

Teachers' and Parents' Perceptions of The Influence of Mobile Phones in Cases of Bullying in Elementary School

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Abstract

The use of mobile phones has an impact on elementary school students. Although it provides ease of access to information, the uncontrolled use of mobile phones triggers cases of bullying or bullying, either directly or through the use of social media such as cyberbullying. The research was conducted to analyze the perspectives of parents and teachers regarding bullying cases and find out how to appropriate curative and preventive efforts. The research method used by the author to obtain data is qualitative descriptive with data collection techniques through semi-structured interviews. Regarding 9 subjects in this study, namely 3 parents, 3 teachers and 3 elementary school students in Pasuruan Regency and Malang City. Data were analyzed using thematic analysis to identify patterns of relevant perceptions and experiences. The results of the study show that mobile phones can trigger bullying cases, especially cyberbullying which affects students' mental and social health. Parents and teachers are aware of the need for supervision, guidance and education in using mobile phones when at home. Teachers emphasized the importance of education policies and school policies related to digital ethics. Cooperation between teachers and parents of students is needed to create a safe and comfortable environment for students to live and learn. So that a generation that is intellectually intelligent and socially mature is created

1. Introduction

The development of digital technology has brought significant changes in various aspects of life, including in the world of education. One of them is mobile phones which are now an inseparable part of children's lives. Mobile phone users cover all walks of life without age restrictions, from adults to elementary school students. The use of cellphones among elementary school students is increasing, both for entertainment, learning and communication purposes. Ina Astari Utaminingsih (in Putra, A. A., & Wahyuni, I. W. (2021) explained that mobile phones as a means of communication are able to cause new interactions between individuals, the communication is formed non-face-to-face, namely interaction in the form of writing such as presentation activities carried out during the Covid 19 pandemic.

Mobile phones have a positive impact, such as access to information and wider learning resources. However, on the other hand, the uncontrolled use of cellphones can cause various problems, one of which is the involvement of children in bullying cases, both as perpetrators and victims. Bullying is a serious problem in the school environment that can have a negative impact on children's social and psychological development. Bullying is often considered a way for children to play, even though the impact of bullying affects children's psychological health (Fuaddilah Ali Sofyana, 2022). Along with technological advancements, forms of bullying are no longer limited to direct physical or verbal interactions, but have also penetrated into the digital world in the form of cyberbullying. Cyberbullying in elementary school children can occur through various digital platforms, such as short messages, social media, and games, where perpetrators can commit acts of intimidation, insults, or the dissemination of negative information without having to deal directly with the victim. The existence of cellphones further expands the reach and intensity of bullying, because children can stay connected to the virtual world anytime and anywhere. Data obtained from

UNICEF Indonesia, in 2022 as many as 45% of children in Indonesia were victims of cyberbullying cases (Utami, 2022). Furthermore, research conducted by Hardiyanti and Indawati (2023) explained that bullying cases in East Java increased rapidly from no reports in 2015, when in 2021 it increased to 1,283 bullying t-shirts.

There are four factors that make children bullies, including individual factors, family, peers and the surrounding environment. Elementary school students are included in the concrete operational stage where they can think concretely and rationally in the face of new challenges. Children are considered to be able to take responsibility for what they have done, in addition to that they can also imitate what they witness. (Yusuf, 2011). Therefore, the role of teachers and parents is very important in directing and supervising children when using cellphones. Teachers have the responsibility to create a conducive learning environment as well as supervise student interaction at school, including in identifying and handling bullying cases that occur at school. Meanwhile, parents play a role in guiding the use of technology at home and instilling ethical values in communicating in the digital world. The perception of teachers and parents of the influence of cellphones in bullying cases greatly determines the extent to which they can contribute to the prevention and handling of bullying cases. If both have a high awareness of the negative impact of cellphones from bullying cases, then more proactive steps can be taken to educate children about the use of technology. On the other hand, if this awareness is low, the risk of children experiencing or bullying through cellphones will be greater.

This study aims to analyze how teachers and parents view the role of cellphones in cases of bullying in elementary schools and how strategies are applied to prevent and overcome these problems. By understanding the perceptions and actions taken by both parties, it is hoped that this research can provide recommendations for schools, families, and policymakers in creating a safer learning environment and supporting children's development in a positive way. Through a deeper understanding, more effective measures can be designed to reduce the negative impact of cellphone use in the context of bullying, so that children can grow up in a healthier environment, both emotionally, socially, and academically.

