

## Strengthening Digital Literacy in Cyberbullying Prevention Efforts in Senior Secondary Schools: A Literature Review

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### A B S T R A C T

The IT technology development made the purpose of the social media probe very accessible to the target school groups, particularly to high school students. The high usage of social media led to the digitalization of most of the teenagers' social interaction. The variety in the background and respective digital literacy levels of school students lead to numerous negative effects, including cyberbullying. The aim of the present research is to explore the digital literacy prevention relationship of cyberbullying among high school students through the analysis of the most recent literature survey results. In progress, the method of system literature review and investigate journals and other scientific articles published between 2020 and 2025. The results of the conducted study showed that good digital literacy, namely, knowledge of digital ethics, helps to regulate students' thinking and behaving while being on social juvenile media. This in turn can have the benefit of suggesting positive approaches regarding search for the truth and evaluating online content and mitigate the chances to be exposed to cyberbullying. To conclude, based on the results of the conducted study it can be recommended to school administrations to propose a developed digital literacy program, particularly, the one targeting digital ethics to be used as a preventative measure to avoid the negative development of cyberbullying cases in school.

**Keywords:** *Digital Literacy, Cyberbullying, Literature Review*

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## INTRODUCTION

In the era of all-digital globalization like today, digital developments in schools are needed by students to get information and interact so as to produce students who are digitally literate and always alert to technological changes. (Falloon, 2020) The daily activities of adolescents are inseparable from technology, ranging from social and cultural interactions to the economic, business, and education sectors which of course provide benefits. However, technology can also have adverse effects. (Marlef et al., 2024)

Cyber bullying is an act committed by a person or a group of people against someone through text messages, images, photos, or videos that are potentially degrading and harassing. (Quarterly & Jatningsih, 2022) Such as flaming, blasphemy, spreading slander, making threats through comments, and humiliating by posting negative photos are the most common types of cyberbullying. (Dewi et al., 2020)

In the last ten years, cyberbullying cases have continued to increase along with the active use of social media as research has been conducted by (Sanusi & Sugandi, 2020). Look at the results of the latest research and discuss common ideas in the field. By 2024, cyberbullying is the most common online risk that can attack high school students or teens (Rahmi et al., 2024)

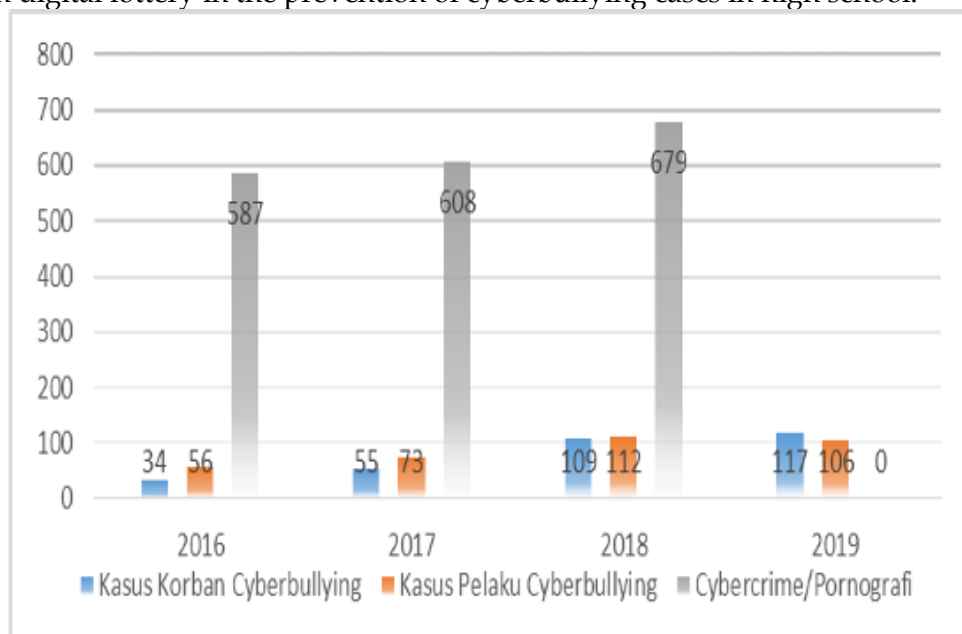
Cyberbullying in adolescents has become the most researched issue. One of the studies conducted by Suroya Azfa Ni'mah (2023) explained that the mental health of victims of online bullying is worse than that of victims of bullying in the real world. (Ni'mah, 2023), then other very significant impacts as research conducted (Arifin et al., 2025) is an increase in anxiety, depression, and social isolation. Based on the results of research conducted by the Center for

