



Integrative School Counseling for Cyberbullying Prevention Among Adolescents: A Systematic Literature Review

Nabila Rahadatul Aisy¹, Defriyanto¹

¹Universitas Islam Negeri Raden Intan Lampung, Indonesia

✉ nabilarahadatul1@gmail.com*

Abstract

Cyberbullying has emerged as a significant challenge that adversely affects adolescents' psychological well-being, social relationships, and academic development in the digital era. Previous studies have largely examined cyberbullying from psychological, social, familial, or technological perspectives independently, leaving a limited understanding of how these dimensions can be integrated within school counseling services. Addressing this gap, this article aims to analyze the determinants of cyberbullying, identify effective school-based prevention approaches, and synthesize the role of integrative school counseling in preventing cyberbullying among adolescents. This study employed a Systematic Literature Review design following the PRISMA 2020 framework. Relevant articles were retrieved from the Scopus database and limited to publications between 2021 and 2026. The selection process was guided by predetermined inclusion and exclusion criteria, while data were analyzed using thematic analysis and narrative synthesis to identify recurring themes and patterns across studies. The findings reveal that cyberbullying is influenced by emotional regulation, peer relationships, family involvement, social support, digital literacy, and technology use. Effective prevention requires multidimensional interventions, including social-emotional learning, character education, family-school collaboration, digital citizenship programs, and whole-school approaches. The review highlights that school counseling serves as a strategic integrative platform linking psychological, educational, social, and technological interventions. These findings imply the need for comprehensive counseling programs that strengthen adolescents' resilience, digital competencies, and responsible online behavior to foster sustainable cyberbullying prevention in educational settings.

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INTRODUCTION

Advances in digital technology have brought about major changes in the lives of teenagers, particularly in the way they interact socially through online media. However, behind this ease of communication lies the phenomenon of cyberbullying, which has become a serious problem among teenagers. Cyberbullying is a form of bullying carried out through digital media that allows aggressive acts to be committed anonymously and repeatedly, resulting in more complex consequences than conventional bullying because it is not limited by time or space.

Research shows that cyberbullying is significantly associated with increased depression, anxiety, and psychological distress among adolescents (Duc, 2026; Ho & Gu, 2023). In addition, victims of cyberbullying are at higher risk of experiencing suicidal ideation (Peprah et al., 2023) as well as a decline in motivation to learn and academic achievement due to psychological stress (Aparisi et al., 2021; Solas-Martínez et al., 2025). This phenomenon is influenced by various multidimensional factors, including psychological, social, family, and technological aspects. Poor emotional regulation, the use of maladaptive coping strategies, negative emotions, and anger contribute to aggressive behavior in the digital world (Bowden, 2020; Ferrer-Estévez & Chalmeta, 2021; Gomes et al., 2024; Han & Zhao, 2024). In addition, low social support, peer pressure, lack of parental supervision, and the intensity of social media and gaming use also increase the risk of cyberbullying (Aljasir & Alsebaei, 2022; Alshammari et al., 2021; Carapeto et al., 2025; Chen et al., 2023; Ngo et al., 2021; Todorovic et al., 2025; Wright, 2024). Thus, cyberbullying is a complex phenomenon that requires serious attention in the fields of education and guidance and counseling services.

Given the complexity of its causes and effects, various studies indicate that cyberbullying prevention requires a comprehensive and integrated approach. A school-based approach specifically the whole-school approach has proven effective in reducing cyberbullying by involving all school stakeholders (Engkizar et al., 2018, 2025, 2026; Gabrielli et al., 2021; Ibrahim et al., 2025; Markhmadova et al., 2020.; Siddiqui & Schultze-Krumbholz, 2023), although it still faces challenges regarding the sustainability of program implementation (Gee et al., 2021; Sorrentino et al., 2023). In addition, character-building such as empathy, self-esteem, hope, and social values also serves as a protective factor in preventing cyberbullying (Hinduja & Patchin, 2025; Pyzalski et al., 2022; Rahmadanti et al., 2025; Touloupis & Athanasiades, 2022). Psychological interventions using CBT and mindfulness have been shown to improve adolescents' emotional regulation and mental well-being (Ortiz-Moreno et al., 2026; Wang et al., 2026), while technology can be utilized as an intervention medium through the use of VR and AI (Cuzzocrea et al., 2025; Wienrich et al., 2024). In this context, guidance and counseling services play a strategic role because they are able to integrate various approaches through preventive services focused on the development of emotional regulation, coping skills, social skills, peer counseling, parental involvement, and the use of technology and e-counseling services (Chen et al., 2023; Graber et al., 2026; Kutok et al., 2021; Paré-Beauchemin et al., 2026; Zamroni et al., 2022).

