

THE PROBLEM OF CYBERBULLYING IN THE DIGITALIZATION ERA WHICH HAS A NEGATIVE IMPACT ON PUBLIC LIFE

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Received : 15 October 2025	Published : 20 January 2026
Revised : 01 November 2025	DOI : https://doi.org/10.54443/ijset.v4i12.1551
Accepted : 25 November 2025	Publish Link : https://www.ijset.org/index.php/ijset/index

Abstract

In the era of rapidly developing information and communication technology, social interactions have shifted significantly to digital platforms. While this progress brings many benefits, such as ease of communication and access to information, information technology can also have significant negative impacts, one of which is the emergence of cyberbullying. Cyberbullying is behavior intended to humiliate, intimidate, injure, or cause harm to a vulnerable party using information technology communication tools. In other countries, there are many cases of cyberbullying that end in more serious incidents such as suicide. This paper uses a qualitative method with a literature review approach. This approach was chosen to in-depth explore various literature and previous research related to the topic of bullying among the community, especially teenagers in the digital era. The results of the study indicate that the negative impact of information technology on cyberbullying cases has occurred at a fairly large rate (28%), but the impact is not very serious. From the answers given, it can be concluded that many people do not understand cyberbullying and its potential impacts. This study also explores the roles, responsibilities, and actions of teenagers, parents, schools, and law enforcement.

Keywords: Cyberbullying, Technology, Information, Society

INTRODUCTION

In the era of rapidly developing information and communication technology, social interactions have shifted significantly to digital platforms. While this progress brings many benefits, such as ease of communication and access to information, information technology can also have a significant negative impact, one of which is the emergence of cyberbullying among children and adolescents. Cyberbullying, or online violence, is apparently more painful than physical violence. Research conducted by Hinduja and Patchin revealed that although the suicide rate in the US has decreased by 28.5% in recent years, there is a growing trend in the suicide rate among children and adolescents aged 10 to 19. Cyberbullying can take many forms, such as spreading rumors, ostracizing, or brazenly committing offenses. Unlike conventional bullying, cyberbullying has a broader reach and can occur 24 hours a day, 7 days a week, leaving victims feeling helpless. Research shows that the impact of cyberbullying is not only emotional, but can also disrupt adolescents' daily lives, affecting their mental health, and leading to disorders such as anxiety, depression, and others. "Victims of cyberbullying often experience depression, feeling isolated, treated inhumanely, and helpless when attacked," the researchers said. Physical or verbal intimidation can also lead to depression. However, researchers found that victims of cyberbullying experience higher rates of depression. The impact of cyberbullying on victims does not stop at depression, but has even reached more extreme actions, such as suicide. Seeing the rise of cyberbullying, the author conducted a study on the phenomenon of cyberbullying among our youth in Indonesia. The purpose of this study is to determine the actual conditions regarding cyberbullying among our youth, to understand the roles and responsibilities of parents, schools, communities, and the government in responding to the phenomenon of cyberbullying, and to understand the steps that can be taken to prevent and address cyberbullying. It is hoped that once the actual conditions are known, actions can be taken to raise public awareness so that this cyberbullying behavior can be prevented and stopped.

FORMULATION OF THE PROBLEM

From the background above, the following problem formulation can be taken:

1. What is Cyberbullying?
2. How many cases of cyberbullying occur in the digital era in society, especially among teenagers?

METHOD

This paper uses a qualitative method with a literature review approach. This approach was chosen to in-depth explore various literature and previous research related to the topic of bullying among the community, especially adolescents in the digital era. Data sources were obtained from various references, including scientific journals, research reports, textbooks, and online sources relevant to the study topic. Data collection techniques were carried out by searching for and collecting appropriate literature, then conducting an in-depth review of the contents of these sources. Data analysis was carried out through content analysis, which involves conducting a systematic review, classification, and interpretation of the content and themes emerging from the literature. The results of this analysis were then synthesized to obtain comprehensive findings related to the research topic.

RESULTS AND DISCUSSION

What is CyberBullying?

