



Solution-Focused Brief Counseling (SFBC) in Enhancing Self-Confidence of Cyberbullying Victim Students

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Abstrak

Penelitian ini bertujuan untuk menguji efektivitas *Solution-Focused Brief Counseling* (SFBC) dalam meningkatkan rasa percaya diri siswa korban cyberbullying di SMPN 1 Kota Jantho. Cyberbullying merupakan salah satu permasalahan yang berdampak signifikan terhadap kesehatan mental remaja, khususnya dalam menurunkan kepercayaan diri. Penelitian ini menggunakan desain kuasi-eksperimen dengan pendekatan *pre-test and post-test control group design*. Sampel penelitian terdiri dari dua kelompok, yaitu kelompok eksperimen yang diberikan intervensi SFBC dan kelompok kontrol yang diberikan konseling konvensional. Teknik pengumpulan data dilakukan melalui angket, observasi, wawancara, dan dokumentasi. Analisis data menggunakan uji normalitas Kolmogorov-Smirnov dan uji Wilcoxon Signed Rank Test. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada rasa percaya diri siswa dalam kelompok eksperimen dibandingkan kelompok kontrol, dengan nilai Z hitung eksperimen lebih besar daripada kelompok kontrol. Hal ini menunjukkan bahwa SFBC efektif dalam membantu siswa korban cyberbullying mengembangkan kepercayaan diri melalui pendekatan yang berfokus pada solusi dan potensi individu.

Kata Kunci: *Solution-Focused Brief Counseling*, kepercayaan diri, *cyberbullying*

Abstract

This study aims to examine the effectiveness of Solution-Focused Brief Counseling (SFBC) in enhancing self-confidence among students who are victims of cyberbullying at SMPN 1 Kota Jantho. Cyberbullying has become a significant issue affecting adolescents' mental health, particularly in reducing self-confidence. This research employed a quasi-experimental design using a pre-test and post-test control group approach. The sample consisted of two groups: an experimental group receiving SFBC intervention and a control group receiving conventional counseling. Data were collected through questionnaires, observations, interviews, and documentation. Data analysis was conducted using the Kolmogorov-Smirnov normality test and the Wilcoxon Signed Rank Test. The results indicated a significant improvement in self-confidence among students in the experimental group compared to the control group, with the calculated Z value in the experimental group exceeding that of the control group. These findings suggest that SFBC is effective in enhancing students' self-confidence by focusing on solutions and individual strengths.

Keywords: *Solution-Focused Brief Counseling*, self-confidence, *cyberbullying*

Introduction

Adolescence is widely recognized as a critical developmental stage characterized by a transition from childhood to adulthood, involving significant hormonal, physical, psychological, and social changes. These developmental

processes occur sequentially and influence adolescents' capacity to achieve psychological maturity. One of the most crucial aspects of this stage is the ability to interact effectively within social environments, particularly with peer groups, which subsequently shapes social

communication skills both internally and externally. The development of these competencies is essential, as social interaction during adolescence plays a fundamental role in identity formation and emotional regulation (Gan et al., 2023; Ramadan et al., 2024).

In the digital era, adolescents are increasingly immersed in online environments, particularly social media platforms. In Indonesia, internet usage is predominantly driven by young and productive age groups, with adolescents representing a significant proportion of active users. Social media platforms such as messaging applications and networking sites have become central to adolescents' daily communication. While these platforms offer opportunities for social interaction and self-expression, they also expose adolescents to various online risks, including harmful behaviors that may negatively affect psychological well-being (Biswas et al., 2022; Grimland et al., 2025).

One of the most concerning negative consequences of digital interaction is cyberbullying. Cyberbullying refers to intentional aggressive behavior conducted through digital media with the aim of harming others, involving roles such as perpetrators, victims, or both. Unlike traditional bullying, cyberbullying occurs in virtual spaces and can involve actions such as harassment, intimidation, humiliation, and the dissemination of harmful content through text, images, or videos. Despite variations in definitions across studies, there is a consistent consensus that cyberbullying has detrimental effects on adolescents' psychological well-being (Giumetti et al., 2021; Ramadan et al., 2024; Strohmeier & Gradinger, 2022).

