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The Relationship Between Self-Efficacy And Cyberbullying Prevention Behaviors Among Eleventh-Grade Students Of SMAN 2 Rangkasbitung

Hubungan Self Efficacy Terhadap Perilaku Pencegahan Cyberbullying Pada Siswa Kelas XI SMAN 2 Rangkasbitung

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Background: The rapid advancement of digital technology has increased the prevalence of cyberbullying among adolescents. Self-efficacy is considered an important psychological factor influencing cyberbullying prevention behavior. Understanding this relationship is essential for developing effective prevention strategies. **Objective:** This study aimed to examine the association between self-efficacy and cyberbullying prevention behavior among eleventh-grade students at SMAN 2 Rangkasbitung. **Methods:** A quantitative cross-sectional study was conducted among 91 students selected through simple random sampling. Self-efficacy was measured using the General Self-Efficacy Scale (GSES), with validity coefficients ranging from 0.373 to 0.573 and Cronbach's alpha of 0.805. Cyberbullying prevention behavior was assessed using Rifga's questionnaire, with item validity coefficients ≥ 0.30 and a reliability coefficient of 0.908. Data were analyzed using descriptive statistics and the Pearson Chi-Square test at a significance level of $p < 0.05$. **Results:** Most respondents had moderate to high self-efficacy, while cyberbullying prevention behavior was predominantly low. A significant association was found between self-efficacy and cyberbullying prevention behavior ($\chi^2 = 111.562$, $df = 4$, $p < 0.001$). All Chi-Square assumptions were satisfied, and Cramer's V (0.783) indicated a strong association. **Conclusions:** Higher self-efficacy was significantly associated with better cyberbullying prevention behavior. Strengthening adolescents' self-efficacy through educational and school-based interventions may promote safer online interactions and enhance cyberbullying prevention efforts.

INTRODUCTION

The rapid development of information and communication technology has transformed how adolescents communicate, interact, and access information. The widespread use of smartphones and social media provides various benefits, including easier access to educational resources, social networking opportunities, and information exchange (Hamilton, Dreier and Boyd, 2024; Jungseliu, 2024) Despite these benefits, the increasing use of digital technologies has also exposed adolescents to various online risks, among which cyberbullying remains one of the

most prevalent and concerning issues

According to a UNICEF survey involving approximately 170,000 adolescents aged 13–24 years across 27 countries, including Indonesia, 56,667 respondents reported experiencing cyberbullying (Sekarayu and Santoso, 2022). Cyberbullying refers to aggressive behavior conducted through digital platforms, such as social media, messaging applications, and online games, with the intention of harassing, humiliating, threatening, or harming others (Marlef and Muda, 2024).

Cyberbullying has emerged as a major



public health issue because of its detrimental impact on adolescents' psychological, emotional, and social well-being. Victims of cyberbullying frequently experience anxiety, depression, low self-esteem, social withdrawal, sleep disturbances, and reduced academic performance (Eleanora and Adawiah, 2021; Kasturiratna *et al.*, 2025; Lee *et al.*, 2026). In severe cases, cyberbullying may contribute to self-harm behaviors and suicidal ideation. Furthermore, the anonymity provided by digital platforms often encourages perpetrators to engage in aggressive behavior without immediate consequences, making cyberbullying more difficult to detect and prevent than traditional forms of bullying. Beyond its immediate psychological consequences, cyberbullying may also negatively affect adolescents' interpersonal relationships and social adjustment. Victims often experience difficulties in maintaining positive peer relationships and may become increasingly isolated from their social environment. Social connectedness and supportive relationships with peers, family members, and schools have been identified as important protective factors that can mitigate the adverse effects of cyberbullying and promote psychological well-being among adolescents (Börsting *et al.*, 2025).

