reduce this behavior.

Junior high school students were chosen as research subjects because junior high school students are more vulnerable to cyberbullying due to several interrelated factors, namely the lack of parental supervision can trigger children's involvement in cyberbullying, the level of adolescents' tendency to commit cyberbullying cannot be separated from peer influence, individual involvement in cyberbullying is determined by the individual himself, including feelings of envy, lack of self-achievement, or the desire to insult without getting caught and the rapid development of technology and easy access to social media that is open to adolescents is also an external factor causing cyberbullying (Nuraeni, et al.2024).

Although various cyberbullying prevention strategies have been proposed, the effectiveness of cyber counseling programs in increasing understanding, awareness and psychological resilience of victims and perpetrators has not been studied in depth.

Based on the discussion described, the researcher is interested in knowing the level of understanding of students towards cyberbullying and how the level of effectiveness of cyber counseling services carried out as an effort to increase understanding of cyberbullying. This is stated in the title, namely Cyberbullying and Cyber Counseling Services.

Method

This type of research is field research with quantitative and qualitative approaches. The research design used is pre-experimental design with the form of one group pretest posttest design. In quantitative data analysis using the Paired Sample T Test and hypothesis testing to determine the effect of experiments.

In this study there are two stages, namely before and after being treated. the first step is to take measurements before being treated with cyber counseling services based on the cyber bullying understanding questionnaire, the second step is to provide treatment using cyber counseling services, then take measurements again using the same cyber bullying understanding questionnaire.

After these steps have been carried out, the next step is to compare how the results before and after about understanding cyber bullying to then know whether cyber counseling services are effective in increasing understanding of cyber bullying to victims and perpetrators of cyber bullying.

The population in this study were seventh grade students at SMPN 23 Banjarmasin, which adjusted to the research title. The number listed was obtained from the advice and direction of the school counseling teacher.

Table 1 <Research Population>

Class	Gender	Number of students	Total
IX D	Male	14	28
	Female	14	
IX F	Male	11	22
	Female	11	
Total			48

The sample used was only class IX, so a purposive sampling technique was used, which is a sampling technique with certain considerations, namely class IX students at SMP 23 Banjarmasin, aged 14-17 years, detected as victims and perpetrators of cyber bullying and have a low or moderate understanding of cyber bullying.

The scale used in this study is a scale for revealing the perpetrators and victims of cyberbullying which contains aspects of flaming, harassment, cyberstalking, denigration, impersonation, outing and trickery and exclusion. And for the instrument of understanding of cyberbullying using aspects of the character and form of cyber bullying, key concepts in cyberbullying and cyberbullying classification.

Results and Discussions

This research was conducted at SMPN 23 Banjarmasin in April-September 2022. Before collecting data at SMP Negeri 23 Banjarmasin, the researcher first tested the questionnaire that would be used as a pretest-posttest question. The trial was conducted on June 15, 2022 through google form on students of SMPN 23 Banjarmasin with 57 respondents who had similar characteristics to the characteristics of the research subjects. The trial conducted aims to determine the validity and reliability of the questionnaire.

The results of the validity calculation resulted in r count of 0.279, the acquisition was consulted with r table $N = 57$ at a significant level of 5%. If the acquisition of the value of $r_{count} > r$ table then the item is valid while the acquisition of the value of $r_{count} < r$ table then the item is invalid, meaning that the item is canceled and not used as a research data collection tool.

After the instrument is tested for validity, the next step is to test the reliability of the instrument, this is used as a test of the feasibility of the instrument to be used in research. The results of the calculation of the reliability test of the Cyberbullying Offender Disclosure data, obtained the results of $r_{count} = 0.716$, then consulted with the r table value at a significant level of 5% with $N = 57$ the result is below 0.279, r count is greater than r table ($0.716 > 0.279$), then the results of the calculation can be declared reliable.

The results of the reliability test calculation of the Cyberbullying Victim Disclosure data, obtained the result of $r_{count} = 0.938$, then consulted with the r table value at a significant level of 5% with $N = 57$ the results are below 0.279, r count is greater than r table ($0.938 > 0.279$), then the results of the calculation can be declared reliable.

The results of the calculation of the reliability test of the data Revealing Understanding of Cyberbullying, obtained the result of $r_{count} = 0.595$, then consulted with the value of r_{table} at a significant level of 5% with $N = 57$ the results are below 0.279, r_{count} is greater than r_{table} ($0.595 > 0.279$), then the results of these calculations can be declared reliable.

