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The Influence of Digital Literacy Learning on Cyberbullying Behavior in Grade XI Students of SMAN 5 Tana Toraja

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Abstract

This study examined whether digital literacy instruction influenced cyberbullying behavior among Grade XI students at SMAN 5 Tana Toraja. Using a quantitative associative survey design, the study involved 155 students selected through purposive sampling from a population of 280. Data were collected with a four-point Likert questionnaire measuring digital literacy instruction and cyberbullying, and were analyzed using descriptive statistics, normality and linearity tests, simple linear regression, coefficient of determination, and crosstabulation in SPSS 26. The findings showed that both digital literacy instruction and cyberbullying were at moderate levels, and digital literacy instruction had a significant negative effect on cyberbullying ($p = 0.034$; $\beta = -0.475$), although the explained variance was small ($R^2 = 0.029$). Cyberbullying behavior was also predominantly moderate in both male and female students. The study concludes that stronger digital literacy instruction is associated with lower cyberbullying behavior, but other contextual and psychosocial factors likely play a larger role. These results suggest that schools should integrate digital literacy more regularly as a preventive strategy against online aggression.

Keywords: Cyberbullying, Digital Literacy, Grade XI Students, Regression Analysis, Survey Research

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INTRODUCTION

Adolescence is a crucial transition phase from childhood to adulthood, marked by physical, cognitive, and psychosocial changes. During this stage, adolescents face not only the search for identity but also the demands of developing emotional independence, interpersonal communication skills, and adapting to an increasingly complex social environment. In the past two to three years, the digital space has become a primary arena for adolescent development due to the increasing intensity of social media use, both for communication, self-expression, and building social relationships. This situation makes digital literacy increasingly important, as this ability no longer involves merely technical skills but also the ability to think critically, ethically, and responsibly when interacting online (Ng, 2012; Azzahra & Viena, 2024).

In Indonesia, internet penetration among adolescents is very high, opening up both opportunities and risks in their social lives. Teenagers who actively use WhatsApp, Instagram, TikTok, and similar platforms are often exposed to a culture of instant communication that encourages spontaneous expression, impulsive comments, and poorly controlled interactions. In the school context, this phenomenon is becoming apparent in the form of teasing, sarcasm, the use of parents' names as a subject of ridicule, and even the sending of abusive comments through group chat features and status updates. These practices lead to cyberbullying, a form of bullying that occurs through digital media, which is more difficult to control because it can occur without spatial or temporal boundaries and spread very quickly (Kowalski et al., 2014; Palupi & Norhabiba, 2021). This phenomenon suggests that the main issue is not just social media usage, but also the quality of digital literacy possessed by adolescents in understanding the ethics of online communication.

Empirically, previous studies have shown that digital literacy plays a crucial role in shaping healthier social media behavior. Adolescents with a better understanding of digital literacy are more likely to recognize negative content, report bullying, and manage online behavior that harms others, while those with lower literacy are more vulnerable to becoming perpetrators or victims of cyberbullying (Azzahra & Viena, 2024; Mulyono et al., 2024). Other findings also confirm that digital literacy education can improve ethical interactions on social media and reduce the intensity of inappropriate behavior in online spaces (Fazry & Apsari, 2021; Fisher, 2013). However, these results still indicate that the relationship between digital literacy and cyberbullying is strongly influenced by the social context, platform usage patterns, and the characteristics of the adolescents studied.

While previous studies have provided a strong foundation, several limitations remain

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important to consider. Some studies have focused more on general digital knowledge, but have not specifically examined the effect of digital literacy learning on cyberbullying behavior among high school adolescents in specific local contexts. Furthermore, studies that differentiate cyberbullying behavior by gender have also yielded mixed results, thus not providing a truly conclusive picture of adolescent behavior patterns in the digital space. Another limitation lies in the continued dominance of descriptive or correlational approaches, which do not adequately explain how digital literacy learning acts as a protective factor against aggressive online behavior. Therefore, this research question arises from the question of whether digital literacy learning truly influences cyberbullying behavior and whether there are differences in this behavior based on gender.