The increasing prevalence of cyberbullying among adolescents has prompted researchers and educators to identify factors that may contribute to its prevention. Digital literacy has been recognized as an important factor in helping adolescents understand responsible online behavior and identify potential cyberbullying risks (Hendry *et al.*, 2023). In addition, parental supervision plays a crucial role in monitoring adolescents' online activities and reducing their vulnerability to cyberbullying incidents (Evelin Evelita Palilingan, Rachel Dina Olivia Hutabarat and Rick Kevin Pramigoro, 2024). Peer support and school-based interventions have also been shown to contribute to the prevention of cyberbullying by fostering positive social interactions and promoting awareness of online safety practices (Hamzah *et al.*, 2025). Furthermore, perceived support from parents

and friends has been identified as an important protective factor against cyberbullying-related harm. Adolescents who receive strong emotional and social support from their families and peers are more likely to develop positive coping strategies and demonstrate healthier responses to negative online experiences (Wright, 2024). Social norms and peer conformity have also been identified as important factors influencing adolescents' online behavior. Adolescents are more likely to adopt positive digital behaviors when they are surrounded by peers who discourage cyberbullying and promote respectful online interactions. Conversely, negative peer norms may increase the likelihood of cyberbullying involvement (Pretera *et al.*, 2024). Nevertheless, psychological factors influencing cyberbullying prevention behaviors have received comparatively less attention. In addition to environmental and social factors, adolescents' personal beliefs regarding their ability to respond effectively to online challenges may influence their involvement in cyberbullying prevention. Psychological resources such as self-confidence, emotional competence, and self-efficacy have been increasingly recognized as important determinants of adaptive online behavior (Gomes, Ferreira and Margarida, 2024). One psychological factor that may play an important role in shaping preventive behavior is self-efficacy.

Self-efficacy is defined as an individual's belief in their capability to successfully perform actions required to achieve specific goals or outcomes. Adolescents with high self-efficacy generally exhibit greater confidence in handling challenges and accomplishing tasks effectively (Mulu *et al.*, 2023). Based on Bandura's Social Cognitive Theory, self-efficacy plays a crucial role in shaping behavior through cognitive, motivational, emotional, and decision-making processes. Individuals with strong self-efficacy are more likely to view difficulties as opportunities for learning, persist when facing obstacles, and remain confident in their ability to achieve desired outcomes (Rojo-ramos and Castillo-paredes, 2024). Conversely, those with lower self-efficacy often avoid challenging



situations, experience greater anxiety, and show reduced motivation when confronted with difficulties (Ruggieri *et al.*, 2023). Furthermore, self-efficacy is associated with better emotional regulation and adaptive coping abilities. Individuals with higher self-efficacy are generally more effective in managing stress, controlling emotional responses, and maintaining positive behaviors under pressure. These abilities may help adolescents navigate online environments more effectively and reduce their susceptibility to negative digital experiences.

In the context of cyberbullying prevention, self-efficacy plays an important role in shaping adolescents' confidence in handling harmful online situations. Adolescents with higher self-efficacy are more likely to believe in their ability to manage challenges encountered in digital environments effectively (Issue *et al.*, 2023). This confidence may encourage them to report cyberbullying incidents, support victims, and resist negative peer pressure when witnessing inappropriate online behavior (Ruggieri *et al.*, 2023). Moreover, adolescents with strong self-efficacy tend to engage in responsible online practices and critically evaluate digital content, which may reduce their involvement in cyberbullying (H. Chen *et al.*, 2025). Previous studies have also shown that self-efficacy influences adolescents' willingness to intervene as defenders in cyberbullying situations. Those with higher defending self-efficacy are more likely to assist victims, report harmful behavior, and promote positive interactions within online communities (R. Chen *et al.*, 2025).

Several previous studies have reported significant associations between self-efficacy and bullying-related behaviors (Peker, 2021). found that adolescents with higher self-efficacy were less likely to engage in cyberbullying behaviors. Similarly, (Saranga' *et al.*, 2021) reported that self-efficacy was associated with positive social behavior and reduced involvement in bullying incidents. More recently, (Hanifa, Syifa and Agusti, 2025) demonstrated that self-efficacy significantly influenced adolescents' intentions to avoid cyberbullying behavior, while (H. Chen *et al.*,

2025) emphasized the role of psychological resilience and self-efficacy in promoting positive online interactions.