After going through the validity and reliability process, the scale is rearranged to be given to the research sample. Respondents or research samples are in accordance with the requirements of the research subjects totaling 48 students. Of the 48 students who were made part of the population, 10 children were taken who had a fairly low or moderate understanding of cyber bullying and were identified as perpetrators and victims of cyber bullying, and were competent to take part in cyber counseling service activities.

Cyber counseling services are carried out as the basis of research in helping to provide an understanding of cyber bullying. After the cyber counseling service, the next stage is giving posttest. This is done to see the effect of before and after being given cyber counseling services on the understanding of cyber bullying.

Cyber counseling activities are conducted in groups. Group guidance services conducted by a group of people utilize group dynamics. That is, all participants in group activities interact with each other, freely express opinions, respond, make suggestions, and others. In group guidance services, group activities and

dynamics must be realized to discuss various matters that are useful for the development or problem solving of individuals (students) who are service participants (Prayitno, 2018).

Cyber counseling is also carried out online, namely by using whatsapp video calls. The service was carried out for 2 meetings, namely on September 10, 2022 and September 17, 2022. This was done in a duration of 1 x 90 minutes per meeting. Material topics are based on factors related to understanding cyberbullying such as definitions and forms of cyberbullying, the impact of cyberbullying on victims, factors that cause cyberbullying and personal problems, perceptions of victims and peers, laws, efforts to overcome cyberbullying and steps to prevent cyberbullying.

A better understanding of cyberbullying helps individuals realize its negative impacts, such as psychological damage to victims, including depression, anxiety, and low self-esteem. This awareness can encourage individuals to avoid such behaviors and be more responsible in online interactions (Palilingan, et al. 2024). For the effectiveness of the service, the implementation of cyber counselling was carried out in 2 groups, namely class group D and class group F. Each group was given services in 2 meetings with a predetermined time agreement. The subjects consisted of GLS, HLH, NLT, SYH, WDY, MLN, MLN, HRL, NAI, NIC and MTA. Cyber counseling can help adolescents overcome psychological challenges such as social and academic pressures, providing a safe and flexible space to discuss personal problems without fear or embarrassment (Prayoga & Suhartono, 2025).

The next stage is the administration of the post test. The implementation of the post test is carried out after the therapy activity is completed, this is done so that the effect of cyber counseling on the understanding of cyber bullying can be seen. The administration of the post test was assisted by a companion to help the subject understand the scale given.

To see the results of cyber counseling services, data analysis is the process of systematically searching and compiling data obtained from interviews, observations and Likert scales. The data analysis technique used in this study was assisted by the SPSS program for normality test, homogeneity test, hypothesis testing and t test and N-Gain Score test. From the initial description, it shows that the subject's understanding of cyber bullying is still in the low and medium categories. This shows that there are still many subjects who have the potential to become victims and perpetrators of cyber bullying. Therefore, cyber counselling services are needed.

Based on the results of the services provided, a description of the research data is obtained as follows:

Tabel 2 <Understanding of Cyberbullying Scale>

Nama	Kelas	Skor Pretest	Kategori	Skor Posttest	Kategori
GLS	IXD	12	Low understanding of cyberbullying	22	Moderate understanding of cyber bullying
HLH	IXD	22	Moderate understanding of cyber bullying	28	Understanding of cyber bullying is high
NLT	IXD	15	Moderate understanding of cyber bullying	29	Understanding of cyber bullying is high
SYH	IXD	25	Moderate understanding of cyber bullying	28	Understanding of cyber bullying is high
WDY	IXD	18	Moderate understanding of cyber bullying	30	Understanding of cyber bullying is high
MLN	IXF	20	Moderate understanding of cyber bullying	32	Understanding of cyber bullying is high
HRL	IXF	12	Low understanding of cyberbullying	22	Moderate understanding of cyber bullying
NAI	IXF	20	Moderate understanding of cyber bullying	27	Understanding of cyber bullying is high
NIC	IXF	11	Low understanding of cyberbullying	28	Understanding of cyber bullying is high
MTA	IXF	21	Moderate understanding of cyber bullying	31	Understanding of cyber bullying is high

Overall, there is an overview of the level of understanding of cyber bullying in subjects detected as victims and perpetrators. Then it can be known about the effectiveness of cyber counseling services in increasing

understanding of cyberbullying in students of SMP Negeri 23 Banjarmasin. The scores of each subject can be visualized in the Figure 1.