Empirical evidence indicates that cyberbullying remains highly prevalent among adolescents. Observational findings in school settings suggest that a substantial proportion of students experience cyberbullying at moderate to high levels, often manifested through verbal harassment, name-calling, and derogatory comments in online interactions. These behaviors are frequently normalized within peer communication, making them difficult to detect and address effectively. Cross-national studies also confirm that cyberbullying often co-occurs with traditional bullying and is influenced by peer dynamics, online activity frequency, and social context (Grimland et al., 2025; Khadka et al., 2024).

The psychological impact of cyberbullying is profound, particularly in relation to

adolescents' self-confidence and mental health. A growing body of research demonstrates that cybervictimization is strongly associated with decreased self-esteem, increased anxiety, depressive symptoms, and even self-harm behaviors. These effects are often mediated by emotional dysregulation and social exclusion, while protective factors such as social support, emotional intelligence, and self-compassion can mitigate these negative outcomes. However, many studies highlight that the relationship between cyberbullying and mental health is complex and may vary depending on contextual and individual factors (Fekih-Romdhane et al., 2024; Kwan et al., 2020; Predescu et al., 2024).

Given these challenges, effective intervention strategies are urgently needed, particularly within school settings where adolescents spend a significant portion of their time. School-based interventions, including counseling approaches, have been shown to play a crucial role in reducing cyberbullying and improving students' psychological well-being. Comprehensive approaches that integrate social-emotional learning, digital literacy, empathy training, and family involvement have demonstrated effectiveness, although their impact varies depending on implementation quality and contextual factors. Counseling interventions that focus on strengths and solutions, rather than problems, are increasingly recognized as promising approaches in addressing adolescent psychological issues (Fraguas et al., 2021; Ng et al., 2020; Siddiqui & Schultze-Krumbholz, 2023).

Based on the aforementioned issues, this study addresses several key problems: the high prevalence of cyberbullying among adolescents, the limited implementation of innovative and solution-based counseling approaches, and the need to integrate digital media into intervention strategies that align with adolescents' preferences. Therefore, this study aims to develop and examine the effectiveness of a Solution-Focused Brief Counseling (SFBC) approach in enhancing self-confidence among cyberbullying victim students. Additionally, this research explores the potential integration of digital platforms, such as social media, as supportive tools in delivering counseling interventions that are more engaging and relevant to adolescents' lived experiences.

Method

This study employed a quasi-experimental research design using a pre-test and post-test control group approach to examine the effectiveness of Solution-Focused Brief Counseling (SFBC) in enhancing self-confidence among cyberbullying victim students. The research was conducted at SMPN 1 Kota Jantho, involving a population of junior high school students. A purposive sampling technique was used to select participants who were identified as victims of cyberbullying and exhibited low levels of self-confidence. The sample consisted of two groups: an experimental group receiving the SFBC intervention and a control group receiving conventional counseling approaches. Data were collected through self-confidence questionnaires, observations, interviews, and documentation to ensure comprehensive data triangulation.

The research procedure began with the administration of a pre-test to measure baseline

self-confidence levels, followed by the implementation of SFBC sessions for the experimental group over several meetings. The intervention focused on solution-oriented techniques, goal setting, and strengthening students' internal resources. Meanwhile, the control group received standard counseling without the SFBC approach. After the intervention, a post-test was conducted to assess changes in self-confidence. Data analysis included normality testing using the Kolmogorov–Smirnov test and hypothesis testing using the Wilcoxon Signed Rank Test to determine the significance of differences between pre-test and post-test results. This methodological approach was chosen to provide empirical evidence of the effectiveness of SFBC in addressing the psychological impact of cyberbullying among adolescents.