Despite the growing body of evidence regarding cyberbullying and adolescent behavior, several gaps remain in the existing literature. Most previous studies have focused on cyberbullying perpetration, victimization, digital literacy, or mental health outcomes. Limited research has specifically examined the relationship between self-efficacy and cyberbullying prevention behavior among Indonesian senior high school students. Furthermore, evidence regarding how self-efficacy contributes to adolescents' active efforts to prevent cyberbullying remains insufficient, particularly in school settings.

This study offers a novel contribution by examining self-efficacy as a psychological determinant of cyberbullying prevention behavior among Indonesian adolescents. Understanding this relationship is important because self-efficacy is a modifiable psychological factor that can be strengthened through educational programs, counseling interventions, and digital literacy initiatives. Findings from this study may therefore provide valuable evidence for developing effective school-based strategies aimed at preventing cyberbullying and promoting positive digital citizenship.

SMAN 2 Rangkasbitung was selected as the study setting because students actively engage with social media and digital communication platforms as part of their daily lives. Considering the increasing prevalence of cyberbullying and the importance of self-efficacy in shaping behavior, investigating this relationship among adolescents is highly relevant.

Therefore, this study aimed to determine the relationship between self-efficacy and cyberbullying prevention behavior among eleventh-grade students at SMAN 2 Rangkasbitung.

METHODS

A quantitative study with a cross-sectional design was conducted at SMAN 2



Rangkasbitung on March 3, 2026. This design was used to examine the relationship between self-efficacy and cyberbullying prevention behavior among eleventh-grade students at a single point in time.

The target population consisted of all eleventh-grade students at SMAN 2 Rangkasbitung, with a total population of 430 students ($n=430$). The minimum required sample size was calculated using Isaac and Michael's formula (or Slovin's formula with a 10% margin of error), resulting in a representative sample of 91 respondents ($n = 91$). A sample of 91 respondents was selected using probability sampling through a simple random sampling technique. Participants were eligible for inclusion if they were aged 16–17 years, actively used social media, were able to read and comprehend the study instruments, and provided informed consent to participate in the research.

The study instruments consisted of the General Self-Efficacy Scale (GSES), comprising 10 items, and a 30-item Cyberbullying Prevention Behavior Questionnaire, both measured using a Likert scale. For the GSES, item validity was confirmed using Pearson's Product-Moment Correlation, with item-total correlation coefficients ranging from 0.373 to 0.573. Internal consistency reliability was demonstrated by a Cronbach's alpha coefficient of 0.805. Similarly, the Cyberbullying Prevention Behavior Questionnaire demonstrated acceptable validity, with item-total correlation coefficients exceeding 0.30, and high internal consistency reliability, with a Cronbach's alpha coefficient of 0.908.

Data were analyzed using univariate and bivariate statistical analyses. Univariate analysis was conducted to describe the characteristics of the respondents and the distribution of study variables. To perform the bivariate analysis, the scores for both self-efficacy and prevention behavior were classified into low, moderate, and high levels based on standard psychological cut-off criteria utilizing the ideal mean and ideal standard deviation. Bivariate analysis was performed to examine the relationship between self-efficacy

and cyberbullying prevention behavior. The Pearson Chi-Square test was used for statistical analysis, with a significance level set at $p < 0.05$. Prior to conducting the Pearson Chi-Square test, all statistical assumptions were assessed. No cells (0.0%) had expected frequencies below five, and the minimum expected count was 5.77, indicating that the assumptions for Pearson Chi-Square analysis were fully satisfied.

This study adhered to the ethical principles of respect for human dignity, confidentiality, justice, and the balance of benefits and risks throughout the research process. Prior to data collection, written informed consent was obtained from all participants and their legal guardians. Official ethical review and clearance were formally approved by the Institutional Research Ethics Committee of Poltekkes Kemenkes Banten under Ethical Clearance Certificate Number: DP.03.04/F.XXII.25/00171/2026

RESULTS AND DISCUSSIONS

a. Respondent Characteristics

Table 1. Distribution of Respondents by Age and Gender ($n=91$)

Variables	Characteristic	Frequency	Percentage (%)
Age	Age 16 years	45	49,5
	Age 17 years	46	50,5
Gender	Male	27	29,7
	Female	64	70,3
Total	Total	91	100

Based on Table 1, most respondents were 17 years old (50,5%) and female (70,3%).

b. Distribution of Self Efficacy and Cyberbullying Prevention

Table 2. Distribution of Self Efficacy ($n=91$)

Category	Frequency	Percentage(%)
Low	25	27,5
Moderate	33	36,3
High	33	36,3
Total	91	100

Based on table 2. Most respondents demonstrated moderate to high levels of self efficacy (36,3% each).