Although there have been many studies that discuss the negative impact of mobile phone use on elementary school children, including dependence on uncontrolled mobile phone use, the emergence of deviant behavior, and decreased student learning outcomes, but there is still limited research that examines the perception between parents and teachers regarding cases of bullying influenced by mobile phone use. The majority of previous research focused on the impact of cyberbullying cases on elementary school students or the psychological perspective of victims of cyberbullying cases.

This research was conducted to fill the gap in cyberbullying cases in the digital era by highlighting the perceptions of parents and teachers. In addition, the approach of social ecology is still rarely thoroughly discussed regarding the systemic interaction between school, home and technology in the case of bullying in elementary schools.

Literature Review

Along with the increasing use of digital technology among elementary school students, various studies have emerged that explain that the use of mobile phones can cause cases of bullying, especially cyberbullying in elementary schools. Yani et al. (2022) explained that the social ecology approach, including environmental, school, family, and even individual factors plays an important role in the formation of cyberbullying behavior. This study emphasizes the handling of bullying cases not only from individuals but also from individuals, but also must be given comprehensive handling such as parental parenting and the influence of the environment where the students live themselves.

Abdullah and Ilham (2023) emphasized the importance of the role of parents in bullying prevention efforts in elementary schools. They explained that the role of parents is such as education in using digital and building open communication habits between parents and children.

Darmawan et al. (2023) also explained that there is still a limited understanding of students regarding the negative impact of cyberbullying cases. Therefore, it is necessary to form a digital

literacy program that is carried out systematically within the scope of elementary schools. Furthermore, Sofyan et al. (2022) explained that students often do not realize that the behavior they do when using social media such as jokes can be classified as cyberbullying behavior.

This literature review strengthens the findings of the research that the author has conducted regarding collaboration between parents and teachers as the main factor in overcoming and preventing bullying cases, especially cyberbullying.

2. Method

This research was carried out using a descriptive qualitative method, where this method aims to find out thoroughly about the perception of parents, teachers and students on the influence of bullying cases in elementary schools as a result of mobile phone use. Research using qualitative methods allows the author to obtain in-depth information about the meaning, experience of the resource persons and the perspective of the resource persons on the issues discussed.

The data collection carried out by the author used a semi-structured interview method directly with 3 teachers, 3 guardians, and 3 elementary school students from various elementary schools in the Pasuruan Regency and Malang City areas to provide the author with a more and varied picture of the phenomenon being studied. Semi-structured interviews allow the interviewees to explain their experiences and points of view freely so that the writer can get in-depth information.

The selection of resource persons is carried out by considering certain criteria such as an elementary school teacher who understands the characteristics of elementary school students. Then parents or guardians of students who have children of elementary school age and are using mobile phones. The author uses an instrument in the form of interview guidelines arranged based on the research subject (instruments for teachers, students and parents). The guidelines used contain open statements that have been adjusted to the experience and role of each subject regarding the phenomenon of bullying and mobile phone use.

The author uses thematic analysis in analyzing the data that has been obtained through semi-structured interviews. This analysis is used by the authors to systematically analyze the data and identify meaningful conclusions about the phenomena that appear in the data.

The stages of analysis that the author carried out were preceded by the transcription of the interview, or changing the voice recording of the interview results into a text. Furthermore, it is read and analyzed in depth to obtain the meaning contained in the speaker's answer. Then the author categorizes based on relevant information, such as perception, viewpoint and experience.

Furthermore, the author also uses data triangulation to increase the validity and reliability of the data that has been obtained. Triangulation is carried out by the author by collecting data that has been obtained from various sources who provide various perspectives on the phenomenon that the author is researching. Data triangulation is carried out with the aim of ensuring that the data obtained is neutral and not based on one perspective alone. Data triangulation helps authors to identify differences and similarities in perceptions from various sources.

3. Results and Discussion

Bullying comes from the English word "Bullying" which means "to oppress" or "to harass. This case is one of the social problems, namely the occurrence of violence or oppression against someone who is considered weak and is carried out deliberately and repeatedly until the victim is unable to defend himself (Syifa Nirwana, 2024). The majority of bullies feel that they have more power and are abused so that they feel that they are stronger than others (victims of bullying). This is in contrast to Law No. 23 of 2002 concerning child protection, which discusses that children have the right to grow, develop and participate reasonably in accordance with human dignity and dignity, as well as to be protected from violence and discrimination.

