

## SCHOOL COUNSELING INTERVENTIONS TO ADDRESS CYBERBULLYING AND EMOTIONAL DYSREGULATION IN ADOLESCENTS

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### Abstract

The background of this research is based on the increasing cases of cyberbullying among school adolescents, which impact psychological conditions, particularly students' emotional regulation abilities. Cyberbullying behavior occurring through digital media not only causes social pressure but also triggers emotional disorders such as anxiety, anger, and a tendency to withdraw from the social environment. This condition indicates the need for systematic intervention through school counseling services. This study aims to describe and analyze school counseling interventions in addressing cyberbullying and emotional dysregulation among adolescents at SMPN 1 IV KOTO. The approach used is descriptive qualitative with a case study method. Data collection techniques included observation, interviews, and documentation. The results show that cyberbullying occurs in various forms, such as ridicule on social media, unauthorized dissemination of content, and exclusion in online groups, impacting students' emotional conditions, such as irritability, anxiety, and social withdrawal. School counseling interventions included individual counseling, group counseling, and psychoeducation services. These interventions showed reasonably effective results in helping students improve their emotional regulation abilities and social awareness. Nevertheless, the implementation of interventions still faces several obstacles, thus requiring strengthening and continuity of counseling services in schools.

**Keywords:** cyberbullying; emotional dysregulation; school counselling

### 1. Introduction

Basically, education is not only interpreted as a process of knowledge transfer but also as an effort to form complete human beings, encompassing intellectual, emotional, and social aspects. In this context, schools have a strategic role as a learning environment that not only develops students' academic abilities but also shapes personality, character, and the ability to manage emotions and interact healthily with others. Therefore, the ideal educational process should be able to create students who are not only cognitively intelligent but also emotionally and socially mature in facing life's dynamics (Fadillah et al., 2024).

Theoretically, adolescence is a developmental period greatly influenced by emotional regulation ability, which are skills to recognize, understand, and control emotions adaptively. An inability to manage emotions can lead to maladaptive behaviors, both as victims and perpetrators in social interactions. One phenomenon currently developing in the context of adolescent interaction is cyberbullying, a form of bullying carried out through digital media characterized by anonymity, wide reach, and rapid dissemination (Wahyuni et al., 2025). This condition makes its impact more complex than conventional bullying.

The relationship between cyberbullying as variable X and emotional dysregulation as variable Y can be explained through the Emotion Regulation Theory proposed by Gross, which emphasizes that an individual's ability to manage emotions largely determines their response to external stimuli. Cyberbullying as a negative stimulus in the digital space can trigger intense emotional reactions in adolescents. When individuals lack good emotional regulation abilities, such experiences can lead to emotional dysregulation characterized by anger, anxiety, sadness, and social withdrawal. Furthermore, through Bandura's Social Learning Theory, cyberbullying behavior can also be understood as a result of



social learning processes, where individuals imitate aggressive behaviors observed in the digital environment, potentially making adolescents either victims or perpetrators (Aulia et al., 2026).

Empirically, the development of information and communication technology has altered adolescent interaction patterns, making them increasingly dependent on social media such as WhatsApp, Instagram, and TikTok (Pramudita, 2025). On one hand, this facilitates communication; on the other, it increases the risk of cyberbullying. Research shows that cyberbullying can lead to psychological impacts such as anxiety, anger, sadness, and social withdrawal (Fatha et al., 2025). This condition is exacerbated by adolescents' inability to manage emotions, or emotional dysregulation (Monica Santosa, 2022).

Based on this, this research possesses novelty because it not only examines cyberbullying as a social phenomenon but specifically links it to emotional dysregulation within a single analytical framework and examines integrated school counseling interventions in addressing both issues. This study is important because there is still limited research integrating digital behavior aspects and emotional regulation within the context of school counseling services.

In the educational context, guidance and counseling services have a strategic role in helping students face these problems. School counseling not only functions as problem intervention but also as a preventive effort through individual counseling, group counseling, and psychoeducation to improve students' social and emotional skills (Fadillah et al., 2024). However, the implementation of counseling services in schools still faces various obstacles, such as limited service time, low student awareness to report, and the absence of programs specifically integrating the simultaneous handling of cyberbullying and emotional dysregulation.

Based on preliminary observations at SMPN 1 IV Koto, out of 360 students, approximately 35 students had experienced cyberbullying in the form of ridicule on social media, exclusion in online groups, and being given negative nicknames. Additionally, about 40 students showed symptoms of emotional dysregulation such as irritability, difficulty controlling anger, anxiety, and social withdrawal. Interview results also indicated that some students tend to suppress their feelings due to fear and shame to disclose them to teachers or peers.