Technology has penetrated every aspect of human life. This also includes social media, which allows you to digitally engage in social activities, use online media, and use devices as communication and socialization tools. Current technological developments are very rapid and continue to grow rapidly. Technological advances have a significant impact on daily life. Positive impacts of technological developments include simplifying and streamlining the process of information exchange, increasing efficiency and effectiveness, facilitating online education, expanding business and trade opportunities, and improving transportation and logistics networks. Furthermore, technology also encourages tolerance and acceptance of different gender identities. However, technological developments also have negative impacts such as technological dependence, decreasing tasks performed by tools and machines, threats to privacy and data security, and reducing risks. Socialization between humans. Furthermore, careless use of technology can trigger cybercrimes, such as those related to pornography, gambling, and fraud. Technological developments also affect people's lifestyles, such as those related to communication, work, education, entertainment, security and privacy, agriculture, etc., food production, family life, payments, and finance.

The development of Information and Communication Technology (ICT) has been accompanied by the increasing use of social media in human life. Social media allows social activities to be carried out digitally by utilizing online media using gadgets as communication and socialization tools. Social media is an online medium that allows users to interact, share information, and create content including blogs, social networks, wikis, forums, and virtual worlds. Social media allows people to interact with each other without being limited by space and time, thus facilitating and shortening the process of exchanging information. As social media develops, it provides many conveniences in its use, however, in its implementation there are also negative impacts, one of which is cyberbullying, which is currently increasingly prevalent on social media. According to UNICEF (2020), cyberbullying is a form of oppression that exploits digital technology. It can occur on social media, chat platforms, gaming platforms, and mobile phones. Cyberbullying is aggressive and deliberate behavior perpetrated by a group or individual, repeatedly and occasionally using electronic media, against someone who is perceived to have difficulty resisting the behavior. Therefore, there is a power differential between the attacker and the victim. This power differential, in this case, influences perceptions of physical and mental abilities.

Every year, research on Cyberbullying is increasingly widespread and shows positive results where Cyberbullying occurs from all groups, including celebrities, artists, educators and students with a diverse age range from children to adults who have been victims or perpetrators of Cyberbullying. Cyberbullying itself occurs because of empathy and the ease of information and communication technology. The cancel culture phenomenon that often occurs on social media Twitter is one form of cyberbullying. Factors that encourage someone to carry out cancel culture in the form of cyberbullying include feelings of disappointment, dislike or hatred, clashes of values and norms, and poor self-control. At any time and time everyone can see and access information about others and are able to quickly communicate through social media, which causes some people to experience cyberbullying from those closest to them, this is supported by Bronfenbrenner's Ecology theory proposed by an American psychologist, Urie Bronfenbrenner. *Cyberbullying* While cyberbullying is often perpetrated by those closest to the individual within their microsystem, this is different from celebrities who experience cyberbullying from those within their macrosystem. Elements of bullying are reflected in comments made by netizens, such as flaming or sending text messages containing angry words, although not directly, repeatedly (harassment), spreading bad words about

celebrities, damaging reputations and good names (denigration), and using fake accounts to impersonate others with the aim of making the person lose their good name or to deceive people (impersonation). *Cyberbullying* Cyberbullying itself has a significant impact on both victims and perpetrators. Cyberbullying is a form of non-physical aggression carried out through technological devices by perpetrators to corner their victims. Cyberbullying victims who are cornered and pressured by perpetrators will experience physical and psychological disorders such as loneliness, anxiety, severe depression, and feelings of worthlessness. Furthermore, victims who experience cyberbullying will also feel severe emotional and psychological pressure, thus showing higher suicidal tendencies. Perpetrators of cyberbullying also experience negative impacts, namely if the victim reports the actions they experienced to the authorities with evidence, the perpetrator will be caught under the ITE Law as applicable in Indonesia itself. Cyberbullying has strong evidence with digital evidence on social media.