Digital Society in 2021, precisely in 2021, out of 3,077 junior and senior high school students, as many as 45.35 percent of students had been victims and 38.41 percent of students had cyberbullying. (Sakiruddin Istiqomah, 2024) while according to Unicef data in 2022, 45 percent of 2,777 children in Indonesia admitted to having been victims of cyber bullying.

This research aims to review various literature from journals/articles related to strengthening digital literacy can prevent cyberbullying. Previous research by (Efianingrum et al., 2021) There are many cases of cyberbullying in high school, in addition to a study that has been conducted by (Fridha et al., 2024) Related to how students' digital literacy education (seminar) can prevent cyberbullying and also research conducted by (Yonaevy et al., 2024) digital literacy program to prevent cyberbullying and its impact. Of the two studies that have been conducted related to how digital literacy prevents cyberbullying of students in high school, it has relevance and relevance to the literature review conducted by researchers.

The development of digital literacy knowledge in today's time is very necessary considering that there are still rampant cases of cyberbullying that occur in various social media platforms caused by low digital literacy, also making Indonesia face a number of threats. Starting from the spread of negative content and hoax-like content. (KOMINFO & Katadata Insight Center, 2023) research conducted by (Afif Jerusalem & Hidayati, 2024) Parents and schools as one of the sources of information about digital literacy have an important role in preventing cyberbullying, so the researcher is interested in conducting a literature review in several journals/articles related to how digital literacy knowledge can prevent cyberbullying of students in high school.

Although empirical data on the high number of cyberbullying cases in Indonesia exist, studies on digital literacy and cyberbullying prevention among high school students that integrate various findings of the latest research from 2020 - 2025 in the form of systematic literature studies have been revealed. In addition, although supporting environments, such as schools and parents, in improving digital literacy have been widely recognized, there has not been much research on cyberbullying prevention that comprehensively examines the synergy between individual factors, namely digital literacy and environmental factors. Therefore, researchers are interested in conducting research using the literature review method on how to strengthen digital lottery in the prevention of cyberbullying cases in high school.



Data Images of Cyberbullying Cases in Adolescents and Children (Beppenias, 2020)

**METHOD****Kajian Literature  
Cyberbullying**

Cyberbullying is a type of open attack on others that involves using electronic communication tools to bring others down, cheating, spreading the victim's personal information to others, getting his or her friends to avoid it, and more. (Elpemi & Faqih Isro'i, 2020) The word "bullying" comes from an English absorption word, which is categorized in Indonesia as an act of oppression, stifling, hazing, stunning, exclusion, and even intimidation. At first, this act was only carried out in cyberspace, but the effects experienced by the victim can be realistically and can affect the victim's daily life. (Dwipayana et al., 2020)

"Cyberbullying" is a term that is widely used in both everyday and formal usage. To date, no one agrees on its definition as it was first introduced in 1999; however, different versions usually include the use of digital technology to repeatedly damage or damage. While Patchin and Hinduja defined cyberbullying in 2006 as "the intentional and repeated cause of injury or harm through the use of a computer, mobile phone, or other electronic device," (Rusyidi, 2020)

There are two factors that occur in cyberbullying, namely personal factors and situational factors. Personal factors include a person's attributes, such as age, gender, motivation, personality, psychological condition, socioeconomic status, technology use, values, and perceptions, as well as inappropriate behavior. The main situational factors are provocation or support, parental participation, school environment, and perceived anonymity. (Dewi et al., 2020; Zhu et al., 2021)

Cyberbullying is a major problem that can affect teens in a variety of ways. Teens who are bullied through the internet report experiencing anger, pain, shame, or fear. Victims may react like taking revenge, closing themselves off from the outside world and activities they used to do before, or "transforming" from the victim to the perpetrator. (Kumala & Sukmawati, 2020)

**Digital Literacy**

Digital literacy is the ability to understand as well as manage information in a variety of formats from various sources when presented through a computer. This definition offers a very interesting start to digital literacy and affirms that digital literacy is not only a technical ability but also the ability to use information. (Fajri & Irwan Padli Nasution, 2023).