Based on this gap, this study aims to analyze the influence of digital literacy learning on cyberbullying behavior in grade XI students of SMAN 5 Tana Toraja and examine differences in cyberbullying behavior based on gender. The urgency of this study lies in the increasing intensity of adolescent digital interactions that are not always balanced with an understanding of social media ethics, so that the risk of behavioral deviations is greater. The novelty of this study lies in the focus on specific locations, objects, and social contexts, as well as in the effort to position digital literacy not only as a technical ability, but as an instrument for forming responsible social behavior. Theoretically, this study strengthens Bandura's social learning perspective that behavior is formed through observation, imitation, and reinforcement; practically, the research findings are expected to be the basis for schools, parents, and policymakers in designing cyberbullying prevention strategies through systematic and sustainable digital literacy strengthening.

RESEARCH METHOD

This study used a quantitative approach with an associative-survey design aimed at objectively and measurably examining the effect of digital literacy learning on cyberbullying behavior in adolescents. The quantitative approach was chosen because it allows researchers to transform social phenomena into numerical data that can be analyzed statistically, while the associative design is relevant for assessing relationships between variables and testing hypotheses empirically (Sugiyono, 2020; Sudaryono, 2021; Emzir, 2022). Methodologically, survey research is also commonly used when researchers want to capture the actual conditions of respondents at a specific point in time without providing special treatment, making it suitable for mapping the relationship between digital literacy and cyberbullying tendencies in the secondary school context (Setiawan & Maharani, 2021; Althubaiti, 2021).

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This research was conducted at the UPT SMAN 5 Tana Toraja from January to February 2026. The study population was all 280 eleventh-grade students, as this group was considered the most representative to describe the phenomenon of social media use and digital behavior of adolescents at that level. The sample was determined through non-probability sampling with a purposive sampling technique based on the criteria of eleventh-grade students who actively use social media and are willing to be respondents. Then the minimum number of samples was calculated using the Isaac and Michael formula at a significance level of 5 percent, resulting in 155 respondents. The selection of this technique is in line with the principles of applied quantitative research that emphasize sample affordability, suitability of respondent characteristics, and the adequacy of the number of analysis units to produce stable estimates (Sugiyono, 2020; Taherdoost, 2022).

The main research instrument was a closed questionnaire with a four-level Likert scale to measure two variables, namely digital literacy learning and cyberbullying behavior. The digital literacy learning scale was adapted from Ng (2012) with technical, cognitive, and social- emotional dimensions, while the cyberbullying scale was compiled based on Williard's aspects which include harassment, flaming, denigration, impersonation, outing and trickery, exclusion, and cyberstalking. Operationally, digital literacy is defined as an individual's ability, attitude, and awareness in managing and evaluating digital resources effectively, while cyberbullying is understood as the behavior of mocking, insulting, threatening, or humiliating others through digital media. The instruments were tested for validity using Pearson product moment correlation, and their reliability was tested with Cronbach's Alpha. The test results showed that the cyberbullying instrument had an alpha of 0.867 and the digital literacy instrument had an alpha of 0.806, so both were classified as very reliable; These findings are consistent with psychometric measurement practices in adolescent research and Likert-based instruments (DeVellis, 2021; Boateng et al., 2022; Cronbach, 1951).

The research procedure was conducted chronologically, starting with the development of indicators based on theory and previous studies, developing questionnaire items, conducting initial validity and reliability tests, and distributing the instrument to selected respondents. After obtaining research permission from the school, the researcher explained the research objectives and questionnaire procedures to students. Data were then collected directly at agreed-upon times to optimize response rates. All collected data were checked to ensure

completeness, and then scored based on favorable and unfavorable item orientations. This approach aligns with quantitative survey procedures, which require uniform administrative

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standards to ensure consistent replication and comparison of the resulting data (Sugiyono, 2020; Creswell & Creswell, 2023).