The Number of Cyberbullying Incidents in the Digital Era for Community Life, Especially Among Teenagers

The Internet and related technologies have proliferated in recent years. Millions of websites are available, and email has become commonplace. Research by the Pew Internet and American Life Project found that 93% of teenagers (ages 12-17) frequently go online. Of those who have used the Internet (ages 0-5), 80% use it at least once a week. The rapid development of information technology has led to significant changes in social networking patterns. There are two perspectives on the orientation of this change. One is that the more time an individual spends online, the less time they have to interact with others. Consequently, Internet use has a negative impact on the intensity of offline social interactions. The second perspective is that the Internet, which expands opportunities for people to interact with others, contributes not only to increasing the intensity of interactions but also to increasing the scope of social interactions.

Adults view the Internet as a place to find information, while adolescents view it more as a means of communication and socialization. Analyzing national surveys in the United States from 1995 to 2000, they found positive effects of Internet use on social interaction. First, Internet use increased, or at least did not decrease, participation in democratic and social activities. Second, there was a significant relationship between Internet use and the frequency of telephone conversations. This suggests that information technology contributes to increased communication regardless of the distribution of participants. Third, and more importantly, online activities did not decrease the amount of time users spent with family and friends. As a result, they concluded that social interaction would be enhanced by the Internet in environments where the performance of digital devices could remove barriers to interaction.

Currently, many teenagers who frequently communicate with their friends online report that this virtual communication makes them feel "closer" to them. However, there are risks associated with online communication. Because teenagers feel more comfortable disclosing personal topics online than in real-life conversations, it's no wonder they feel closer to the people they communicate with. When teenagers see their friends again, they may feel more connected than they actually are, increasing the likelihood of overreaching or having false expectations about their relationships. Previous research on adolescent internet use has tended to concentrate on internet addiction. The implication of these studies is that we can initiate effective policies for internet addiction by analyzing the school environment, which is an important factor for students.

Cyberbullying Cyberbullying is a term used when a child or teenager experiences unpleasant treatment such as being insulted, threatened, humiliated, tortured, or targeted by other children or teenagers using Internet technology, interactive digital technology, or mobile technology. If adults are involved, it is no longer called cyberbullying but is called cyber harassment or cyber stalking. Cyberbullying is usually not just a one-time communication, it "happens repeatedly", unless it is a death threat or a serious threat to someone's safety. There are 3 types of cyberbullying methods: direct attacks (messages sent directly to the child), posted and public attacks designed to embarrass the target by posting or spreading embarrassing information or images to the public, and cyberbullying by proxy (using other people to help harass the victim, whether with the other person's knowledge or not).

Some of the methods used to carry out Direct Attacks and Posted and Public Attacks include instant messaging/email/text messaging harassment, password theft, blogs, websites, sending images via email and mobile phones, internet polls, interactive gaming, sending malicious code, sending pornographic material or junk email and IMs, impersonation/posing, social networking attacks, and misappropriation of mobile phones. Cyberbullying by Proxy (Third Party Cyberharassment or Cyberbullying) is carried out by utilizing accomplices. These accomplices are often unsuspecting that they are being used as accomplices. They know they are communicating provocative messages but are unaware that they are actually being manipulated by the main perpetrator. That is the power of this type of attack. The attacker only needs to provoke and create anger or emotion in one party, and then can sit back

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and let others do the dirty work. Then, when legal action is taken against the accomplices, the real perpetrator can claim that they never instigated and that no one acted on their behalf. Their accomplices are the only ones guilty in the eyes of the law. The questionnaire results revealed that 28% of students had experienced cyberbullying, and 1% reported experiencing it frequently. This figure is quite high considering the potentially harmful impacts. If students are not provided with information and education about the negative impacts of cyberbullying, this figure could increase. Next, we attempted to obtain data on where cyberbullying frequently occurs. Fifty-five percent of students reported cyberbullying occurring at school, and 45 percent reported it occurring outside of school. Of the 29 percent of students who had experienced cyberbullying frequently, 70 percent reported that the attacks occurred only once or twice and then stopped. 17 percent reported experiencing the attacks several times a week, 6 percent reported experiencing the attacks once a week, and 6 percent reported experiencing the attacks two or three times a month. One characteristic of cyberbullying is that it occurs repeatedly. In the data above, the 70 percent reported that the attacks occurred only once or twice and then stopped, although this can have a painful impact on the victim, but it cannot yet be categorized as cyberbullying.