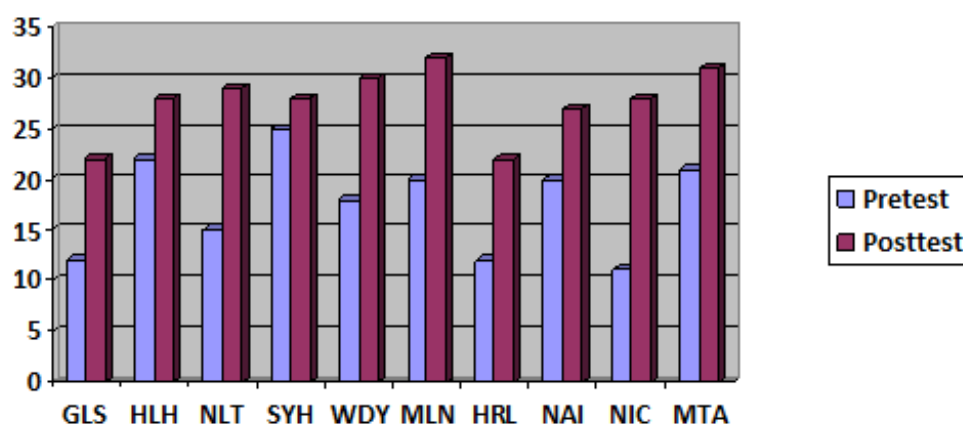


Figure 1 <Graph of Pretest and Posttest Scores>

The existence of this cybercounseling-based group guidance service can make students as group members obtain many goals or benefits that are felt at once. Students who have a high level of cyberbullying can not only reduce this behavior but also obtain other benefits and goals, namely being able to develop thoughts, perceptions, feelings, empathy, insight, knowledge, increase socialization with peers and communicate (Kahar, 2022).

The normality test of the data in this study using the Shapiro-Wilk test illustrates that in the pretest group a significance score of $0.394 > 0.05$ can be concluded that the data is normally distributed and in the posttest group a significance score of $0.121 > 0.05$ can be concluded that the data is normally distributed.

For hypothesis testing, $t_{count} > t_{table}$ ($7.906 > 1.812$) or $sig < 0.05$, which means that there is a significant effect on the treatment given so that understanding of cyber bullying increases after cyber counseling services.

For the calculation of the N-Gain value shows the change in value from pretest to posttest. The change in value from 17.6 increased in the posttest with an average value of 27.7. Furthermore, the value obtained was analyzed to find the average understanding of cyberbullying. The gain value is 10.1, while the N-gain value shows the level of understanding with a value of 0.4416 which is in the medium category (medium effectiveness).

Overall, quantitative data analysis conducted with the Paired Sample T Test and based on the results of the analysis of the hypothesis test, it is known that there are differences in the level of understanding of cyber bullying before treatment (pretest) and after treatment (posttest) in cyber counseling services.

Cyber counseling services generally run smoothly. Cyber counseling activities at each meeting session are very useful for recognizing the problems felt by the subjects so far. This shows that cyber counseling services can be used to increase students' understanding of cyber bullying. This is supported by previous research which states that after being given treatment in the form of cybercounseling, student cyberbullying has decreased to 45.41% and is in the low category. This is reinforced by the results of statistical data analysis that based on the results of the Wilcoxon Signed Rank test calculation in the Test Statistics table, the Asymp. Sig. (2-tailed) = $0.012 < 0.05$, meaning that H_a is accepted. In other words, cyberbullying can be reduced through cybercounseling in the form of group guidance services (Kahar, 2022). The results of this study are in line with the results of research from Utami (2019) which shows that there is a significant difference in cyberbullying rates between pre-test and post-test conditions as indicated by the magnitude of the t coefficient = 6.318 with $p < 0.05$. This means that the provision of group counseling has a significant effect on cyberbullying. This means that the provision of group counseling has a significant effect on reducing cyberbullying behavior in students.

Other research results can show that cyber counseling can increase students' understanding of cyberbullying. After several cyber counseling meetings, students' understanding of cyber bullying behavior can increase up to 100% (Yusniarti, 2023). These results are consistent with other findings regarding the effectiveness of cyber counseling in other contexts (Prayoga & Suhartono, 2025). Counselors can use group

guidance services, role playing techniques, group counseling, and miracle question techniques in preventing and handling cyber bullying behavior in adolescents (Nadhirah, et al. 2022).