Nevertheless, previous research has tended to examine cyberbullying through psychological, social, family, and technological approaches separately; consequently, there remains a limited body of research that synthesizes these various approaches into an integrative, school-based guidance and counseling service. Therefore, this study is important to address the gap in the synthesis

and integration of various approaches to preventing cyberbullying among adolescents. The novelty of this study lies in its effort to synthesize various empirical findings on cyberbullying prevention into an integrative, school-based guidance and counseling perspective that positions guidance and counseling services as a means of integrating the various aspects that influence cyberbullying behavior among adolescents. This study aims to: i) identify factors influencing cyberbullying among adolescents; ii) analyze school-based approaches to cyberbullying prevention based on previous literature reviews; and iii) explains the role of integrative guidance and counseling services in efforts to prevent cyberbullying among adolescents based on previous literature reviews. This study is expected to make conceptual and practical contributions to the development of guidance and counseling services that are more preventive, integrative, and adaptive to the challenges of adolescents' digital interactions.

METHODS

This study employed a Systematic Literature Review (SLR) design aimed at identifying, analyzing, and synthesizing the findings of previous research on guidance and counseling in the prevention of cyberbullying among adolescents. The SLR approach was chosen because it allows for the systematic and comprehensive integration of research findings, thereby yielding a deeper understanding of the phenomenon under study. The research process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which include the identification, screening, eligibility, and inclusion stages. Data were obtained from the Scopus database, yielding an initial total of 442 articles using the keywords “cyberbullying prevention,” “cyberbullying strategies,” “adolescent psychosocial support,” “guidance and counseling services,” and “adolescent mental health support.” The study limited the publications to the 2021–2026 period and considered article quality based on Q1 and Q2 journal indices to ensure the validity and credibility of the sources used.

The participants in this study were not individuals per se, but rather scientific articles that met the inclusion criteria. The selection process involved removing 11 duplicate articles, articles without abstracts, and articles that did not align with the study's focus. After this initial screening, 178 articles were identified and proceeded to the next screening stage based on titles and abstracts, resulting in 96 articles. The eligibility stage involved a full assessment of the articles' content, resulting in 53 primary articles, to which 17 articles from other relevant sources were added. Thus, a total of 70 articles were analyzed, encompassing quantitative, qualitative, and mixed-methods studies, as well as systematic reviews and meta-analyses, focusing on cyberbullying, adolescent mental health, and guidance and counseling-based interventions.

The research instrument used a data extraction form to identify and classify key information from each article, including the title, authors, year of publication, research location, theoretical framework, research methods, main findings, and relevance to the research topic. The data collection process was conducted in accordance with PRISMA procedures through the stages of identification, screening, eligibility, and inclusion, and was documented to ensure research transparency. The analysis techniques used thematic analysis and narrative synthesis by grouping findings into main themes such as the causes of cyberbullying, the impacts of cyberbullying, prevention strategies, and the role of guidance and counseling. The analysis was conducted to identify patterns and relationships among the findings, as well as to formulate

the state of the art, research gaps, and the novelty of the study, thereby producing a comprehensive and in-depth synthesis.

