

## Implementation of Digital Character Education to Reduce Cyberbullying: A Case Study at Muhammadiyah Limbung Senior High School in Indonesia

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### Abstrack

This study aims to describe the implementation of digital-based character education as a strategy to reduce cyberbullying at Muhammadiyah Limbung Senior High School in Indonesia. The research employed a qualitative case-study design. Data collection techniques included observation, in-depth interviews, and documentation, with teachers and students as the research subjects. The findings indicate that digital-based character education was designed through a strategic planning process that involved selecting core character values, using relevant digital media, and adopting participatory learning approaches. Implementation was carried out by integrating character values into digital learning activities, such as anti-cyberbullying campaigns, digital ethics reflections, and student engagement with educational content on social media platforms. Supporting factors for the program's success included the availability of digital infrastructure, teacher competence, supportive school policies, and parental participation. Conversely, inhibiting factors comprised students' low digital ethics literacy, limited access to technology at home, insufficient teacher training, and minimal parental involvement. The study concludes that digital-based character education effectively fosters students' ethical awareness and behavior in the online environment and significantly reduces incidents of cyberbullying within the madrasah.

**Keywords:** character education, cyberbullying, digital ethics, digitalization of education

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## INTRODUCTION

Education not only helps individuals develop cognitively but also carries the responsibility of fostering morality as essential preparation for living within society. According to Law No. 20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process through which students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state (Mayasari et al., 2023) According to Ki Hajar Dewantara, education is the process of humanizing individuals to achieve both physical and spiritual freedom (Basyar, 2021).

Character education is a type of education that not only focuses on students' cognitive aspects but also on their affective aspects, emphasizing the inculcation of character values as a foundation for shaping a good and independent generation (Handayani & Pratama, 2022). Since the enactment of the National Education System Law (2003), attention to character education has increased. Its purpose is to build positive attitudes and habits among students and to encourage them to act in accordance with national values. Based on Peraturan Presiden No. 87 of 2017 concerning the Penguatan Pendidikan Karakter (PPK), character education can be implemented in formal, informal, or non-formal schools (Indonesia, 2017). This aligns with the objectives of national education as stipulated in Law No. 20 of 2003, which aims to develop students' capacity to become individuals who have faith in and devotion to God Almighty and possess noble character (Mayasari et al., 2023).

Advances in digital technology have changed many aspects of daily life, including communication and data access. Technology can help students become more creative and aware, but it can also have negative impacts, such as cyberbullying, which can damage mental and emotional health. Character education must be strengthened to help students face the challenges of the technological era. Digital character education is an innovative way to instill moral values in students. Digital literacy is essential for improving character education because it enables students to use, observe, and actively participate in the digital environment while learning honesty, responsibility, and empathy (Arif et al., 2024). In addition, this literacy program teaches students and the general public how to use the internet effectively. However, it is important to remember that technology has both positive and negative impacts on education.

Internet usage in Indonesia has improved the country's internet capabilities, but it also poses a potential problem for the country's younger generation. According to APJII, the number of internet users in Indonesia is estimated to reach 221,563,479 in 2024, up from 278,696,200 in 2023. As a result, the country's internet penetration rate will increase to around 79.5% from the previous 1.4% (Prasetyo et al., 2024). The Indonesian Internet Penetration Survey shows that millennials (born 1981–1996) make up 30.62% of internet users, while Generation Z (born 1997–2012) accounts for 34.40%. Students' use of the internet and social media has increased significantly as a result of this expansion, and excessive use of these platforms can lead to behaviors like cyberbullying, which can theoretically be committed by anyone, regardless of background. Cyberbullying is comparable to traditional bullying, but it has more serious consequences (Kühn, 2018). Komisi Perlindungan Anak Indonesia (KPAI) reports that between 2011 and 2020, there were 4,448 complaints about online crimes and pornography among teenagers. These complaints included instances of bullying, online sexual harassment, and pornography involving both offenders and victims on social media (Syafindra & Yoegiantoro, 2024).



Cases of bullying are increasingly prevalent amid the digitalization of information. According to the Center for Digital Society (CfDS), research on teenagers aged 13-18 in 34 provinces found that 1,895 students had experienced cyberbullying ((Herliana & Muawiyah, 2024). The United Nations Children's Fund (UNICEF) researched 2,777 respondents aged 14-24 in Indonesia, showing that 45% of children had experienced cyberbullying (Nusamara & Putra, 2024).

Cyberbullying has now become a serious issue affecting students at various levels of education, including madrasah. Research by Ru'iyah et al. (2022) revealed a correlation between moral disengagement and cyberbullying among adolescents at State Aliyah Madrasah in Sleman, Yogyakarta. The study indicates that specific actions are needed in schools to address and prevent cyberbullying, including moral education, collaboration with parents, and programs designed to counteract other negative behaviors.