Digital literacy has a positive impact on strengthening students' character, especially in the current era, based on studies by (Fajri & Irwan Padli Nasution, 2023) and studies by (Amaly & Armiah, 2021) Finding students' digital literacy skills has an important role in preventing cyberbullying. This shows the need to strengthen digital literacy in various subjects to prevent cyberbullying. Therefore, digital literacy education is needed as an effort to prevent cyberbullying, digital literacy not only includes the use of digital devices, but also includes information, media, and technology literacy in an integrated manner. (Nay & After, 2024).

Most people may not realize that behaviors related to internet use make criminals always target their victims. Worldwide, there are at least ten to fifteen crimes per minute. It is very important for people to be educated to understand and use digital literacy safely. (Naufal, 2021), considering that Indonesia is one of the countries using inter We Are Social research data in 2022 shows that out of the total population of 277.7 million people, there are 204.7 recorded as internet users. This number has increased by 1.03% compared to 202.6 million internet users in 2021.

**Article Search Methods**

This study uses a literature study approach with a systematic literature review design to comprehensively examine the relationship between digital literacy and cyberbullying in high school students. This approach was chosen to identify, evaluate, and synthesize previous research findings in a systematic, transparent, and replicable manner. Literature search was carried out systematically through several reputable scientific journal databases. Google Scholar, ScienceDirect, and Garuda Ristekdikti are three relevant databases because they offer

the widest coverage of national and international research publications related to the field of education. With a publication time span of 2020–2025. Using a combination of keywords such as "digital literacy", "cyberbullying", and "high school students", articles were selected selectively based on the relevance of the title, abstract, and suitability of the research methodology with the focus of the study.

In the literature review, systematic searches must be structured starting from the identification of keywords, the selection of appropriate databases, and the filtering of articles according to inclusion and exclusion criteria. The accepted criteria for this study are as follows: scientific articles published in the last five years, using relevant empirical or theoretical approaches, and focusing on the population of high school students or high school adolescents. At the screening stage, writings that only discuss digital literacy in terms of technical or hardware technology, without associating it with the phenomenon of cyberbullying, are eliminated. (Ridwan et al., 2021)

After that, articles that pass the initial selection are read thoroughly. Critical reading includes analysis of research objectives, methodological design, key results, and theoretical and practical contributions. (Inawati et al., 2021) This technique refers to the approach proposed by Snyder (2019), which emphasizes how important the quality of sources, transparency of the selection process, and the ability to combine research results into a significant synthesis. The process of literature search and selection also includes citation recording and article metadata using reference applications such as Mendeley to maintain the accuracy and relevance of the information.

This study made a summary table of study results from the reviewed articles because, according to Xiao and Watson (2019), the presentation of data through matrix tables is very useful in systematic literature studies to identify patterns, gaps, and directions of previous research. Using this method, the research is expected to provide an in-depth picture of how digital literacy contributes to students' thinking abilities in high school. In addition, this study can suggest better ways to integrate learning technologies into modern education.

Among the keywords used in the search were: (1) "Digital Literacy" (2) "Cyberbullying" (3) "Digital Literacy" AND "Cyberbullying" (4) "Teenagers" or "High School Students"  
Inclusion Criteria: (1) Articles written in Indonesian or English (2) Publications in the last five years (2020–2025) (3) Focus on the topic of the relationship between digital literacy and cyberbullying (4) The study population is high school students or adolescent equivalent  
Exclusion criteria: (1) Articles that only discuss digital technical aspects without educational relevance (2) Non-academic studies such as popular opinions or articles (3) Research on student populations or basic education

From the initial search of 27 articles, 10 main articles were selected and obtained that were relevant and met the criteria to be studied in this study. The following 10 articles can be seen in Table 1.