Regarding the perpetrators of cyberbullying against students, 40% of students said they did not know the perpetrators and 60% said they knew the perpetrators, namely: school friends (37%), seniors (6%), juniors (40%), and friends outside of school (7%). In one study, Kowalski and Limber found that 47% of cyberbullying victims said the perpetrators were other students at the same school. Meanwhile, another study revealed that 43% of victims stated that the perpetrators were friends they already knew and 57% of the perpetrators had only met online and not known in person. In some cases, the perpetrators of cyberbullying against teenage girls were their ex-boyfriends. The cyberbullying treatment received often took the form of demeaning name-calling, even in some cases to the point of threatening actions.

The gender of cyberbullying perpetrators that students were certain about was 50% male and 25% female. The gender of the remainder was unclear. In traditional bullying, research shows that boys are generally more involved in bullying overall, but girls are more likely to experience indirect and psychological bullying, such as gossip and social exclusion. Cyberbullying perpetrators use various Information Technology tools to carry out their actions. Social networks (35%) and text messages (SMS) (33%) rank first and second as the most widely used tools for cyberbullying, followed by other tools. According to Common Sense Media, 93% of teenagers in America between the ages of 12 and 17 have used social networking sites. Of that number, 63% are online every day. 75% of teenagers have their own cell phones and of those 75%, 54% send and receive text messages every day. 73% of teenagers have used social networking sites and 37% of teenagers aged 10 to 12 have a Facebook account (although Facebook has implemented usage rules only for those aged 13 and above). Similar to traditional bullying, the most common form of cyberbullying experienced by victims is being teased/mockered/swear at (52%), followed by being slandered/gossiped about (30.3%). Other forms include having images/photos/videos of the victim shared with the aim of embarrassing them (9.6%) and being sent pornographic material (3%). Regarding the frequency of cyberbullying, 5% of students said they experienced cyberbullying once a week, 4% said several times a week, and 3% experienced cyberbullying two or three times a month.

This study also sought to determine whether students had ever been involved in cyberbullying as perpetrators. The results showed that 32% of students said they had committed cyberbullying, and 3% said they did it frequently. The means frequently used by students to commit cyberbullying were social networking sites (38.2%), text messages/SMS (34.1%), images/photos/video clips (5.2%), chat rooms (3.8%), instant messaging (2.9%), email (2.9%), telephone calls/cell phones (2.9%), and online games (1.7%). Students who committed cyberbullying were also asked about their reasons for doing so. 49% of students answered that they were just having fun, 36% did it because they were annoyed or hated by their friends, 7% stated they wanted revenge, and 4% because they were following other friends. Like traditional bullying, the reasons for cyberbullying are sometimes difficult to determine. Sometimes cyberbullying is done as a response to a broken friendship or relationship, sometimes it is done because of hatred, and some cases of online bullying are done as a response to offline bullying. Some children view cyberbullying as entertainment, a game intended to hurt others. Bullies are simply trying to have fun, so they prefer using technology rather than engaging in direct bullying. "It's just for fun" is sometimes used as an excuse by those who bully. This raises the question of why teenagers consider bullying to be "fun." In cyberbullying, the perpetrator cannot see the victim's direct response, thus reducing the perpetrator's satisfaction from seeing the pain he/she causes the victim. However, this can also reduce the perpetrator's empathy for the victim. The perpetrator may gain recognition from his/her friends by telling the victim about his/her actions (usually by showing pictures/videos of the actions), thus impressing his/her friends in the gang and causing them to become involved in cyberbullying. The factors of "fun" and "social prestige" are the main factors triggering cyberbullying besides the factor of "revenge," or it could be that someone who has been a victim and wants revenge and feels satisfied by seeing others humiliated,