Based on interviews with teachers at Muhammadiyah Limbung Senior High School, it was revealed that bullying and cyberbullying cases have become a serious concern. In 2024, there were approximately 18 reported violations related to bullying, consisting of 7 cases of conventional bullying and 11 cases of cyberbullying. Based on this, the implementation of digital-based character education is highly relevant, particularly in madrasah settings, such as Muhammadiyah Limbung Senior High School. Digital-based character education can teach positive values and guide students on how to use technology wisely and responsibly

The results of the interview were further supported by the researcher's observations, which revealed that students frequently use WhatsApp as a communication medium that does not always foster positive interactions in their daily lives. Many students were observed sharing messages that harmed others, including negative comments or actions intended to demean their peers. One common form of such behavior involved creating and distributing stickers featuring other students' photos, with the intent to mock or humiliate them.

The novelty of this research lies in its holistic examination of a systematically designed, digital-based character education model that is contextually integrated within an Islamic senior high school (madrasah) setting to combat cyberbullying directly. Unlike prior studies that often examine digital literacy or character education in isolation, this study offers a novel contribution by empirically demonstrating how the strategic synergy of participatory planning, project-based learning using familiar social media platforms, and a whole-school approach can significantly reduce cyberbullying incidents. The research aims to: (1) describe the strategic planning process of digital-based character education tailored to prevent cyberbullying; (2) analyze its participatory implementation and the utilization of digital media in fostering students' ethical online behavior; and (3) evaluate its impact, supporting factors, and inhibiting factors in reducing cyberbullying at Muhammadiyah Limbung Senior High School. Ultimately, this study seeks to provide a replicable, evidence-based model for integrating character education with digital ethics to cultivate a safer, more responsible digital environment for younger generations.

## METHOD

The research to be conducted employs a qualitative, descriptive case-study design. The research design is a case study. This approach was chosen because the study focuses on a single location, Muhammadiyah Limbung Senior High School, and seeks to understand the phenomenon within its specific context. The case study design allows the



researcher to investigate the implementation of digital-based character education in depth and comprehensively, providing a holistic picture of its impact in reducing cyberbullying.

The research will be conducted at Muhammadiyah Limbung Senior High School, located on Jl. H. Pattola Sibali Limbung, Bajeng District, Gowa Regency, South Sulawesi Province. The research period is scheduled for January to March 2025. In qualitative research, the two main sources of data are primary and secondary. Primary data refers to the main information collected directly in the field at the beginning of the research, while secondary data refers to supporting information obtained from other sources related to the primary data.

The data collection techniques in this study include several methods commonly used in qualitative research to obtain comprehensive, in-depth information. These techniques include: (1) Observation: Conducted to directly observe the implementation of digital-based character education and the interactions among students related to cyberbullying behavior. (2) Interviews: In-depth interviews are carried out with teachers, students, and school administrators to gather detailed insights about their experiences, perceptions, and roles in implementing digital-based character education. (3) Documentation: This technique involves collecting supporting documents such as school policies, activity reports, photos, and other written materials related to the implementation of digital-based character education and efforts to prevent cyberbullying.

Data analysis plays a crucial role in the research process. In this study, data analysis is carried out continuously from the beginning of data collection using the following techniques:

1. How to Familiarize with the Data Transcript

Collect primary data (interviews and observations) and secondary data (documentation). Review interview transcripts with teachers and students, observation notes, and supporting documents such as Madrasah policies on digital ethics and cyberbullying case reports. The process of familiarizing oneself with the initial data transcripts begins with:

- a. Reading the entire data holistically to understand the overall context, such as how digital-based character education is integrated into the curriculum.
- b. Noting down initial ideas.
- c. Listening to interview recordings (optional) to capture emotional moments.

To strengthen validity, the triangulation applied at this stage is a comparison of teachers' and students' views. Triangulation is carried out by combining interviews, observations, and documentation to ensure data consistency and reduce bias.

2. The process of making initial codes

The initial coding process was carried out systematically on transcripts and data records. At this stage, an inductive approach was used, whereby codes were derived from existing field data. The process at this stage involved reading the interview transcripts and observation notes in detail and then marking relevant data segments with descriptive or interpretative codes.