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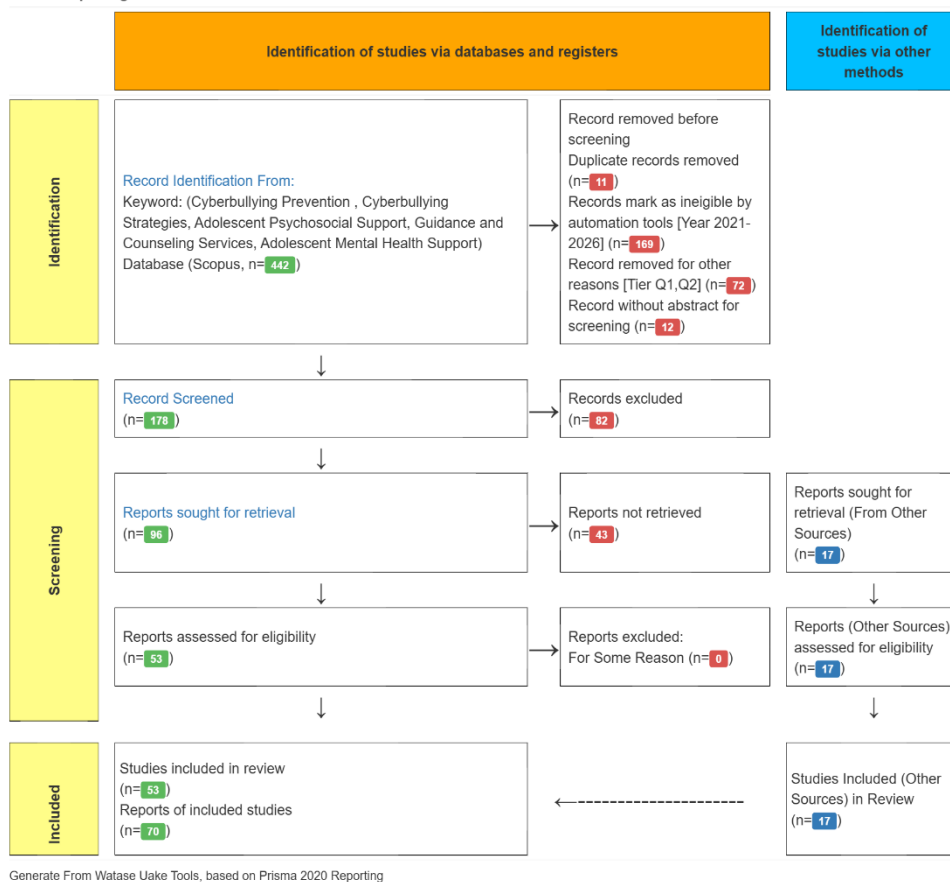


Fig 1. Flowchart for article selection using the PRISMA method

RESULT AND DISCUSSION

The results of this research synthesis indicate that cyberbullying among adolescents is a multidimensional phenomenon influenced by psychological, social, family, and technological factors. From a psychological perspective, emotional regulation and coping strategies are dominant factors in determining adolescents' involvement in cyberbullying. Ferrer-Estévez & Chalmeta, (2021) found that poor emotional regulation is associated with increased cyberbullying behavior, while Gomes et al., (2024) showed that negative emotions such as sadness and worry frequently arise in cyberbullying situations. Furthermore, Han & Zhao, (2024) and Yang et al., (2024) indicated that maladaptive coping is associated with increased depression and cyberbullying behavior, whereas Chen & Zhu, (2022) found that victims tend to use passive coping, which exacerbates their psychological condition. Mills et al., (2013) also demonstrated that anger is linked to aggressive behavior in adolescents. From a social perspective, social support from family and peers plays a role in reducing the negative impact of cyberbullying on mental health (Alshammari et al., 2021; Ngo et al., 2021; Wright, 2024), while online social support boosts self-esteem and reduces loneliness (Zhou & Cheng, 2022).

However, peer pressure remains a risk factor (Carapeto et al., 2025), and cyberbullying is often perceived as a normal part of adolescents' digital interactions (Menabò et al., 2026). Additionally, a sense of belonging contributes to students' mental well-being (Seff et al., 2021). From a family perspective, low levels of parental mediation increase the risk of cyberbullying (Aljasir & Alsebaei, 2022), whereas active parental mediation, parental support,

and technology-based parenting training contribute to the prevention of cyberbullying and the improvement of adolescents' self-esteem (Chen et al., 2023; Dörttepe & Duman, 2026; Jeong & Jang, 2025; Yung et al., 2021). From a technological perspective, the use of social media and gaming is associated with adolescents' mental health (Todorovic et al., 2025), while AI, digital interventions, and VR have the potential to be used as tools for detecting and intervening in cyberbullying (Anttila et al., 2021; Cuzzocrea et al., 2025; Hugh-Jones et al., 2022; Wienrich et al., 2024), although technology cannot replace social support (Madonsela et al., 2026).

Table 1. Literature Review Analysis

No	Research Topic	Researcher	Findings
1.	Psychological Factors in Cyberbullying	(Ferrer-Estévez & Chalmeta, 2021)	Poor emotion regulation, maladaptive coping, passive coping, and negative emotions increase adolescents' involvement in cyberbullying and worsen their psychological well-being
2.	Social Factors and Environmental Support	(Wright, 2024)	Social support from family and peers reduces the impact of cyberbullying, while peer pressure and the normalization of digital interactions act as risk factors
3.	Family Factors in Cyberbullying Prevention	(L. Chen et al., 2023)	Parental mediation, communication, and parental involvement play important roles in shaping adolescents' digital behavior and preventing cyberbullying
4.	Technology Factors and Digital Interventions	(Cuzzocrea et al., 2025)	Technology serves both as a risk factor and as an intervention medium through AI, VR, and digital mental health services
5.	The Impact of Cyberbullying on Adolescents	(Peprah et al., 2023)	Cyberbullying contributes to depression, anxiety, suicidal ideation, decreased learning motivation, impaired self-regulation, and reduced psychological well-being
6.	School-Based Prevention Approaches	(Siddiqui & Schultze-Krumbholz, 2023)	The whole-school approach is effective in preventing cyberbullying; however, it faces challenges related to implementation and program sustainability
7.	Character Development in	(Pyżalski et al., 2022)	Empathy, self-esteem, hope, and social values function as