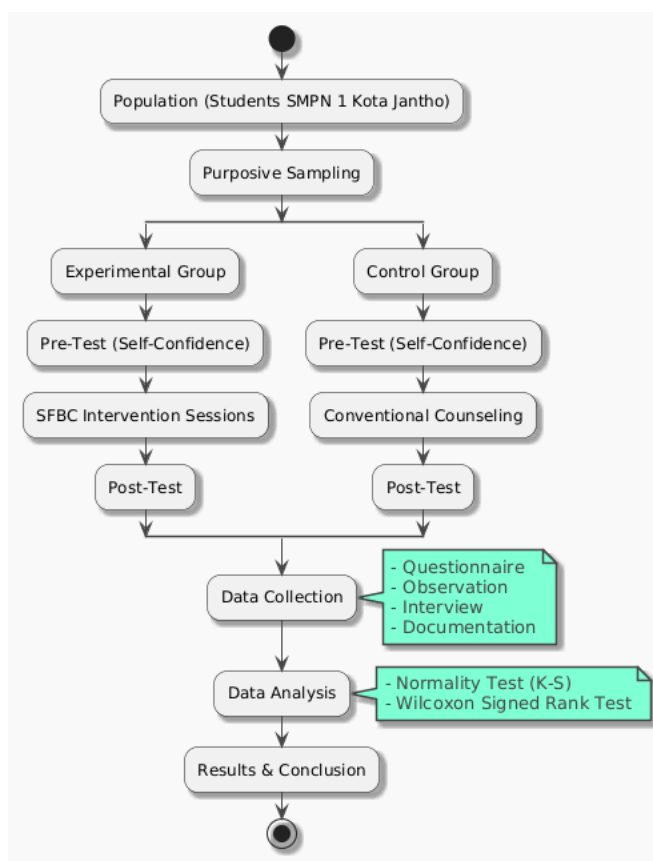


Figure 1. Quasi-Experimental Research Flow

The diagram above illustrates the quasi-experimental research flow used in this study. The process began with population determination and sample selection using purposive sampling techniques. The participants were then divided into two groups: the experimental group and the control group. Both groups were given a pre-test

to measure initial levels of self-confidence. However, only the experimental group received the Solution-Focused Brief Counseling (SFBC) intervention, while the control group received a conventional counseling approach. After treatment, both groups were given a post-test to measure changes. All data were collected through

various instruments and analyzed using appropriate statistical tests to empirically determine the effectiveness of the intervention.

Result and Discussion

Result

Baseline Condition of Students' Self-Confidence

The initial findings of this study indicate that students who were identified as victims of cyberbullying exhibited relatively low levels of self-confidence prior to the intervention. This condition was revealed through pre-test results, supported by observations and interviews conducted during the preliminary stage. Many students reported experiencing negative verbal interactions, such as being called inappropriate names, receiving insulting comments, and being publicly humiliated through social media platforms. These experiences contributed significantly to feelings of insecurity, social withdrawal, and reduced self-worth.

Furthermore, the observational data confirmed that cyberbullying behaviors occurred

both directly and indirectly within students' social environments. Direct cyberbullying included personal attacks through private messages, while indirect forms involved public posts or stories targeting victims. These repeated negative interactions reinforced students' negative self-perceptions and weakened their confidence in social situations. This finding aligns with previous research indicating that cybervictimization is strongly associated with decreased self-esteem and increased psychological distress among adolescents.

The pre-test scores quantitatively demonstrated the low level of self-confidence among participants. Students in both the experimental and control groups showed relatively similar baseline scores, indicating that both groups started from comparable psychological conditions. This equivalence is important in quasi-experimental research, as it ensures that any observed differences in outcomes can be attributed to the intervention rather than initial disparities.

Table 1. Pre-Test Self-Confidence Scores

Group	N	Mean Score	Category
Experimental Group	5	68.4	Low
Control Group	5	69.1	Low

The table shows that both groups had nearly identical pre-test scores, confirming that participants had low self-confidence before the

intervention. This baseline similarity strengthens the validity of subsequent comparisons between groups.

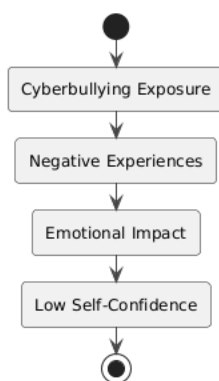


Figure 2. Baseline Condition

The diagram illustrates how cyberbullying experiences lead to negative emotional impacts, which ultimately reduce students' self-confidence. It highlights the causal chain underlying the initial condition of participants.

Implementation of SFBC Intervention

The implementation of Solution-Focused Brief Counseling (SFBC) was conducted over multiple sessions, each designed to guide

students toward identifying solutions rather than focusing on problems. During the sessions, students were encouraged to express their goals, recognize their strengths, and envision positive future outcomes. The counselor facilitated discussions that emphasized small, achievable changes, which gradually contributed to increased confidence.