The following is how the codes are assigned based on field observations.

a. Data Collection Technique Codes

- 1) Interview Code: W
- 2) Observation Code: O
- 3) Documentation Code: D

b. Informant Codes

- 1) GBK: Guidance and Counseling Teacher



- 2) GWK: Homeroom Teacher
- 3) GMA: Religious Education Teacher
- 4) PD: Student
- c. Topic Codes
  - 1) A1: Program Planning
  - 2) A2: Digital-Based Implementation
  - 3) A3: Cyberbullying Prevention Strategies
  - 4) A4: Evaluation and Impact
  - 5) A5: Supporting Factors
  - 6) A6: Hindering Factors
- d. How to Create Codes  
(W/KM/A1/19-03-2025)

W: Interview

A1: Program Planning

19-03-2025: Date March 19, 2025

### 3. Initial theme discovery

Using the initial codes, themes were identified based on similarities and relevance to the research objectives. Themes were also determined from the topic codes in the initial coding, which were then grouped to identify initial themes. At this stage, triangulation was applied, namely source triangulation to help validate the themes by comparing the perspectives of teachers and students. Method triangulation was used to ensure that interviews and documentation supported the themes from the observations.

### 4. Theme review and refinement process

This process is carried out in two phases, namely 1) reviewing the codes in the theme, and 2) reviewing the theme as a whole against the data and checking the suitability of the codes in the initial theme that supports it. At this stage, source triangulation is strengthened by comparing themes from various sources for consistency (for example, teachers' views on competence are supported by training documents). Method triangulation ensures that themes are unbiased by integrating data from interviews (in-depth), observations (contextual), and documentation (historical).

### 5. Formulating the final themes

The final themes were formulated from the core essence and code clusters, with names that reflect the data content and are relevant to the problem formulation. The process involved defining each theme with a brief description. Source triangulation validates definitions by aligning across sources (teachers, students, and documents), while method triangulation ensures that theme names reflect the mixed data from interviews, observations, and documentation.

The triangulation technique is a method used to ensure data validity by examining information from multiple sources, using various methods, and using external information to verify or compare the collected data (Maesaroh et al., 2021). This approach enhances the credibility and reliability of the research findings by cross-checking data obtained through observation, interviews, and documentation, ensuring that the results accurately represent the studied phenomenon.



## RESULTS AND DISCUSSION

### Results

#### Digital-Based Character Education Planning in Cyberbullying Prevention

Table 1 contains thematic findings from interviews and observations related to the program planning process, including the selection of core character values, cyberbullying risk mapping, determination of relevant digital media, and the involvement of all madrasah components in developing contextual and anticipatory prevention strategies.

**Tabel 1.**

Digital-Based Character Education Planning

Data Code	Theme	Description	Respondent/Source
W/GMP/A1/16-01-2025	Planning as Strategic Foundation (Not Mere Administration)	Planning is a directional and strategic process that determines which character values to prioritise, which digital media to use, and which pedagogical strategies best suit digital-native students. It is the foundation that determines the entire programme's success.	Mr. Bn (Sociology Teacher)
W/GMP/A1/16-01-2025	Translation of Theory into Practical Digital Application	Character education must be planned so that it does not remain theoretical; students must be equipped to actually apply the values in real digital situations (e.g., responding to harsh comments or witnessing online bullying).	Mrs. Nf (Aqidah Akhlak Teacher)
W/GMP/A1/16-01-2025	Identification of Student Needs and Risk Mapping (Especially Cyberbullying)	Planning includes analysing the real issues students face in their digital environment (particularly cyberbullying) in order to design targeted, affective-domain-focused interventions.	Mrs. Nf (Aqidah Akhlak Teacher)
O/GMP/A1/16-01-2025	Integration of Varied Digital	Teachers deliberately plan lessons that use	Researcher Observation



	Media and Interactive Methods	educational videos, online forums, interactive quizzes, and real-case analysis (e.g., viral cyberbullying cases) to teach empathy, responsibility, and digital ethics.	
D/PD/A1/16-03-2025	Development of Preventive and Responsive Institutional Systems	Planning extends to creating school-wide mechanisms such as an anonymous online reporting form for cyberbullying incidents, making prevention and rapid response part of the character education framework.	School Document (Online Reporting System)

#### Implementation of Digital-Based Character Education in Preventing Cyberbullying

Table 2 presents program implementation approaches in the field, such as integrating character values into digital learning, using participatory approaches (PBL, student campaigns, case simulations), and involving homeroom teachers and parents in shaping positive habits for students in the digital world.