Prevention Efforts			protective factors against cyberbullying behavior
8.	Psychological Interventions and Integrative Counseling Services	(Wang et al., 2026)	CBT, mindfulness, peer counseling, e-counseling, and culturally based approaches support integrative counseling services in preventing cyberbullying

The results of this research synthesis indicate that cyberbullying among adolescents is a multidimensional phenomenon influenced by psychological, social, family, and technological factors. From a psychological perspective, emotional regulation and coping strategies are dominant factors in adolescents' involvement in cyberbullying; specifically, poor emotional regulation, negative emotions, maladaptive coping, passive coping, and anger are associated with increased aggressive behavior and worsened psychological well-being among adolescents (Chen & Zhu, 2022; Engkizar et al., 2024; Ferrer-Estévez & Chalmeta, 2021; Gomes et al., 2024; Han & Zhao, 2024; Maputra et al., 2020; Yang, 2021). From a social perspective, support from family and peers helps mitigate the negative effects of cyberbullying and enhances self-esteem and psychological well-being, although peer pressure and the normalization of digital interactions can serve as risk factors (Alshammari et al., 2021; Carapeto et al., 2025; Menabò et al., 2026; Ngo et al., 2021; Seff et al., 2021; Wright, 2024; Zhou & Cheng, 2022). Family factors through parental mediation, parental involvement, and family support have also been found to contribute to the prevention of cyberbullying and the shaping of adolescents' digital behavior (Aljasir & Alsebaei, 2022; Chen et al., 2023; Dörttepe & Duman, 2026; Jeong & Jang, 2025; Yung et al., 2021).

From a technological perspective, social media, gaming, AI, digital interventions, and VR serve as both risk factors and intervention tools, although they cannot replace social support (Madonsela et al., 2026; Prayag et al., 2024; Todorovic et al., 2025). The effects of cyberbullying have been found to be multidimensional, manifesting as increased depression, anxiety, and suicidal ideation; decreased motivation to learn; impaired self-regulation; and reduced psychological well-being and social relationships (Aparisi et al., 2021; Duc, 2026; Ho & Gu, 2023; Peprah et al., 2023; Seff et al., 2021; Solas-Martínez et al., 2025), thus necessitating integrated interventions through school-based guidance and counseling services.