In addition, the SFBC approach fostered a collaborative relationship between counselor and students. Rather than positioning students as passive recipients, the intervention actively engaged them in constructing their own solutions. Techniques such as miracle questions, scaling questions, and exception-finding were utilized to help students reframe their experiences and focus on positive aspects of their lives. This process was particularly effective in shifting

students' perspectives from victimhood to empowerment.

The structured nature of the intervention ensured consistency across sessions while allowing flexibility to address individual student needs. Each session built upon previous progress, reinforcing positive changes and encouraging continuous self-improvement. Compared to traditional counseling approaches, SFBC demonstrated a more dynamic and engaging process, which was well-received by students.

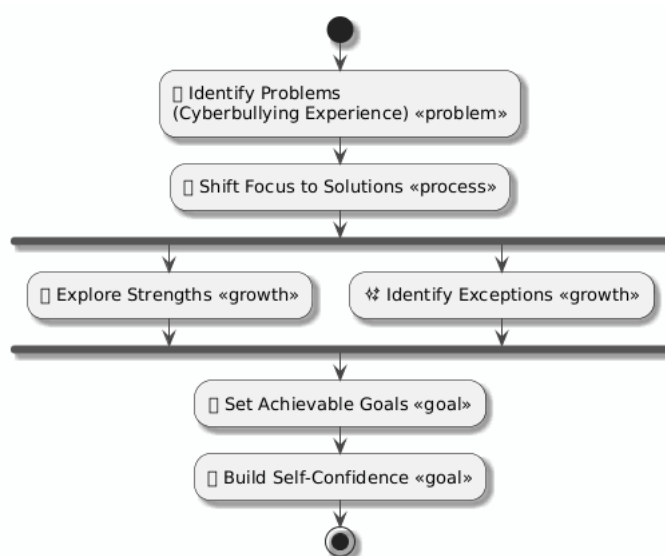


Figure 3. SFBC Intervention Process

This diagram shows the structured steps of the SFBC intervention, emphasizing its solution-oriented nature. The process leads progressively toward improved self-confidence.

Comparison of Pre-Test and Post-Test Results

The results of the study revealed a significant improvement in self-confidence among students in the experimental group after receiving the SFBC intervention. The post-test scores showed a substantial increase compared to the pre-test scores, indicating that the intervention was effective in enhancing students' psychological well-being. In contrast, the control group showed only a slight improvement, suggesting that conventional counseling methods were less impactful.

Quantitatively, the mean post-test score of the experimental group was significantly higher

than that of the control group. This difference demonstrates the effectiveness of SFBC in addressing the psychological consequences of cyberbullying. The findings also indicate that solution-focused approaches may be more suitable for adolescents, as they align with their developmental needs for autonomy and self-expression.

Moreover, the improvement in the experimental group was not only statistically significant but also practically meaningful. Students reported feeling more confident in social interactions, more resilient to negative comments, and more capable of managing their emotions. These changes were observed consistently across multiple data collection methods, including interviews and observations.

Table 2. Pre-Test vs Post-Test Comparison

Group	Pre-Test Mean	Post-Test Mean	Improvement
Experimental Group	68.4	97.8	+29.4
Control Group	69.1	88.2	+19.1

The table clearly demonstrates that the experimental group experienced a greater increase in self-confidence compared to the

control group, supporting the effectiveness of SFBC.

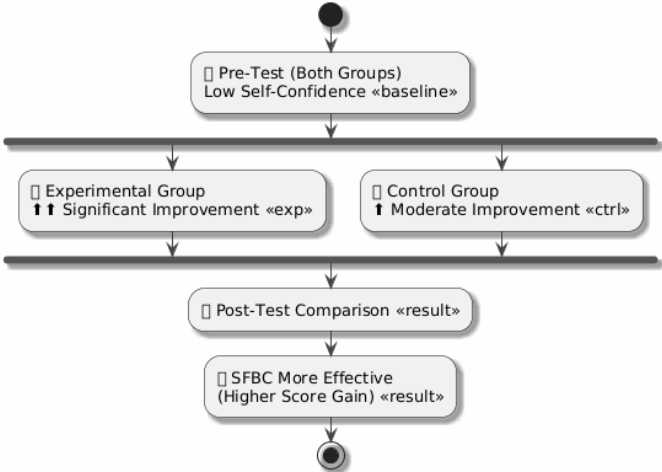


Figure 4. Score Improvement Comparison

This diagram visualizes the difference in improvement levels between the experimental and control groups, highlighting the stronger impact of SFBC.