**Tabel 2.**

Implementation of Digital-Based Character Education

Data Code	Theme	Description	Respondent/Source
W/GWK/A2/25-01-2025	Shift from traditional lectures to participatory and contextual learning	Character education is delivered through dialogue, discussion, reflection, projects, simulations, and case studies rather than one-way online lectures. Students respond better to active involvement using the social media they already use daily.	Mrs. TM (Class Guardian)
W/GWK/A2/25-01-2025	Use of project-based learning and real-world digital campaigns	Students create digital content (short videos, infographics, campaigns such as "Stop Cyberbullying") to deepen understanding of digital ethics, empathy,	Mrs. TM (Class Guardian)



		communication, and social responsibility.	
O/PD/A2/25-01-2025	High student engagement when using familiar digital platforms	Students show strong enthusiasm in activities involving YouTube, Instagram, simulations, and content creation under teacher guidance to ensure alignment with character values.	Researcher Observation
W/GWK/A2/25-01-2025 & O/PD/A2/25-01-2025	Integration of character values across subjects and digital contexts	Values (tolerance, honesty, responsibility, empathy) are embedded in various subjects, taught through digital situations such as proper online commenting, responding to hoaxes, and supporting victims of cyberbullying.	Mrs. TM & Researcher Observation
W/GBK/A2/25-01-2025	Collaboration beyond the classroom: involving parents and guardians	Character values taught at school are reinforced at home through active involvement of class guardians and parents, creating continuity between school and home environments.	Mrs. Sw (Teacher)
W/GBK/A2/25-01-2025	Whole-school approach and teacher capacity building	Implementation is a shared responsibility; the madrasah provides internal training for teachers on effective use of digital media, making character education a school-wide culture rather than the task of a single subject.	Mrs. Sw (Teacher)
Combined sources	Cyberbullying as an entry point rather than just a problem	Cyberbullying cases and issues are deliberately used as concrete, relevant teaching moments to develop ethics, empathy, and social	Synthesis from all informants & observation



responsibility in the  
 digital era.

Utilization of Digital Media in Character Education to Prevent Cyberbullying

Table 3 summarizes the types of digital media and platforms used by madrasahs (educational videos, infographics, Instagram/TikTok, online discussion forums, interactive quizzes, and anonymous online reporting forms), along with their objectives and impacts on students' digital ethics.

**Tabel 3.**  
 Utilization of Digital Media in Character Education

Data Code	Theme	Description	Data Code
O/GMP/A3/08-02-2025	Digital media as the primary (not just supporting) medium	Digital platforms are the main vehicle for delivering character values in a contextual, engaging, and relatable way for digital-native students.	O/GMP/A3/08-02-2025
W/GWK/A3/08-02-2025	Strategic selection of media based on students' daily habits	Teachers deliberately choose platforms students already use (WhatsApp, Instagram, YouTube, TikTok) to ensure relevance and higher engagement.	W/GWK/A3/08-02-2025
W/GWK/A3/08-02-2025	Creation of teacher-made short digital content	Teachers produce short videos on empathy, polite commenting, dangers of hoaxes, and other character issues to make the message more appealing.	W/GWK/A3/08-02-2025
O/PD/A3/08-02-2025	Student-generated anti-cyberbullying content	Students create TikTok videos, Instagram stories, digital posters, and campaigns using tools they master, turning them from consumers into active creators of positive messages.	O/PD/A3/08-02-2025
W/GWK/A3/08-02-2025 & O/PD/A3/08-02-2025	Use of learning platforms and creative tools	Google Classroom, YouTube Edu, Canva, Google Forms, and WhatsApp groups are	W/GWK/A3/08-02-2025 & O/PD/A3/08-02-2025



		<p>routinely used for assignments, reflections, discussions, and surveys on character and digital ethics.</p>	
W/GWK/A3/08-02-2025	<p>Online forums and small-group discussions for sharing experiences</p>	<p>WhatsApp groups and Google Classroom forums serve as safe spaces for students to discuss personal experiences, digital ethics, and solutions to online conflicts.</p>	W/GWK/A3/08-02-2025
W/GWK/A3/08-02-2025	<p>Google Forms for self-reflection and behavior monitoring</p>	<p>Regular short surveys and daily reflections help students become aware of their own online behaviour and areas needing improvement.</p>	W/GWK/A3/08-02-2025
O/PD/A3/08-02-2025 & synthesis	<p>Higher responsiveness and engagement with visual/interactive media</p>	<p>Students show significantly greater interest, participation, and understanding when character education is delivered through videos, interactive tasks, and creative digital projects.</p>	O/PD/A3/08-02-2025 & synthesis

#### Evaluation and Program Impact on Cyberbullying

Table 4 shows the evaluation indicators used (changes in student behavior, teacher and parent participation rates, student questionnaire results) and the actual impact of the program, including a drastic decrease in cyberbullying cases from 85% (before the program) to 15% (after the program) in the 2024–2025 period.