**Table 3.** Cyberbullying Prevention (n=91)

Category	Frequency	Percentage(%)
Low	43	47,3%
Moderate	27	29,7%
High	21	23,1%
Total	91	100%

Based on table 3. Most respondents exhibited low levels of cyberbullying prevention behavior (47,3%).

c. Relationship Between Self Efficacy and Cyberbullying Prevention Behavior

Bivariate analysis was performed to assess the relationship between self-efficacy and cyberbullying prevention behavior. The association between the two variables was evaluated using the Chi-square test, with statistical significance set at $p < 0.05$.

Table 4. Relationship Between Self Efficacy and Cyberbullying Prevention Behavior

Self Efficacy	Low behavior n(%)	Moderate behavior n (%)	High behavior n (%)	Total	Statistical Test
Low	19 (76,0%)	6 (24,0%)	0 (0%)	25 (100%)	$X^2=111,562$ $df = 4$ $p<0.001$
Moderate	24 (72,2%)	9 (27,3%)	0 (0%)	33 (100%)	
High	0 (0%)	12 (36,4%)	21 (63,6%)	33 (100%)	
Total	43 (47,3%)	27 (29,7%)	21 (23,1%)	91 (100%)	

The bivariate analysis was performed using the Pearson Chi-Square test. Preliminary assumption checks confirmed the validity of the test, as 0 cells (0.0%) had an expected count of less than 5, fulfilling the assumptions for Pearson Chi-Square analysis. The results demonstrated a statistically significant association between self-efficacy and cyberbullying prevention behavior (Pearson Chi-Square = 111.562, $df = 4$, $p < 0.001$). Furthermore, effect size analysis using Cramer's V revealed a strong association between the variables (Cramer's V = 0.783), indicating that the relationship was not only statistically significant but also substantial in magnitude. These findings indicate a statistically significant relationship between self-efficacy and cyberbullying prevention behavior among eleventh-grade students at SMAN 2 Rangkasbitung.

The majority of respondents were 17 years old (50.5%), while 49.5% were 16 years old, reflecting the typical age range of eleventh-grade students. Adolescents aged 16–17 years are in a developmental stage characterized by increased cognitive,

emotional, and social maturity, which supports better decision-making and behavioral regulation. This age group is also highly engaged with digital technology and social media, increasing their exposure to online interactions and cyberbullying-related situations. Previous research suggests that older adolescents tend to demonstrate stronger cognitive abilities and more mature decision-making processes. This finding is supported by (Hanifa, Syifa and Agusti, 2025), who reported that older adolescents tend to demonstrate better cognitive abilities and decision-making skills due to increased social experiences and psychological development.

The majority of respondents in this study were female (70.3%), whereas male students accounted for 29.7% of the sample. The predominance of female respondents may be related to the student composition during data collection and the greater willingness of female students to participate in the study. Female adolescents are often described as being more cautious, more reflective when considering the consequences of their actions, and more sensitive to interpersonal relationships. These characteristics may contribute to stronger confidence in managing challenges and making appropriate decisions. Previous studies have also reported that gender is associated with self-efficacy among adolescents. (Fadillah *et al.*, 2021) found that female students tended to report higher levels of self-efficacy than male students. Similarly, (Mulu *et al.*, 2023) observed that female adolescents generally exhibited greater confidence in their ability to complete tasks and overcome challenges successfully.

The findings showed that most students had moderate to high levels of self-efficacy, indicating confidence in their ability to manage challenges and adapt to various situations, including digital environments. Adolescents with stronger self-efficacy are generally more resilient, persistent, and capable of applying positive coping strategies when facing difficulties.