Table 1. Summary of Literature Study Results Related to Digital Literacy and Cyberbullying

Author Number & Year	Research Objectives	Key Findings	Populasi
1. (Elfi Husda et al., 2025)	Strengthening understanding related to digital literacy	Understanding digital literacy can prevent cyberbullying	Batam City High School Students
2. (Fridha et al., 2024)	Educating adolescents on how digital literacy in counteracting cyberbullying	Digital literacy as an antidote to cyber bullying	Lumajang Regency Tourism Ambassadors
3. (Yolanda & Pramudyo, 2024)	Efforts to Prevent and Handle Cyberbullying in the School Environment	Digital literacy as a means of preventing cyber bullying on Instagram	Teenagers in Tangerang city
4. (Abidah, 2024)	Implementing a digital literacy culture through poster creation to prevent cyberbullying	Strengthening Digital Literacy Culture Through Good Practices of Making Posters to Prevent Cyber Bullying	Students of Madrasah Aliyah Al-Maarif Singosari Malang

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5. (Steffi et al., 2023)	Strengthening Digital Literacy: Introduction and Prevention of Cyberbullying	Increased Awareness of the Importance of Digital Ethics to Prevent Cyberbullying	Student Regarding the Importance of Digital Ethics to Prevent Cyberbullying	Batam City High School Students
6. (Intan & Subrianto, 2024)	Socializing digital literacy in preventing cyberbullying	Students are given Digital Literacy education as one way to prevent cyberbullying		Students of SMA Negeri 7 Bekasi
7. (Efianingrum et al., 2021)	Anti-cyberbullying prevention and recommendation programs in high school	Some aspects that can prevent cyberbullying		sample of high school students in Indonesia (Aceh, Medan, Jakarta, Yogyakarta, Makassar, and Papua)
8. (Gani et al., 2023)	Social media literacy training on hoaxes and cyberbullying	Partners have knowledge in using social media		Students of MA DDI Al-Ihsan Kanang
9. (Saragih et al., 2024)	Knowing the school's efforts in literacy students to avoid cyberbullying behavior	Habit of reading books and giving advice		students of SMUN 06 Bengkulu City
10. (Hidayat, 2025)	Analyzing the influence of digital literacy on communication ethics on social media	The Importance of Integrating Digital Literacy Education in Character Development and Student Communication Ethics		students of SMAN 1 Sungai Mandau

## FINDINGS AND DISCUSSION

In the last five years, various studies have stated that there is a significant relationship between digital literacy skills and cyberbullying prevention efforts in high school students or adolescents. Research results (Efianingrum et al., 2021). implies that the increasing use of digital media will be directly proportional to the increase in cyberbullying cases. This reflects that the higher the intensity of interaction in the digital space, the greater the risk in terms of committing cyberbullying if it is not accompanied by good digital literacy skills. Support for this conclusion is found in the research (Hidayat, 2025) which shows that students who have a high level of digital literacy, they are encouraged to impress better social media ethics. They are more careful to communicate in the digital space because the potential to create behaviors that can lead to cyberbullying will increase. What is meant by digital literacy in this case includes technical, cognitive, and affective abilities. Cognitive abilities include things such as critical thinking to sort information, taking sides with ethical awareness, and accepting tasks related to responsibility in one action or habit. Meanwhile, affective abilities are related to positive attitudes about oneself and digital media.

In addition, efforts to prevent cyberbullying can also be sourced from various educational interventions that are intensively directed in the school environment. Research conducted by (Elfi Husda et al., 2025; Fridha et al., 2024) shows that providing continuous education about digital literacy can increase students' understanding of the dangers of cyberbullying. Meanwhile, according to research (Steffi et al., 2023) It was concluded that socialization activities held by schools regularly have a role in increasing students' awareness of the importance of digital ethics. Thus, it can turn off the perspective of fellow students to respect each other when interacting with each other in a school environment.

In addition, (Yolanda & Pramudyo, 2024) emphasizing that critical thinking skills are an important part of digital literacy that can help students to identify and respond to cyberbullying. This involves a reflective learning process, so students will have to be able to evaluate cyberbullying actions through reporting and blocking the perpetrators. This is reinforced by the findings (Gani et al., 2023) which states that training or workshops related

to cyberbullying and hoaxes are able to improve students' communication skills in using social media. As for information related to digital security aspects, students must also be able to configure account privacy as expected, and be able to take advantage of security features on their social media accounts. These five aspects are another way that illustrates that digital literacy must be interpreted as multidimensional and involve cognitive, social, and technical aspects in maintaining what can be called positive digital behavior.