Statistical Analysis Results

The statistical analysis further confirmed the effectiveness of the SFBC intervention. The Wilcoxon Signed Rank Test was used to analyze differences between pre-test and post-test scores within each group. The results showed that the calculated Z value for the experimental group was higher than that of the control group ($Z = 2.032 > 2.023$), indicating a significant difference.

This finding led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1), which states that SFBC significantly improves self-confidence among cyberbullying victims. The use of non-parametric testing was appropriate given the small sample size and the nature of the data distribution.

Additionally, the normality test using the Kolmogorov-Smirnov method confirmed that the data met the assumptions required for further statistical analysis. These results provide strong empirical support for the effectiveness of SFBC as an intervention strategy.

Table 3. Statistical Test Results

Test	Experimental	Control
Z Value	2.032	2.023
Significance	Significant	Moderate

The statistical results indicate that the experimental group achieved a higher level of

significance, confirming the effectiveness of SFBC.

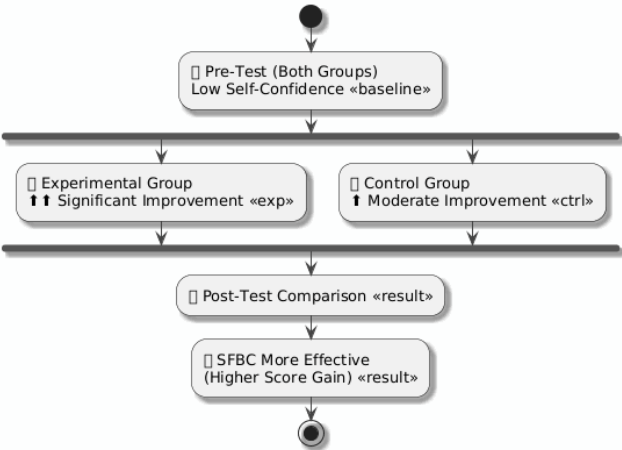


Figure 5. Hypothesis Testing Flow

This diagram explains the decision-making process in hypothesis testing, showing how statistical results lead to the acceptance of the research hypothesis.

Behavioral and Psychological Changes in Students

Beyond statistical improvements, qualitative findings revealed meaningful behavioral and psychological changes among students in the experimental group. Students demonstrated increased confidence in expressing their opinions, participating in group activities, and interacting with peers. These changes indicate that the SFBC intervention had a holistic impact on students' social and emotional development.

Furthermore, students reported feeling more optimistic about their future and more capable of overcoming challenges. The shift from negative self-perception to a more positive self-view was evident in their responses during interviews. This transformation highlights the importance of focusing on strengths and solutions rather than problems.

The integration of multiple data sources, including observations, interviews, and questionnaires, provides a comprehensive understanding of the intervention's impact. These findings reinforce the conclusion that SFBC is an effective approach for improving self-confidence among cyberbullying victims.

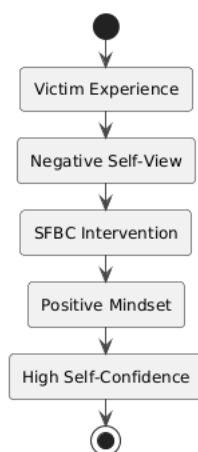


Figure 6. Psychological Transformation

The diagram illustrates the transformation process experienced by students, from negative self-perception to improved confidence through SFBC intervention.

Pembahasan difokuskan pada mengaitkan data dan hasil analisisnya dengan permasalahan atau tujuan penelitian dan konteks teoretis yang lebih luas. Dapat juga pembahasan merupakan jawaban pertanyaan mengapa ditemukan fakta seperti pada data.