As the times develop, technology also develops which brings great changes in people's daily lives, one of which is in the world of education. All levels of society from various age ranges, one of which is elementary school students, have involved mobile phones in all their activities. They use

mobile phones not only as a means of communication but also as a means to unwind by playing games and also for study purposes. However, when using mobile phones excessively, it can cause students to fall into bullying cases, either as victims of bullying or the perpetrators. The bully feels that he can freely bully and behave like his victim. Bullying perpetrators not only carry out their actions alone but they can do it in groups. Bullying cases cause psychological losses and also physical losses to oneself or others (Putri, 2018; Saifullah, 2015). In addition, this bullying behavior does not only occur once, both on a small scale and on a large scale.

Based on the interviews conducted by the author with the resource persons, the results were obtained that mobile phones affect children's social life and have a great influence on the occurrence of bullying cases. Mobile phones are not only used as a means of entertainment by students, but also used as a means to carry out bullying actions, thus triggering bullying on social media or cyberbullying. Another explanation states that Cyberbullying is aggressive and negative behavior that is carried out repeatedly by using information technology as a means to carry out its actions. Cyberbullying usually occurs on social media, online platforms, and digital media in the form of short messages that have an impact on students' mental well-being, causing concern for teachers and students' parents. To deepen the discussion about the findings, the following is a table of the results of interviews that have been conducted by the author with several informants, such as parents, students, and elementary school students:

Table 1. Interview Result

No	Theme of findings	Descriptions
1.	Teachers' Perceptions of the Impact of Mobile Phones	Teachers are aware that the use of cellphones without supervision can open access to content of verbal violence and online bullying.
2.	Parents' Perception of Cellphones and Children	Some parents consider cellphones important for entertainment and communication, but they do not fully understand the risks of digital social for children
3.	Forms of Cyberbullying that Occur	Bullying occurs in the form of ridicule through text messages, exclusion in class WhatsApp groups, and the dissemination of photos without permission.
4.	Solutions Proposed by Teachers and Parents	Teachers and parents agree on the need for digital ethics education, screen time restrictions, and digital literacy training for parents

Based on the research conducted, cellphones have a positive impact that makes it easier for students to obtain information that supports learning, for example during the covid 19 pandemic some time ago. The use of cellphones also has a negative impact if its use is not supervised, triggering cases of bullying or bullying, either directly or through digital media such as cyberbullying. Without dealing directly with the victim, cyberbullying perpetrators can carry out various actions such as insults, intimidation, and the spread of inappropriate content.

The findings obtained by the author were studied using Bronfenbrenner's theory of Ecology, which explains that children's development can be influenced by interactions (reciprocity) between various environmental systems. At the microsystem stage, which is the environment closest to and interacts most often with students, which has a direct impact on student behavior, such as the school and family environment. Lack of supervision from parents when children are at home, as well as social control and discipline when students are at school can create gaps for bullying perpetrators to further develop. Furthermore, the mesosystem level is an interaction between two or more microsystems, such as collaboration between teachers and students' parents. Based on the findings that have been obtained, it shows that there is still one-way communication between teachers and parents of students and is not optimal when handling bullying cases triggered by the use of mobile phones.

In the ecosystem stage, children are affected by policies and social orders even though they are not directly involved, such as school rules regarding the use of mobile phones. Weak clear rules and inconsistent supervision allow students to access content that is not age-appropriate. So, the result is that children have the potential to imitate the negative behavior they find in cyberspace.

Furthermore, in the macrosystem, such as values, norms, culture, and societal views shape children's views of their environment. For example, normalizing violence in online games and social media and various entertainment platforms can worsen children's views on bullying cases as if such actions are a natural action. Ultimately, the chronosystem deals with changes during the child's life that are affected and will change over time. The Covid-19 pandemic has become a major event that has resulted in an increase in the number of mobile phone use among students. This use is due to online learning and social isolation in the long term, which encourages children to deal directly with the digital world. So that this will have an impact on changes in students' social behavior, to trigger cyberbullying. Thus, Bronfenbrenner's ecological theory presents a comprehensive analytical framework to understand the complex factors that affect bullying behavior in elementary schools in the digital age.

3.1.1. Forms of Bullying in Elementary Schools

Bullying behavior affects mental health which has an impact on a person's physical health. These acts of violence are in the form of verbal and physical violence and are usually carried out deliberately by a group or a perpetrator. As a result, victims can experience trauma, depression, feel inappropriate towards themselves and can even trigger suicide (Desry Oktaviany, 2023).