**Tabel 4.**

Evaluation and Program Impact on Cyberbullying

Data Code	Theme	Description	Respondent/Source
W/GWK/A4/19-02-2025	<p>Evaluation focuses on real behavioral change, not just scores</p>	<p>Success is measured by actual changes in online communication, willingness to intervene in bullying cases, and daily application of character</p>	<p>Mrs. Tm (Class Guardian)</p>



		values rather than only quizzes or assignments.	
D/GWK/A4/19-02-2025	Quantitative indicator: significant decrease in reported cyberbullying cases	Internal madrasah data show a clear decline in digital bullying incidents in the three months after intensive program implementation.	Madrasah Internal Report
D/GWK/A4/19-02-2025	Qualitative behavioral indicators of improved digital ethics	Students increasingly avoid negative comments, ask permission before sharing photos, report harmful content, and show greater awareness of digital ethics.	Madrasah Internal Report
O/PD/A4/19-02-2025	Observable improvement in online interaction patterns	In class forums and social media, students display more polite language, respect for opinions, mutual support, and active promotion of positive campaigns.	Researcher Observation
W/GWK/A4/19-02-2025 & W/PD/A4/19-02-2025	Weekly reflective evaluation using Google Forms	Students regularly answer structured questions about their digital experiences, responses to bullying, and values practiced, providing evidence of attitude and mindset shifts.	Mrs. Tm & Student reflections
W/PD/A4/19-02-2025	Student self-reported behavioral change	Example: "I used to comment carelessly... now I think more before I send messages. I've learned that words can be hurtful."	Student (anonymous reflection)
W/GMP/A4/19-02-2025	Character formation is a long-term, non-instant process	Consistent reinforcement and dynamic adaptation are needed because the digital world evolves rapidly and supervision	Mr. Bn (Sociology Teacher)



outside school is limited.

### Supporting Factors for the Implementation of Digital-Based Character Education

This table describes internal and external factors that support the program's success, including the availability of digital infrastructure, teacher competence and commitment, conducive madrasah policies, and parental participation in digital parenting programs.

**Tabel 5.**

Supporting Factors for the Implementation of Digital-Based Character Education

<b>Data Code</b>	<b>Theme</b>	<b>Description</b>	<b>Respondent/Source</b>
W/GMP/A5/06-03-2025	Adequate digital infrastructure and facilities	Stable internet, computers/projectors in every class, and a dedicated multimedia room enable smooth and effective technology-integrated character education activities.	Teachers (collective statement)
W/GMP/A5/06-03-2025	Teachers' technological adaptability and digital competence	Teachers are not only users but creative facilitators who successfully integrate character values (empathy, digital etiquette, anti-cyberbullying) into videos, podcasts, and online forums.	Teachers & Mrs. Nf (Aqidah Akhlak Teacher)
W/GMP/A5/06-03-2025	Teachers as facilitators and mentors (not just instructors)	Teachers shift roles to guide, mentor, and inspire reflective engagement, making character education more attractive and meaningful for students.	Mrs. Nf & general teacher statements
Combined sources	Progressive and responsive madrasah policies	Policies go beyond curriculum compliance: dedicated anti-cyberbullying programs, digital literacy initiatives, and encouragement of positive content creation.	Synthesis from interviews
W/GBK/A5/18-03-2025	Guidance-oriented rather than punishment-	Students who violate digital rules are guided to create positive content (e.g., anti-cyberbullying	Guidance and Counseling Teacher



	oriented approach	videos) instead of merely being punished.	
W/GBK/A5/18-03-2025	School-initiated anti-cyberbullying and positive-content campaigns	Special programs and campaigns actively involve students in producing educational and preventive digital content.	Guidance and Counseling Teacher
Combined sources	Active parental involvement and home-school synergy	Regular communication via WhatsApp groups, digital parenting seminars, and progress reports ensure character values are reinforced at home.	Synthesis (mentioned across interviews)

#### Inhibiting Factors in the Implementation of Digital-Based Character Education

This table details the obstacles still being faced, such as low digital ethics literacy among students, the technology access gap at home, limited teacher training, and minimal parental supervision due to limited understanding of the digital world.

**Tabel 6.**

#### Inhibiting Factors in the Implementation of Digital-Based Character Education

Data Code	Theme	Description	Respondent/Source
W/GBK/A6/06-03-2025	Low student awareness of digital ethics and boundaries	Students are highly skilled in using social media but often consider mocking, sarcasm, spreading rumors, or sharing without permission as “just jokes” or normal behavior.	Guidance and Counseling Teacher
W/GBK/A6/06-03-2025	Failure to recognize own actions as cyberbullying	Many students do not realise that their online teasing or comments constitute cyberbullying, revealing a gap between technical skill and moral awareness.	Guidance and Counseling Teacher
W/PD/A6/06-03-2025	Digital divide and limited access to devices/internet at home	Not all students own smartphones or have reliable internet; many borrow devices, making it difficult to participate fully in	Student