However, there are challenges that must be faced when digital literacy is applied in the context of education. One of the biggest things is the limited digital literacy that has not been fully integrated into the learning process. Some teachers have viewed digital literacy as an additional skill, not as a mandatory skill that must be taught. While in research (Abidah, 2024) warned that the lack of digital literacy competencies has also instilled a major threat when overcoming cyberbullying in schools. Interestingly, the study shows that digital literacy can be realized in a pattern of education in schools that is able to withstand the possibility of cyberbullying. In fact, (Intan & Subrianto, 2024) states that the ability of teachers who are increasingly trained through training makes a positive contribution to students' ability to utilize digital technology. This illustrates that the digital literacy skills that students possess are also closely related to the abilities and competencies of teachers in schools. On the contrary, parents play an important role in preventing their children's cyberbullying. In a study by (Afif Jerusalem & Hidayati, 2024) It is stated that the participation of parents in bullying and digitally tracking someone's personal activities with children can improve the efficiency function of their digital literacy teaching school.

Tabel 2 Summary of Research Findings and Discussions on Digital Literacy and Cyberbullying Prevention

Research Source	Findings	Discussion (Pembahasan)
(Efianingrum et al., 2021)	There is a significant link between digital literacy and cyberbullying prevention	High digital interaction without adequate digital literacy increases the potential for cyberbullying behavior
(Hidayat, 2025)	Students with high digital literacy show better social media etiquette	Digital literacy makes students more vigilant in communicating and reduces the risk of cyberbullying
(Elfi Husda et al., 2025)	Consistent digital literacy education improves students' understanding of the dangers of cyberbullying	Targeted education is quite effective as a preventive strategy in building digital awareness
(Steffi et al., 2023)	Regular socialization in schools increases students' awareness of digital ethics	Socialization activities help build a culture of mutual respect in digital interactions
(Yolanda & Pramudyo, 2024)	Students' critical thinking skills help identify and respond to cyberbullying	The process of reflection is important in the evaluation of actions and decision-making
(Gani et al., 2023)	Cyberbullying and hoax training improves students' digital communication skills	Digital literacy includes aspects of digital security such as privacy settings and the use of security features
(Abidah, 2024)	Low digital literacy is a threat in handling cyberbullying	Digital literacy has not been integrated into learning because it is considered only an additional skill
(Intan & Subrianto, 2024)	Teachers' digital literacy skills improve students' ability to use technology	Teachers play an important role in transferring digital literacy to students
(Afif Jerusalem & Hidayati, 2024)	Parental involvement increases the effectiveness of digital literacy and cyberbullying prevention	Synergy between schools and parents strengthens supervision and the formation of positive digital behaviors

## CONCLUSIONS

One of the factors that can prevent cyberbullying among high school students is to increase students' digital literacy. Digital literacy should not only focus on technical abilities from the use of technology, information, and communication, but also on digital ethics, malpractice, and awareness of using cyberspace. Students with trained digital literacy will be able to filter information, be polite, and have an awareness of the impact produced on social media. Therefore, increasing digital literacy must be educated as early as possible in stages to form a wise attitude in using media so that cyberbullying attempts do not occur. The implication is that students who lack digital literacy are more susceptible to negative experiences in the real world, such as cyberbullying. On the other hand, increasing digital literacy will encourage students to develop a more critical, sympathetic, and open-minded attitude when using technology. This also contributes to the development of a safer and conducive school environment, both in the real world and in the digital world. For this reason, integrated strategic steps are needed to improve students' digital literacy. Schools need to improve teacher competence through digital literacy training in order to be able to become role models as well as effective facilitators. In addition, the provision and development of adequate digital facilities is also an important supporting factor. Education about digital ethics and the dangers of cyberbullying needs to be integrated into the learning process in an ongoing manner, not only as additional material but as part of student character building.

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