Despite the relatively high levels of self-efficacy observed among respondents, nearly half of the participants (47.3%) demonstrated



low levels of cyberbullying prevention behavior. This finding indicates that confidence alone may not be sufficient to ensure effective preventive behavior against cyberbullying. Other factors, including digital literacy, awareness of online safety, peer influence, parental supervision, and school support, may also contribute to adolescents' responses to cyberbullying situations. Nevertheless, the relatively low level of cyberbullying-related behavior observed in this study may be associated with adolescents' ability to regulate emotions, exercise self-control, and consider the consequences of their actions toward others. (Romadhona *et al.*, 2024) reported that higher levels of self-control were associated with lower involvement in cyberbullying behavior. Furthermore, Bandura's Social Cognitive Theory emphasizes that behavior is shaped through the interaction of personal factors, environmental influences, and observational learning. Adolescents who are surrounded by positive social environments and receive adequate support from parents, teachers, and peers are more likely to develop constructive social behaviors and avoid harmful online activities.

The results of the bivariate analysis demonstrated a statistically significant association between self-efficacy and cyberbullying prevention behavior among eleventh-grade students at SMAN 2 Rangkasbitung ($\chi^2 = 111.562$, $df = 4$, $p < 0.001$). The cross-tabulation analysis showed that respondents with low self-efficacy were predominantly categorized as having low cyberbullying prevention behavior, whereas respondents with high self-efficacy were more likely to demonstrate moderate to high levels of preventive behavior. These findings suggest that adolescents who believe in their ability to manage challenges are more likely to engage in positive actions aimed at preventing cyberbullying and promoting safer online interactions.

In addition to statistical significance, the effect size analysis revealed a strong association between self-efficacy and cyberbullying prevention behavior (Cramer's $V = 0.783$). This finding indicates that the

relationship between the two variables was substantial and meaningful in practical terms. The large Chi-Square value observed in this study reflects considerable differences between the observed and expected frequencies across categories. Furthermore, all assumptions for Pearson Chi-Square analysis were satisfied, as no cells had expected frequencies below five and the minimum expected count was 5.77, supporting the validity and reliability of the statistical findings.

These findings support Bandura's Social Cognitive Theory, which proposes that self-efficacy influences behavior through cognitive, motivational, affective, and self-regulatory processes. Adolescents with stronger self-efficacy are more likely to report cyberbullying incidents, support victims, resist negative peer pressure, and engage in responsible online behavior. Conversely, those with lower self-efficacy may feel less capable of responding effectively to cyberbullying situations.

The findings of this study are consistent with previous research. (H. Chen *et al.*, 2025) reported that higher levels of self-efficacy promote prosocial behavior and increase adolescents' willingness to intervene when witnessing cyberbullying incidents. Similarly, (Hanifa, Syifa and Agusti, 2025) found that adolescents with stronger self-efficacy were more likely to demonstrate positive online behavior and less likely to engage in cyberbullying-related activities. These findings collectively suggest that self-efficacy functions as an important protective factor that encourages responsible digital behavior and strengthens adolescents' capacity to prevent cyberbullying.

The study highlights the importance of strengthening self-efficacy through school-based interventions, including digital literacy education, emotional regulation training, responsible social media use, and peer-support programs. Collaboration among schools, families, and healthcare professionals is essential to foster positive digital behavior among adolescents.

Several limitations should be acknowledged. The cross-sectional design prevents causal inference, self-reported



questionnaires may introduce response bias, and the study was conducted in a single school with a limited sample size. Additionally, other relevant factors, such as digital literacy, parental supervision, peer relationships, and school climate, were not examined. Future studies should involve larger and more diverse populations and investigate additional determinants of cyberbullying prevention behavior among adolescents.

CONCLUSIONS

In conclusion, self-efficacy was significantly associated with cyberbullying prevention behavior among eleventh-grade students at SMAN 2 Rangkasbitung. Adolescents with higher levels of self-efficacy demonstrate a greater likelihood of engaging in proactive digital defense and prevention behaviors compared to their peers with lower self-efficacy. While the cross-sectional nature of this study precludes the establishment of definitive causal relationships, these findings underscore the value of internal cognitive and psychological empowerment. Consequently, structured interventions aimed at enhancing digital self-efficacy should be integrated into school-based programs to foster a safer online environment for adolescents.

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