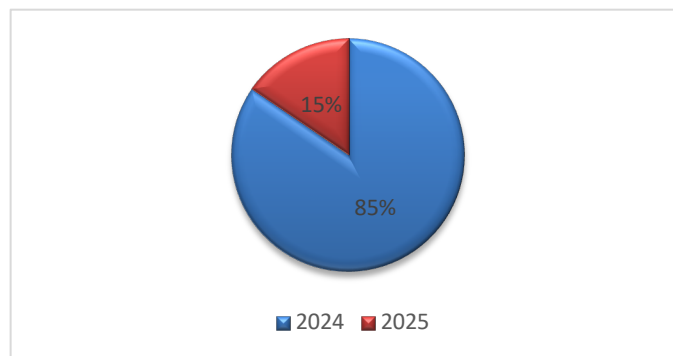


		digital character education activities.	
W/PD/A6/06-03-2025	Inequality in participation due to the digital gap	Students without personal devices are excluded or delayed in submitting assignments, joining online discussions, or creating required digital content.	Student
W/GMP/A6/06-03-2025	Uneven teacher competence in digital-based character education	Many teachers lack specific training on how to effectively integrate character values through digital platforms; implementation remains inconsistent.	Subject Teacher
W/GMP/A6/06-03-2025	Absence of targeted training on digital character education	Existing teacher training is general; no systematic, specific professional development focused on digital character education has been provided.	Subject Teacher
W/GWK/A6/06-03-2025	Limited parental understanding and supervision of digital media	Most parents view social media as their child's private space and lack the knowledge or confidence to monitor or guide online behavior.	Class Guardian
W/GWK/A6/06-03-2025	Inconsistent home-school reinforcement of character values	Parents' lack of digital literacy and reluctance to intervene weakens the continuity of character education between madrasah and home.	Class Guardian
W/GWK/A6/19-03-2025	Student focus on form/aesthetics over substance and reflection	Students prioritize making content that looks attractive or gets many likes rather than reflecting deeply on character values or the impact of bullying.	Class Guardian



W/GWK/A6/19-03-2025	Shift from value-internalisation to self-presentation	Creative digital projects sometimes become more about popularity and entertainment than about meaningful ethical reflection and character growth.	Class Guardian
Combined sources	Overall gap between technical digital literacy and moral/ethical literacy	High technical proficiency coexists with low ethical awareness, creating a persistent challenge for genuine character transformation in the digital space.	Synthesis of all informants

The results of the study show a significant decrease in the number of cyberbullying cases following the implementation of the intervention program. As shown in the diagram, the percentage of cases in 2024 before the program reached 85%, while in 2025 after the program, only 15% remained. This comparison shows that the program was able to drastically reduce cyberbullying cases, by more than half from the initial condition. This sharp decline indicates the effectiveness of the program in increasing digital awareness, internet ethics, and more structured prevention mechanisms for participants. Overall, the diagram's visualization reinforces the finding that the intervention provided had a positive, tangible impact on reducing cyberbullying behavior in the target environment.



**Figure 1.** Comparison of Cyberbullying Cases Before and After the Program Discussion

### Discussion

Planning is a strategy for determining which actions to take to achieve predetermined goals. It is conducted according to the demands of a specific time period. More importantly, planning can be carried out quickly and accurately. This ensures that, by using such learning methods, students will not fall behind in their lessons even if they are unable to interact with teachers (Mujiwati et al., 2024). The results of the thematization in Table 1 show that planning at this madrasah is not merely administrative



in nature, but rather strategic, anticipatory, and contextual to the reality of students' digital lives today.

First, planning is understood as a strategic foundation (Mr. Bn & Mrs. Nf). Teachers consciously choose which character values are most relevant to emphasize (e.g., empathy, responsibility, digital communication ethics) and determine the media and approaches that are appropriate for young people who are already highly connected to digital platforms. Character education planning in the digital era must be based on an analysis of the real needs and risks faced by students, rather than simply following a standard curriculum (Fitriyah, 2020).

Second, planning at this madrasah is preventive and risk-oriented, particularly regarding cyberbullying. Mrs. Nf explicitly mentioned the risk of cyberbullying as part of the planning process. This mapping allows teachers to design learning strategies that are more focused on the affective domain, so that character education is no longer theoretical, but can be directly applied by students when faced with rude comments, online bullying, or the spread of hoaxes.

Third, the use of various digital media (educational videos, online discussion forums, interactive quizzes) and the analysis of viral cyberbullying cases conducted by teachers show that the planning has integrated the principles of contextual teaching and learning (CTL) and case-based learning. Students are not only encouraged to memorize character values but also to analyze real cases directly and respond with empathy and responsibility. The madrasah must integrate character education across various subjects, particularly those relevant to the digital context, such as Informatics, Sociology, and Islamic Religious Education. Additionally, thematic modules are designed to address digital ethics, the dangers of cyberbullying, and the importance of being a responsible digital citizen. These modules are used in both curricular and extracurricular learning, as well as in digital literacy activities (Mei et al., 2025).