with or without an audience. Hinduja and Patchin conducted a study that attempted to find a link between tension/stress factors and their relationship with cyberbullying. The results of the study involving 2,000 high school students in the United States revealed the fact that teenagers who feel angry or frustrated and teenagers who experience tension/stress are more likely to bully or cyberbullying others. So teenagers who experience stress that comes from conflicts with friends need to deal with this stress in a healthy and positive way. Research conducted by Hinduja and Patchin, involving 2,000 high school students in the United States, showed that both victims and perpetrators had lower self-esteem than those who had never experienced cyberbullying. Regarding emotional consequences, the effects of cyberbullying extend beyond hurting feelings; they can damage the mental and psychological well-being of many adolescents. The study found that victims felt depressed, sad, and frustrated. It was also found that more girls than boys experienced frustration or anger due to cyberbullying. Cyberbullying can be more dangerous than traditional bullying for several reasons. First, it's easy to start. It only takes a few clicks, and the anonymity of the internet can eliminate many of the barriers encountered in traditional bullying. Second, it's difficult to stop. Words and images sent online can spread worldwide at any time and are sometimes difficult to delete. Third, it's obvious to children but less obvious to adults because adults engage in less online activity than children and don't share the same online spaces. Children are also hesitant to share what happens online or on their phones because they are traumatized, afraid, or worried that their online activities or phone use will be restricted.

One of the most alarming impacts of cyberbullying is the tendency for victims to commit suicide. Research by Hinduja & Patchin revealed that 20% of respondents reported having seriously considered suicide. All forms of bullying were significantly associated with increased suicidal ideation. And the rate of suicide attempts among cyberbullying victims was almost twice that of adolescents who had never experienced cyberbullying. Based on data obtained about locations where cyberbullying often occurs, which found that cyberbullying occurs more often when students are in the school environment, we asked students for their opinions about banning the use of information technology tools such as cell phones and the Internet in schools. The results showed that 43% of students said that banning the use of IT devices in schools would not prevent or reduce cyberbullying, while 29% of students agreed that banning the use of IT devices in schools would prevent or reduce cyberbullying. To prevent cyberbullying, parents must educate their children about proper and safe online behavior. Parents should also monitor their children's online activities, both informally and formally. It's quite sad to see the results of a questionnaire that showed that teenagers are more likely to share their experiences with their friends than with their parents. This indicates a lack of good and open relationships and communication between parents and their children. Therefore, parents must be able to foster and maintain open communication with their children so that if they experience unpleasant things while using a computer or cell phone, they can tell their parents.

CLOSING

Conclusion

The research results show that cyberbullying has occurred at a significant rate (28%), but the impact is not very serious. Although there have not been very serious cases, quite a lot of teenagers have experienced cyberbullying, as many as 28% of 363 students. The perpetrators of cyberbullying are mostly schoolmates and the gender is mostly male (50%). The information technology tools most often used for cyberbullying are social networking sites (35%) and text messages (SMS) (33%). Meanwhile, the most common form of cyberbullying experienced by victims is being teased/mockered/swearing over these platforms. Most victims who experienced cyberbullying shared their experiences with their friends (51.3%). All students were asked whether they had ever heard of or known of others experiencing cyberbullying, and 60% of respondents said they had. In addition to finding out whether students had ever been victims of cyberbullying, they were also asked whether they had ever been perpetrators. The results showed that 32% of students reported having engaged in cyberbullying, and the most popular means of doing so was using social networking sites. The reason they cyberbullied their friends was mostly just for fun (49%). Next, we asked about the effects of cyberbullying compared to traditional bullying. The results showed that more students (38%) said cyberbullying had a greater effect on victims. However, it is clear from the questionnaire results and comments provided by students that the term "cyberbullying" is relatively new to them and many still do not understand the dangers of cyberbullying. This is evident in the large number of students who still view cyberbullying as a normal activity for teenagers. Cyberbullying is not solely a problem for teenagers but also the responsibility of other stakeholders, including parents, schools, communities, law enforcement, and others. Many things can be done to address cyberbullying. Each stakeholder has a responsibility to act according to their role to prevent and stop cyberbullying.

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