Result from Keyword Search

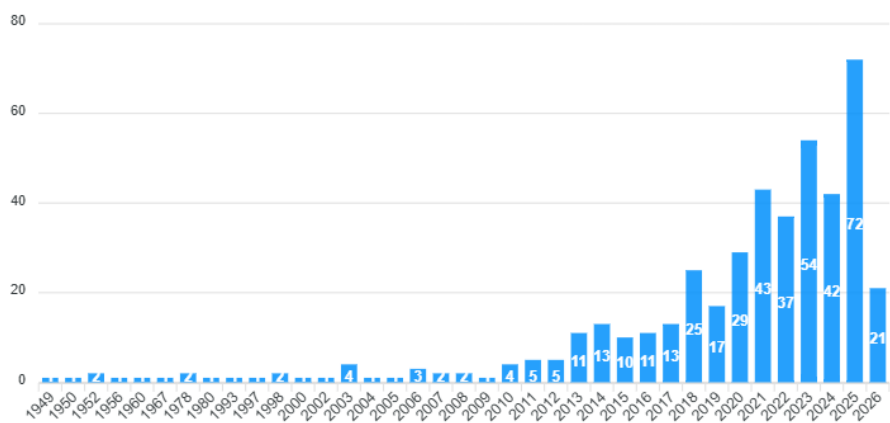


Fig 2. Distribution of Research Publications by Keyword

The figure shows the trend in literature search results based on the four keywords used in this study: “Cyberbullying Prevention,” “Cyberbullying Strategies,” “Guidance and Counseling Services,” and “Adolescent Mental Health Support.” The search results indicate that publications containing these keywords have increased year by year, although the numbers have fluctuated. For the keyword “Cyberbullying Prevention,” the number of publications increased notably during the 2017–2025 period, peaking in 2023 with 13 publications. The keyword “Cyberbullying Strategies” showed a more pronounced increase during the 2021–2025 period, reaching a peak of 16 publications in 2025. Meanwhile, “Guidance and Counseling Services” shows a relatively even distribution of publications across several years, with the highest number four publications in both 2021 and 2023. The keyword “Adolescent Mental Health Support” has shown a significant increase in publications in recent years, with the highest number 42 publications in 2025. Overall, this trend indicates that issues such as cyberbullying, prevention strategies, guidance and counseling services, and adolescent mental health support are receiving increasing attention in scientific research, thereby supporting the relevance of using these keywords in the literature search process for this study.

School-Based Approach to Cyberbullying Prevention

Research findings indicate that cyberbullying prevention requires a comprehensive, system-based approach through the integration of school-based, character-based, psychological, and technology-based interventions. The whole-school approach has been shown to be effective in improving student well-being and reducing cyberbullying by involving all school components, although its implementation still faces challenges regarding program sustainability (Gabrielli et al., 2021; Gee et al., 2021; Masoumi et al., 2025; Siddiqui & Schultze-Krumbholz, 2023; Sorrentino et al., 2023). In addition, character building through empathy, self-esteem, hope, and social values serves as a protective factor against cyberbullying behavior (Hinduja & Patchin, 2025; Palomera et al., 2021; Pyżalski et al., 2022; Rahmadanti et al., 2025; Touloupis & Athanasiades, 2022). Psychological approaches such as CBT, mindfulness, and positive coping have also been shown to be effective in improving mental well-being and reducing stress and depression (Ortiz-Moreno et al., 2026; Wang et al., 2026; Yang et al., 2024). On the other hand, technology through digital interventions, VR, and AI shows potential as a prevention tool, but it still needs to be combined with social and educational approaches to be more effective (Anttila et al., 2021; Cuzzocrea et al., 2025; Hugh-Jones et al., 2022; Madonsela et al., 2026; Wienrich et al., 2024). Thus, a school-based approach serves as a platform for integrating various interventions that can be coordinated through guidance and counseling services.

The Role of Integrative Guidance and Counseling in Preventing Cyberbullying

Research findings indicate that guidance and counseling services play a strategic role in preventing cyberbullying because they are able to systematically integrate psychological, social, family, and technological aspects. Guidance and counseling plays a role in strengthening emotional regulation, coping, and mental well-being through CBT and mindfulness interventions (Ortiz-Moreno et al., 2026; Wang et al., 2026), as well as helping students understand the impact of cyberbullying and increase empathy. In addition, guidance and counseling strengthens social support systems through peer counseling, mentoring, parental involvement, and positive counselor–student relationships

(Chen et al., 2023; Graber et al., 2026; Paré-Beauchemin et al., 2026). Service integration is achieved through collaboration among counselors, teachers, families, and peers, as well as the use of digital technologies such as e-counseling and culturally-based approaches to create more innovative and context-specific services (Kutok et al., 2021; Zamroni et al., 2022). Thus, school counseling serves not only as a curative service but also as a coordination center for preventive and integrative interventions in the prevention of cyberbullying among adolescents.

CONCLUSION

This systematic literature review indicates that preventing cyberbullying among adolescents requires an integrative school counseling approach that encompasses the interrelated psychological, social, family, and technological dimensions of adolescents' lives. This review confirms that school counseling can serve as a strategic framework for integrating emotional regulation, social support, family involvement, digital literacy, and positive online behavior into a comprehensive prevention system. These findings highlight the importance of strengthening counseling services as a key component of school-based cyberbullying prevention policies and practices. Therefore, schools are encouraged to develop collaborative and sustainable counseling programs involving counselors, teachers, parents, and the broader school community to support adolescents' well-being and digital resilience. Future research should focus on the development and empirical testing of integrative school counseling models across various educational contexts to ensure their effectiveness in preventing cyberbullying and supporting healthy adolescent development in the digital age.

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DECLARATIONS

Author contribution

Nabila Rahadatul Aisy: data curation, writing-original draft preparation and editing, conceptualization, methodology, validation, visualization, **Defriyanto:** supervision, software.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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Conflict of interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

Publisher's and Journal's Note

Islamic Studies and Development Center Universitas Negeri Padang as the publisher and Editor of International Journal of Multidisciplinary Research of Higher Education (IJMURHICA) state that there is no conflict of interest towards this article publication.

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