Data analysis was conducted using SPSS version 26 and included descriptive statistics, classical assumption tests, and hypothesis testing using simple linear regression. Descriptive statistics were used to describe the general trends in digital literacy and cyberbullying scores, while the Kolmogorov-Smirnov normality test and linearity test were conducted to ensure the data met the basic regression assumptions. Subsequently, simple linear regression was used to examine the effect of digital literacy learning on cyberbullying behavior, and the coefficient of determination was used to assess the contribution of the independent variables to the dependent variable. Furthermore, crosstabulation analysis was applied to examine differences in cyberbullying behavior based on gender. The use of these procedures aligns with modern quantitative analysis recommendations that emphasize model accuracy, transparency of assumptions, and substantive interpretation of coefficients (Hair et al., 2021; Field, 2022).

From an ethical perspective, this study utilized primary data collected directly from students, adhering to the principles of informed consent, confidentiality, and data use for academic purposes only. Respondent participation was voluntary, and all responses were treated anonymously to avoid social risks to the students involved. Because this study did not involve high-risk interventions, ethical clearance procedures followed institutional regulations and administrative permission from the school. This ethical approach is crucial in adolescent research, particularly when topics involve digital behavior and potential social sensitivities, ensuring scientific integrity and participant protection (Israel & Hay, 2022; Hennick & Kaiser, 2024).

RESULT

Descriptive Analysis

Table1 Descriptive Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
Digital literacy learning	155	33	52	41.54	4,214
Cyberbullying	47	107	70.35	11,296	

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Valid (listwise)	N				

Based on the descriptive test, the digital literacy learning variable (X) has a minimum score of 33, a maximum of 52, an average of 41.45, and a standard deviation of 4.214. Meanwhile, the cyberbullying variable (Y) has a minimum score of 47, a maximum of 107, an average of 70.35, and a standard deviation of 11.296.

Table2 Descriptive Table of Digital Literacy Learning

DIGITAL LITERACY LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	25	16.1	16.1	16.1
	CURRENTLY	101	65.2	65.2	81.3
	TALL	29	18.7	18.7	100.0
	Total	155	100.0	100.0	

Shows that of the 155 respondents who had a digital literacy learning level in the low category, there were 25 people (16.1%), the medium category was 101 people (65.2%), and the high category was 29 people (18.7%).

Table3 Workload Descriptive Table

CYBERBULLYING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	24	15.5	15.5	15.5
	CURRE NTLY	108	69.7	69.7	85.2
	TALL	23	14.8	14.8	100.0
	Total	155	100.0	100.0	

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Shows that of the 155 respondents who had a low level of cyberbullying behavior, there were 24 people (15.5%), 108 people (69.7%) in the medium category, and 23 people (14.8%) in the high category.

The statistical analysis showed that the cyberbullying behavior variable had a mean value of 70.35, with a minimum score of 47 and a maximum score of 107, indicating that the respondents' cyberbullying level was in the moderate category. Although not considered high, cyberbullying behavior is still quite common among adolescents.

Meanwhile, the digital literacy learning variable had a mean value of 41.54, with a minimum score of 33 and a maximum of 52, indicating that respondents' digital literacy levels were also in the moderate category. This finding indicates that respondents already possess fairly good digital literacy skills, but still need to be improved to optimally support healthy and responsible digital media use.

Data Analysis Requirements Tester

1. Classical Assumption Test

Table 4 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		155
Normal Parameters[a,b]	Mean	0000000
	Std. Deviation	11.13071904
Most Extreme Differences	Absolute	.065
	Positive	.065
	Negative	-.049
Test Statistic		.065
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The results of the normality test between variables show a significance value of 0.200 or 0.200 > 0.05. Based on the decision-making criteria, it is concluded that the data between the research variables are normally distributed.