Fourth, the provision of anonymous online reporting forms is a concrete manifestation of planning oriented towards prevention and rapid response systems. This initiative reflects the whole-school approach recommended by UNESCO in preventing violence in schools, including cyberbullying. The form not only serves as an early-detection tool but also as evidence that the madrasah has designed institutional mechanisms to support the sustainable implementation of character values.

Thus, the planning stage at Muhammadiyah Limbung Senior High School has met the criteria for effective character education planning in the digital age, namely:

- a. Based on student needs and risk analysis
- b. Integrating character values with media and methods relevant to the digital generation
- c. Involving all school components (teachers, systems, and infrastructure)
- d. Oriented towards prevention and the formation of real behavior in the digital world.

This careful planning provides a strong foundation for the subsequent stages (implementation, use of media, and evaluation), which ultimately result in a significant reduction in cyberbullying cases and an increase in students' digital ethics awareness, as will be discussed in the following sections.

The implementation stage represents the concrete translation of planning into real classroom and school-wide practice. The findings summarized in Table 2 clearly demonstrate that the implementation of digital-based character education at Muhammadiyah Limbung Senior High School is contextual, participatory, collaborative, and fully integrated making it far more effective in addressing cyberbullying than traditional approaches. This implementation is realized through learning activities,



habituation practices, and supporting programs that utilize digital technology as the primary medium (Arifin, 2025)

First, the shift from one-way lectures to participatory and contextual learning (Mrs. TM) reflects a successful adaptation to the learning styles of Generation Z and Alpha students. Students exhibit significantly higher engagement when invited to discuss, create projects, and simulate real-life situations using the social media platforms they already use daily. These findings align with Ridha et al (2025)'s statement that the concept of “digital natives” refers to those who respond best to active, connected, and visually rich learning experiences.

Second, the adoption of project-based learning (PBL) and case studies—particularly the creation of “Stop Cyberbullying” campaigns in the form of short videos, infographics, and Instagram/TikTok content (Mrs. TM & researcher observation)—not only deepens students’ understanding of digital ethics but also cultivates empathy, communication skills, and social responsibility. Students are transformed from passive consumers of harmful content into active producers of positive messages. This outcome supports the Indonesian Ministry of Education’s assertion that character education is most effective when students become the subjects rather than mere objects of learning.

Third, the integration of character values across various subjects (not limited to Civics or Counseling classes) and the teaching of these values within authentic digital contexts, such as appropriate online commenting, responding to hoaxes, and supporting victims of online bullying, illustrates a truly integrated and contextual curriculum. Fourth, the active involvement of class guardians and parents, and the provision of in-house teacher training on digital tools (Mrs. Sw), underscores the collaborative and cross-space nature of the implementation.

Fifth, treating cyberbullying not merely as a disciplinary problem but as a powerful entry point for learning represents a highly strategic pedagogical choice. By using real cyberbullying cases as discussion material and project prompts, students gain insight into the perspectives of victims, perpetrators, and bystanders.

In summary, the implementation stage at Muhammadiyah Limbung Senior High School has successfully transformed character education from a theoretical and monotonous exercise into a meaningful, enjoyable, and highly relevant learning experience for digital-native students. The high level of student enthusiasm (as observed by the researcher), the proliferation of student-generated positive content, and the subsequent significant reduction in cyberbullying incidents (Table 4) provide strong empirical evidence of success. This participatory and collaborative implementation serves as a vital bridge between strategic planning (Table 1) and measurable outcomes (Table 4), while offering a replicable model for other madrasahs and schools across Indonesia facing similar digital-age challenges.

The evaluation stage constitutes the most convincing evidence of the program’s success. Table 4 demonstrates that the digital-based character education initiative at Muhammadiyah Limbung Senior High School has produced measurable, sustained, and multidimensional positive impacts, particularly in preventing and reducing cyberbullying.

The primary evaluation focuses on changes in students’ behavior following participation in the digital character education program. Teachers and homeroom advisors, together with guidance and counseling (BK) teachers, conduct observations of student interactions both directly in the classroom and within digital spaces such as social media groups (Azzahra et al., 2024).



The madrasah also evaluates the extent to which teachers and parents are involved in supporting the digital character education process. Based on documentation and interviews, most teachers reported integrating digital character education into their teaching practices. However, challenges remain regarding the uniformity of understanding and consistency among teachers.

From the parents' perspective, the evaluation results indicate that participation in the digital parenting program remains moderate. Some parents actively engage in socialization sessions and assist their children in online activities, while others are less involved due to time constraints or limited technological literacy (Lestari et al., 2023).