Bullying cases can occur anytime and anywhere, especially in the school environment, which consists of various forms such as verbal bullying that can be detected through the sense of hearing. Verbal bullying is one of the bullying cases where the perpetrator commits violence without touching the victim such as mocking, degrading, intimidating, nicknamed, shouting, and accusing. Verbal bullying that is rampant in elementary school is calling friends by their parents' names, calling friends inappropriate names (such as calling animals) and physically insulting friends. Based on this statement, it can be concluded that verbal bullying is included in violence that uses words, insults, and harassment carried out by students repeatedly ((Astuti & Yusuf Guidance and Counseling Study Program FKIP Untan Pontianak, n.d. 2019).

Furthermore, bullying that is rampant in the scope of elementary school is physical bullying, where the perpetrator commits violence by physically hurting or attacking such as hitting peers, punching, grabbing, and kicking. Physical bullying occurs due to the abuse of power or power committed against weaker people and falls into the category of bullying that can be seen by the eye because there is direct physical contact between the perpetrator and the victim. On average, victims of bullying are physically unable to defend themselves because the victim feels that he is mentally weak and also physically weak (Fuaddilah Ali Sofyan, 2022). In addition to physical bullying, there is also relational bullying that makes the victim shunned by the surroundings as a result of the bullying perpetrator. Relational bullying perpetrators in elementary school usually have an attitude that distances themselves from their friends because of body odor and shows expressions of disgust or dislike (Desri Oktaviany, 2023). Physical bullying usually occurs as a result of the perpetrator's dislike, envy, or resentment towards the victim that encourages the perpetrator to commit the act.

3.1.2. Teacher's Perceptions of Bullying Cases and Mobile Phone Use

Teachers as parents of students in schools think that elementary school age is still not fully ready to operate mobile phones in or without the supervision of older people. Elementary school students are included in the concrete operational stage, at this stage they are not able to think carefully and understand the cause and effect caused by what they do, besides that they are still unable to regulate emotions that make them act immediately without thinking about the impact caused. This is based on a statement from one of the elementary school teachers, "These elementary school children have not been able to be given the privilege when using cellphones (cellphones) without supervision. Children easily imitate what they see on social media without knowing how it will impact."

Unwise use of mobile phones can worsen existing bullying cases or can even make bullying cases occur as a result of inappropriate content on social media and contain violence so that it triggers students to bully their peers or even worse verbally bully their own teachers. The perpetrators of bullying can continue their actions to bully through mobile phones, which initially only occurred in the school environment but can spread to cyberbullying so that the victim cannot rest in peace.

The impact of bullying at school often causes victims to feel like they want to stop being hurt but they do not dare to express this directly to teachers or their families, lack confidence, and are afraid that the perpetrator will retaliate if the victim complains to others. To overcome these cases, teachers conduct counseling to minimize the occurrence of bullying cases, but in fact bullying is a problem that cannot be eliminated. Because teachers have a role to guide and direct students in the right direction to achieve better life goals (Adiyono, 2022). Bullying can occur due to several factors such as peer factors that exert a bad influence, individual factors (students lack the attitude to respect and appreciate others), and factors of lack of supervision from parents (Zakiyah et al., 2017). In addition, the parenting style of parents also influences the occurrence of bullying cases, where parents who spoil children do not form mature personalities

3.1.3. Parent's Perceptions of Bullying and Mobile Phone Use

Parents have diverse perspectives on the use of mobile phones in elementary school-age children. They give permission to use mobile phones for learning purposes such as searching for information on google and long-distance communication. However, they think that they have difficulty controlling and supervising their children's activities when playing mobile phones. As one of the parents of the students explained, "I gave my child a cell phone to study, but I was worried because I couldn't know what my child was accessing when I wasn't supervising him."

On average, they think that children do not give passwords to their cellphones, making it difficult for parents to see the contents of their children's cellphones. Sometimes, children also delete their search history so that parents don't know about it.

Parental parenting at home also influences children's behavior in their social life, therefore parents should teach their children how to socialize and behave well (NH Darmawan, et al. 2023). Parents who know the dangers of using a mobile phone, then they will tend to provide more intense supervision to their children and limit the time of using the mobile phone

3.1.4. Learners' Experience and The Phenomenon of Cyberbullying

Based on the interviews that have been conducted, most of them already have personal cellphones that they often use to communicate with their colleagues on social media, play games, and watch videos. On average, they have seen cases of bullying around and on social media, even they have experienced bullying such as being humiliated in a WhatsApp group or through private chats

The bullying they received came not only from schoolmates but also from colleagues from different schools. Some of them acquire verbal bullying that denounces their physical condition, mocks using parental calls and even demeans children who have lost one of their parents. One of the students recounted that, "I was once teased on my friend's whatsapp channel because I didn't have a father."