In subjects who did not show significant results from cyber counseling treatment, it could occur due to situational influences during the treatment process and the character of the research subjects. Previous experience as a perpetrator or victim of cyberbullying can affect the effectiveness of the intervention. Victims of cyberbullying are vulnerable to serious psychological effects, such as depression, anxiety, and stress. Bullying behavior is often caused by peer pressure to be accepted in the group, so any intervention provided has little effect on certain individuals (Saifullah, 2015).

There are other factors that can influence the results of cyber counseling in increasing understanding of cyberbullying such as social support in the form of good communication between parents and peers, as well as parental attention to children's friendships, can help prevent cyberbullying (Puspita, et al. 2023). Peer pressure can be a cause of bullying behavior. A positive friendship environment can provide support and reduce cyberbullying behavior (Humaira, 2023). In addition, environmental factors, including the school environment, can influence cyberbullying actions (Mellani & Saputra, 2021). Schools that involve various parties and create a safe learning environment can help prevent cyberbullying. Lack of understanding of applicable norms or rules can trigger cyberbullying. Experience as a perpetrator or victim can affect the effectiveness of interventions. Victims of cyberbullying are vulnerable to psychological impacts such as trauma, anxiety and depression. Perpetrators can feel satisfied with their actions so they want to do it repeatedly (Puspita, et al. 2023).

Cyber counselling interventions help increase understanding of cyberbullying. Increasing understanding of how to deal with negative experiences online (online resilience) can help individuals better cope with the impact of cyberbullying, thereby reducing the likelihood of an individual becoming a victim or perpetrator (Yusri, et al. 2023). cyberbullying awareness through specific education and intervention programs can help create a safer environment. These programs may include training on safe social media use, how to report acts of bullying, as well as psychological support for victims. With better knowledge, individuals will be better equipped to deal with bullying situations (Azzahra, et al. 2023).

Conclusions

Based on the results of research and discussion about cyber bullying and cyber counseling services, 10 students were detected as perpetrators and victims of cyber bullying. The average score of understanding about cyber bullying of all research subjects is in the moderate category (the range of scores of the instrument of understanding about cyber bullying between 13-26).

Subjects were given treatment in the form of cyber counseling in groups to increase understanding of cyber bullying. The t-test results showed a significance value of $0.000 < \alpha = 0.05$. There was an increase in the average value of understanding cyber bullying, from the pretest score of 17.6 increased to 27.7 in the posttest score. In the analysis of the effectiveness of the treatment (N-Gain analysis) shows the level of understanding with a value of 0.4416. The data can be interpreted that the results of the treatment given to students of SMP Negeri 23 Banjarmasin are in the medium category (moderate treatment effectiveness).

Overall, this study shows that cyber counseling plays an important and effective role in improving students' understanding of cyber bullying. The service provides students with a better understanding of the impact, consequences, and strategies to prevent and deal with cyber bullying. Thus, this service not only helps students recognize and prevent cyber bullying, but also helps them develop the social and emotional skills needed to deal with cyber bullying.

Practical recommendations can be given as a result of this research, namely:

1. Schools can incorporate online guidance programs into their guidance and counseling services. Materials on cyber bullying that can be incorporated into the digital curriculum such as character education or literacy training.
2. Teachers, homeroom teachers and counselors need to get special training to provide effective cyber counseling services. This can take the form of online counseling methods, psychological understanding of the effects of cyber bullying and appropriate treatment approaches.
3. Schools can organize seminars or webinars for parents and students about cyber bullying and the role of cyber counseling in handling it. Parents are also invited to work together to make preventive and responsive efforts against cyber bullying, both at home and in their neighborhood.

Further research could concentrate on how cyber counseling services impact on long-term changes in students' attitudes and behaviors. In addition, research can investigate how effective cyber counseling services are at different levels of education (elementary, junior high, high school, and college). Researchers can also investigate models of cooperation between schools and parents in implementing online guidance services to prevent cyber bullying as well as conduct more in-depth research utilizing cooperation between psychologists, educators, and information technology experts to increase understanding of the dynamics of cyber bullying and how best to deal with this issue from various perspectives.

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