These findings indicate that cyberbullying and emotional dysregulation are interrelated problems that genuinely occur in the school environment. If not handled appropriately, this condition can lead to a decline in the quality of learning and students' psychological well-being.

Based on this, this research focuses on school counseling interventions in addressing cyberbullying and emotional dysregulation in adolescents. This research is expected to contribute to the development of guidance and counseling studies and serve as a practical reference for schools in designing more effective services in the digital era.

## 2. Method

This research method uses a qualitative approach with a descriptive type, aiming to deeply understand the phenomenon of cyberbullying and emotional dysregulation in adolescents and the application of school counseling interventions in their handling, thus allowing for a comprehensive exploration of students' experiences and emotional conditions in the natural school context (Fiantika & others, 2022). The research was conducted at SMPN 1 IV Koto with subjects being students who experienced or were indicated to have cyberbullying and emotional dysregulation, as well as guidance and counseling teachers as supporting informants, selected through purposive sampling. Data were collected through observation, in-depth interviews, and documentation in the form of case notes and counseling service reports (Putri & Murhayati, 2025). Data analysis was performed using an interactive model including data reduction, narrative data presentation, and conclusion drawing. Data validity was tested

through source and technique triangulation by comparing observation, interview, and documentation results to ensure accountable validity (Putri & Murhayati, 2025).

### 3. Results and Discussion

Based on the data collection results through observation, in-depth interviews, and documentation conducted at SMPN 1 IV Koto, research findings were obtained that describe the real conditions regarding cyberbullying, emotional dysregulation, and the counseling interventions carried out at the school. Data were obtained from students as primary informants and guidance and counseling teachers as supporting informants. To clarify the findings, the data are presented in narratives and tables as follows.

a. Intensity and Forms of Cyberbullying

**Table 1.** Forms of Cyberbullying Experienced by Students

No	Form of Cyberbullying	Number of Students
1	Irritability	14 students
2	Excessive anxiety	10 students
3	Social withdrawal	9 students
4	Difficulty controlling emotions	7 students
	Total	40 students

Based on the table, it is evident that the most common form of cyberbullying experienced by students is ridicule or sarcasm on social media, amounting to 15 students. This indicates that the digital space is often used as a means to attack others verbally, which can have a sustained psychological impact because the content can be viewed repeatedly by a wide audience.

b. Students Emotional Dysregulation Condition

**Table 2.** Symptoms of Emotional Dysregulation in Students

No	Emotional Symptom	Number of Students
1	Irritability	14 students
2	Excessive anxiety	10 students
3	Social withdrawal	9 students
4	Difficulty controlling emotions	7 students
	Total	40 students

Based on the table above, the most common symptom of emotional dysregulation experienced by students is irritability, with 14 students. This condition indicates that some students have difficulty controlling their emotional responses when facing pressure, whether from the social environment or personal experiences. These angry reactions generally appear spontaneously and are not always proportional to the situation faced, potentially leading to conflicts with peers.

c. Relationship Between Cyberbullying and Emotional Dysregulation

**Table 3.** Relationship Between Cyberbullying and Emotional Condition

Student Category	Characteristics Found
Victim	Anxious, fearful, low self-esteem

Perpetrator	Impulsive, irritable
Victim & Perpetrator	Unstable emotions, difficulty with self-control

Based on the table above, there appears to be a close relationship between cyberbullying and students' emotional conditions. Students who are victims tend to experience anxiety, fear, and decreased self-confidence. This condition arises as a consequence of the repeated psychological pressure they experience on social media. Feelings of insecurity and fear of being ridiculed again make it difficult for students to interact normally with their surroundings.

d. Impact on Academic and Social Behavior

**Table 4.** Impact of Cyberbullying on Students

No	Impact Experienced	Description
1	Decreased learning motivation	Students lack focus in class
2	Lack of self-confidence	Reluctant to perform in front of others
3	Social withdrawal	Avoiding friends
4	Decreased social interaction	Reduced communication

Based on the table, it can be seen that cyberbullying has a significant impact on students' academic and social lives. Decreased learning motivation is one of the main observed impacts, where students experience difficulty concentrating and are less active in participating in learning activities. This condition shows that the emotional pressure experienced by students directly affects their academic performance.

e. Forms of School Counseling Interventions

**Table 5.** Types of Counseling Interventions

No	Type of Service	Main Objective
1	Individual counseling	Addressing students' personal problems
2	Group counseling	Social support and sharing experiences
3	Psychoeducation	Education about cyberbullying and emotions

Based on the table above, it can be seen that the school has implemented various forms of counseling interventions to address student problems. Individual counseling is the primary service provided to students experiencing direct problems, aiming to help them understand and manage emotions better. In this process, students are given space to express their feelings and receive guidance from the guidance and counseling teacher.

f. Student Responses and Changes After Intervention

**Table 6.** Changes in Student Behavior

No	Change Observed	Description
1	Better ability to control emotions	Less irritable
2	More open	Willing to share problems

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3	Increased self-confidence	Brave enough to interact
4	Reduced bullying behavior	More empathetic towards peers

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Based on the table, it appears that the counseling interventions provided had a positive impact on students' behavioral changes. Students who previously had difficulty controlling their emotions began to show improvement in self-control, so they were less irritable or reactive. This shows that counseling services can help students understand and manage their emotions better.