They bully to gain recognition from their friends, they want to make friends or even want to be considered stronger. Some of them want to prove that they can join a certain group, even though they also feel uncomfortable with the behavior (Muhopilah, P, et al. 2019). The results of these interviews show that cyberbullying cases affect students' social lives even though they do not yet understand how the psychological impact of the actions carried out. Sofyan (2022) stated that bullying is often considered a joke by students, but it has an impact on students' mental development. Furthermore, parenting also affects the occurrence of bullying cases, some students think that there are several parents who always blame their children, parents who always fight, and very strict house rules make students feel constrained and do not have freedom of expression

3.1.5. The Role of Teachers and Parents in Bullying Case Prevention

Parents and teachers have realized that they need to collaborate to handle and prevent bullying cases and cyberbullying cases. This awareness arises as a result of the high frequency of bullying that not only occurs physically and verbally but also penetrates into digital media such as cyberbullying. Teachers feel that there needs to be a stricter school policy regarding the frequency and ethics when using mobile phones, in addition to educational programs about digital ethics and the dangers of cyberbullying as an effort to prevent and also handle bullying cases. The importance of preventing bullying cases at school is carried out so that children can learn comfortably, calmly, and free from

fear (Marhaely, S. et al., 2024). Then when at home, students are fully responsible for parents so parents are expected to always supervise their children when using mobile phones. In addition, parents must be more sensitive to changes in their child's condition as a result of bullying cases that can affect the child's mental and physical condition. If the child's physical and mental health has been affected by bullying, it will affect their motivation to learn (Nirwana, S. 2024).

The results of the research that have been conducted by the author, in line with the opinion of Zakiyah et al. (2017) explain that the formation of bullying cases is influenced by several factors such as family, peers and school. Therefore, there needs to be strong collaboration between teachers and parents, so that children can be better protected from bullying cases that have a bad impact. In addition, students will feel that they have a support system that not only supervises but also This collaboration will create an environment that can create a generation that is intelligent and also socially and emotionally mature.

The research conducted by the author is in line with the study of Mishna et al. (2022) which explained that the use of digital devices such as mobile phones can be an opportunity for cyberbullying. Especially without being balanced with parental control and education regarding digital literacy. The findings suggest the importance of understanding the causes of bullying cases from various perspectives. Bullying is not always caused by personal problems from the perpetrator, but can come from various related environments such as family environment, school to peers. Therefore, the social ecology approach emphasizes that to overcome bullying cases, solutions are needed that involve improvements in the environment where children grow up, not just punishing and blaming children as the perpetrators of bullying.

3.2. Conclusion

The results of the study explained that the use of cellphones by elementary school students has a positive side, namely helping students in the teaching and learning process. Furthermore, the negative side of using mobile phones is that it can cause various kinds of bullying such as physical, verbal, relational bullying and cyberbullying even though students are still in elementary school. They are not yet fully able to control their emotions and control themselves when using technology. Elementary school students are included in the concrete operational stage, so they are very easily influenced by the environment and digital content that they can easily obtain through their mobile phones. Bullying cases can affect students' mental and social health, so that they can affect students' learning motivation and their overall psychological development.

The results of interviews conducted with teachers and parents explained that they knew that students needed strict assistance and supervision in the use of mobile phones. The teacher emphasized the importance of providing clear rules regarding bullying cases and also education about ethics in using social media, while parents are tasked with supervising students when at home, especially supervising the use of mobile phones.

In addition, collaboration between the two is also needed as a curative and preventive effort for bullying cases. A consistent view and awareness of the impact of bullying cases directly or through digital media can protect children from the bad influence of mobile phone use. This effort is expected to create a safer environment for students to live and study and support their growth and development optimally. So that a generation that is intellectually intelligent and socially mature is created.

The implications of this study explain that comprehensive policy formulation is needed in the elementary school environment, including regulations on the use of mobile phones in elementary schools, counseling on digital ethics on a regular basis, and providing training to parents and teachers in guiding and supervising when children use technology. Collaboration between schools and parents in handling bullying cases needs to be accommodated through regular communication forums so that supervision and guidance regarding mobile phone use can be sustainable. So that a conducive, safe, and able to support student development academically and emotionally can be created.

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