Discussion

The findings of this study demonstrate that Solution-Focused Brief Counseling (SFBC) is effective in enhancing self-confidence among students who are victims of cyberbullying. This result is consistent with the core principles of

SFBC, which emphasize solution-building, future orientation, and the identification of individual strengths. The significant increase in post-test scores among the experimental group indicates that focusing on achievable goals and positive change can lead to measurable psychological improvement. Previous studies have also confirmed that solution-focused interventions are particularly effective in school settings due to their brief, structured, and collaborative nature (Hsu et al., 2021; Moore et al., 2020; Neipp & Beyebach, 2024; Wallace et al., 2020). Thus, the findings of this study reinforce the applicability of SFBC as an evidence-based counseling approach for

adolescents experiencing psychosocial challenges.

Furthermore, the improvement in students' self-confidence aligns with research highlighting the negative impact of cyberbullying on adolescents' psychological well-being. Cybervictimization has been consistently associated with reduced self-esteem, increased anxiety, and emotional distress. The findings of this study support prior evidence that interventions targeting internal coping mechanisms can mitigate these adverse effects. For instance, studies by Fekih-Romdhane et al (2024) and Predescu et al (2024) indicate that strengthening emotional regulation and self-perception plays a crucial role in improving mental health outcomes among cyberbullying victims. In this context, SFBC appears to function as a protective mechanism by redirecting attention from negative experiences toward constructive self-evaluation.

In addition, the results of this study are supported by literature emphasizing the importance of strengths-based and positive psychology approaches in adolescent counseling. SFBC encourages individuals to recognize their existing resources and capabilities, which contributes to increased self-efficacy and confidence. This finding is in line with research by Xiang et al (2022) and Yu & Shek (2021) which suggests that positive youth development (PYD) attributes can buffer the negative impact of cyberbullying on mental health. By facilitating goal-setting and reinforcing small successes, SFBC helps students build a sense of competence and control over their lives. Therefore, the observed improvements in self-confidence among the experimental group can be understood as a result of both cognitive reframing and empowerment processes.

However, it is important to note that some previous studies present nuanced or contrasting findings regarding the relationship between cyberbullying and psychological outcomes. While many studies confirm a strong association, others suggest that the direction of causality may be complex and influenced by multiple contextual factors, such as social support, family environment, and cultural background (Chen et al., 2023; Grimland et al., 2025). This implies that although SFBC is effective, its impact may vary depending on individual and environmental conditions. Additionally, research by Kwan et al (2020) highlights that many studies in this field are cross-sectional, limiting causal

interpretations. Therefore, while the results of this study provide strong evidence of effectiveness, they should be interpreted with consideration of these broader complexities.

Finally, the findings also highlight the importance of implementing school-based counseling interventions to address cyberbullying issues comprehensively. Consistent with the whole-school approach, effective interventions should integrate counseling, peer support, and family involvement to maximize outcomes. Previous meta-analyses indicate that school-based programs that combine emotional support, digital literacy, and counseling interventions are more effective in reducing cyberbullying and improving student well-being (Ng et al., 2020; Siddiqui & Schultze-Krumholz, 2023). Therefore, the success of SFBC in this study suggests that it can be integrated into broader intervention frameworks, including digital-based approaches, to create a more holistic strategy for addressing cyberbullying among adolescents.

Conclusion

This study concludes that Solution-Focused Brief Counseling (SFBC) is an effective intervention in enhancing self-confidence among students who are victims of cyberbullying. The findings demonstrate a significant improvement in self-confidence levels in the experimental group compared to the control group, both statistically and practically. The application of SFBC, which emphasizes solution-oriented thinking, goal setting, and the identification of individual strengths, has proven capable of transforming students' negative self-perceptions into more positive and adaptive perspectives. These results indicate that SFBC not only addresses the psychological impact of cyberbullying but also empowers students to develop resilience and confidence in social interactions.

Furthermore, this study highlights the importance of implementing structured, school-based counseling interventions to address cyberbullying and its psychological consequences. The integration of SFBC within educational settings provides a practical and efficient approach for school counselors to support students' mental well-being. However, considering the complexity of cyberbullying phenomena, future research is recommended to incorporate broader variables such as social

support, digital environments, and longitudinal designs to strengthen causal interpretations. Overall, SFBC offers a promising and applicable strategy for fostering positive psychological development among adolescents in the context of increasing digital challenges.

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