## Discussion

The results show that cyberbullying is a real phenomenon among students at SMPN 1 IV Koto and is closely related to emotional dysregulation. The forms of cyberbullying found were dominated by ridicule on social media, unauthorized dissemination of content, and exclusion in online communication groups. This condition illustrates that technological development not only facilitates interaction but also opens space for negative behaviors that impact students' psychological well-being. This finding aligns with research by Sari and Rahman (2022) stating that cyberbullying is a factor triggering emotional disorders in adolescents, especially in the form of anxiety and decreased self-confidence.

The results show that students experiencing cyberbullying tend to experience emotional dysregulation, such as irritability, excessive anxiety, and social withdrawal, reflecting a low ability to manage emotions when facing social pressure. This finding aligns with Pratama and Lestari (2024) stating that negative experiences in social interactions, including cyberbullying, affect adolescents' emotional regulation abilities, indicating that online bullying has a broad impact on students' emotional development. The relationship between cyberbullying and emotional dysregulation in this study shows an interrelated pattern. Students who are victims tend to experience emotional pressure characterized by fear, anxiety, and low self-confidence. This condition illustrates that cyberbullying not only impacts victims but also relates to the emotional condition of perpetrators. This finding reinforces the view that aggressive behavior in adolescents is often a form of expression of poorly managed emotions (Ratna Pratiwi, 2024).

The impact of cyberbullying on students' lives is clearly visible in academic and social aspects. Students experiencing cyberbullying show decreased learning motivation, lack of self-confidence, and limitations in establishing social interactions. They tend to avoid involvement in learning activities and choose to withdraw from their social environment. This condition aligns with the findings of Sari and Rahman (2022) stating that cyberbullying influences the decline in academic performance and the quality of students' social relationships. This shows that the impact of cyberbullying is not partial but encompasses various aspects of student development.

Counseling interventions at SMPN 1 IV Koto showed reasonably positive results in helping students overcome their problems. Individual counseling services provide space for students to express their feelings and understand their emotional conditions more deeply. Group counseling provides benefits in building social support and improving students' ability to empathize and communicate. The psychoeducation program also plays a role in enhancing students' understanding of the dangers of cyberbullying and the importance of emotional management. This finding aligns with research by Pratama and Lestari (2024) stating that directed approach-based counseling interventions can improve emotional regulation abilities and reduce the negative impacts of cyberbullying.

The results also showed positive changes in students after participating in counseling services. Students became better able to control their emotions, more open in expressing feelings, and showed increased self-confidence. These changes indicate that counseling interventions play a significant role in

helping students develop emotional and social skills. This condition reinforces that guidance and counseling services are essential components in creating a psychologically healthy school environment.

Nevertheless, the implementation of counseling interventions still faces obstacles such as low student openness, limited service time, and a limited number of counselors, hindering process optimization. This condition indicates that the success of counseling services requires support from various parties, both schools and families, as also emphasized in previous research that counseling effectiveness is influenced by the involvement of many parties. Overall, the results of this study align with previous research showing the relationship between cyberbullying and emotional dysregulation and the importance of counseling interventions, thus reinforcing that handling cyberbullying needs to be done comprehensively with an integrated counseling approach to support student development in the digital era.

#### 4. Conclusion

It can be concluded that cyberbullying is a real problem among students at SMPN 1 IV Koto and has a close relationship with emotional dysregulation, where involved students, both as victims and perpetrators, tend to experience difficulty managing emotions such as irritability, excessive anxiety, and social withdrawal, which ultimately impacts decreased learning motivation, low self-confidence, and impaired social interaction. In these conditions, school counseling interventions through individual counseling, group counseling, and psychoeducation have proven capable of producing positive changes in the form of improved emotional regulation abilities, self-disclosure, and the development of student empathy and self-confidence. Although implementation still faces obstacles such as low student openness, limited service time, and lack of family environmental support, it is necessary to strengthen more structured, comprehensive, and sustainable guidance and counseling services to optimally address cyberbullying problems while supporting students' emotional and social development in the digital era.

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