The digital literacy programs implemented were evaluated through questionnaires and feedback from students. The students reported that activities such as educational video competitions and anti-cyberbullying seminars were engaging and had a positive impact. However, they also suggested incorporating more visual content, interactive approaches, and familiar platforms such as Instagram or TikTok to deliver character education messages more effectively (Hananto et al., 2024). This evaluation serves as a basis for the madrasah to refine its methods and learning media, ensuring that digital character education programs remain relevant, appealing, and effective for the students' context.

The evaluation of digital character education at Muhammadiyah Limbung Senior High School indicates that the program has had a positive impact on students' behavior in digital spaces. Although several challenges remain, the madrasah has demonstrated concrete efforts to continuously improve and sustain the program. Participatory and reflective evaluation serves as a key mechanism to maintain the relevance and effectiveness of character education amid the ever-evolving challenges of the digital era (Hafizi, 2023).

The successful implementation of digital-based character education for the prevention of cyberbullying at Muhammadiyah Limbung Senior High School is inseparable from several supporting factors that directly or indirectly enhance the program's effectiveness. These factors encompass both internal and external aspects of the madrasah, as well as the synergy among various stakeholders within the educational environment.

One of the key strengths in implementing digital-based character education at the madrasah is the availability of adequate technological infrastructure. The school has stable internet access, supporting devices such as computers, projectors, and a digital laboratory, and actively uses online learning platforms (Yustiasari Liriwati et al., 2024).

Teachers at Muhammadiyah Limbung Senior High School demonstrate strong enthusiasm for developing learning experiences that instill character values, particularly those related to digital ethics. Their ability to connect instructional material to the digital realities students face, along with their sensitivity to changes in student behavior, plays a crucial role in raising awareness of the dangers of cyberbullying (Firdaus, 2023).

Parental involvement in digital-based character education serves as another key supporting factor. Although participation levels vary, most parents express support for the madrasah's programs and are willing to engage in digital parenting activities. Collaboration between the school and parents helps build a collective awareness of the importance of guiding students' technology use at home (Wati et al., 2022).

Although the implementation of digital-based character education at Muhammadiyah Limbung Senior High School has demonstrated various successes, several inhibiting factors were identified that affect the program's effectiveness. These



factors stem from both internal and external aspects and need to be considered for evaluation and future program development.

One of the main obstacles is the low level of digital literacy among some students, particularly regarding ethics and responsibility in the use of digital media (Abidah et al., 2024). Some students still consider behaviors such as mocking others on social media, sharing insulting memes, or sharing someone else's personal information as normal or funny. This indicates that students' awareness of the psychological and social impacts of cyberbullying still needs to be improved (Riswanto & Marsinun, 2020). The lack of digital empathy is a major barrier to behavioral change.

Not all students have adequate personal technology at home, such as smartphones, laptops, or stable internet connections. This makes it difficult for them to access digital learning materials optimally, especially during independent learning activities or while participating in online anti-cyberbullying campaigns (Herman & Permadi, 2025). This digital divide has the potential to create inequities in students' understanding and engagement with the digital character values being taught.

In a society that has not yet fully recognized the urgency of digital character education, there is often a perception that the madrasah alone is sufficient to address children's ethics in the online world. The lack of synergy with the social environment outside the madrasah further hinders efforts to develop digital character holistically. This occurs because some parents have a limited understanding of digital ethics, making it difficult for them to guide and supervise their children when using social media or the internet at home (Dheasari et al., 2022).

## CONCLUSION

The results of this research that the implementation of digital-based character education through participatory, contextual, and media-rich approaches is highly effective in reducing cyberbullying incidents among senior high school students in a madrasah setting. Theoretically, this research enriches the existing body of character education theory by demonstrating that character values are most successfully internalized by digital-native generations when delivered through the very platforms they use daily, thereby strengthening the relevance of Contextual Teaching and Learning (CTL) and Project-Based Learning (PBL) frameworks in the digital era. In practice, the model developed at Muhammadiyah Limbung Senior High School offers a replicable blueprint for other educational institutions, particularly Islamic-based schools, to integrate anti-cyberbullying modules into both curricular and extracurricular activities using affordable, familiar digital tools. At the policy level, the significant reduction in cases from 85% to 15% within one year suggests that education authorities and the Ministry of Education, Culture, Research, and Technology should consider incorporating mandatory digital ethics and character education components into the national Merdeka Curriculum, especially for junior and senior high school levels. Collaboration among schools, parents, and local governments in providing digital parenting programs and equitable access to technology is also crucial to sustaining the impact beyond school walls. Future research is recommended to test the effectiveness of this digital-based character education model in different socio-cultural and geographical contexts across Indonesia, as well as to conduct longitudinal studies that track the long-term effects on students' online behaviour after they graduate. Thus, this study not only addresses an urgent contemporary issue but also contributes to building a safer, more ethically conscious digital society for younger generations.



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