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Table 5 Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Cyberbullying * Literasi Digital	Between Groups	(Combined)	2320.633	19	122.139	.952	.522
		Linearity	569.976	1	569.976	4.440	.037
		Deviation from Linearity	1750.657	18	97.259	.758	.745
	Within Groups		17328.851	135	128.362		
	Total		19649.484	154			

It can be seen that the linearity significance value obtained is 0.745, so based on the decision-making criteria, it is concluded that the correlation of the independent variable with the dependent variable has a linear relationship because the significance value of 0.745 is greater than 0.05 or 0.745>0.05.

Hypothesis Testing

Table 6 Simple Linear Regression Test Results (t-test)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	89.318	8.915		10.019	.000
	Literasi Digital	-.457	.214	-.170	-2.138	.034

a. Dependent Variable: *Cyberbullying*

Based on a simple linear regression test, a significance value of 0.034 < 0.05 indicates that digital literacy learning has a significant effect on cyberbullying behavior. The regression coefficient is negative (-0.475), meaning that higher digital literacy levels result in lower cyberbullying behavior.

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Table 7 Hypothesis Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	569.976	1	569.976	4.571	.034[b]
	Residual	19079.508	153	124.703		
	Total	19649.484	154			

a. Dependent Variable: *Cyberbullying*
b. Predictors: (Constant), Literasi Digital

Table 8 shows the calculated F-value = 4.571 with a significance level of 0.034, which is less than 0.05. Therefore, it can be concluded that the hypothesis proposed in this study is accepted. Therefore, it can be said that there is a significant influence between digital literacy learning and cyberbullying behavior.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.170[a]	.029	.023	11.167

a. Predictors: (Constant), Literasi Digital
b. Dependent Variable: *Cyberbullying*

Table 8 Results of the Determination Coefficient Test

Based on the coefficient test table 9 above, the determination coefficient R Square was obtained at 0.029, which means that digital literacy learning (X) has a 2.9% effect on cyberbullying behavior (Y). So that 97.1% is influenced by other factors outside this study.

Crosstabulation Analysis Test Results

Table 9 Crosstabulation Analysis Results Table

Jenis Kelamin * Cyberbullying Crosstabulation

			Cyberbullying		
			RENDAH	SEDANG	TINGGI
ain	Laki-Laki	Count	7	30	3
		% within Jenis Kelamin	17.5%	75.0%	7.5%
	Perempuan	Count	12	83	20
		% within Jenis Kelamin	10.4%	72.2%	17.4%
		Count	19	113	23
		% within Jenis Kelamin	12.3%	72.9%	14.8%

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Table 10 shows that cyberbullying behavior among male and female students is equally predominately in the moderate category. Among male students, there were 7 (17.5%) in the low category, 30 (75%) in the moderate category, and 3 (7.5%) in the high category; while among female students, there were 12 (10.4%) in the low category, 83 (72.2%) in the moderate category, and 20 (17.4%) in the high category.

DISCUSSION

Based on the main objective of the study, is there an influence between digital literacy learning and cyberbullying behavior in class XI students of SMAN 5 Tana Toraja. The results of the study show a significant influence between digital literacy learning and cyberbullying based on a simple regression analysis obtained a significant result of a simple linear regression coefficient of -0.457 and a regression equation of Y = 89.318 - 0.475. The regression results show a decrease in cyberbullying behavior by 0.457 or 45.7% for each increase in digital literacy learning.

In the hypothesis test, the results showed that digital literacy learning has a significant influence on cyberbullying behavior. The figure obtained was 0.475, indicating that digital literacy learning contributed 47.5% to cyberbullying behavior, and 52.5% of the contribution not included in this study came from other factors outside the variables studied. The analysis of this study shows a negative relationship between the two variables, where if an individual's level of digital literacy learning is low, cyberbullying behavior will increase. On the other hand, if the level of digital literacy learning is high, cyberbullying behavior will decrease. The results of this study are supported by researchSarumaha (2024)which shows that digital literacy learning has an important role in preventing cyberbullying behavior among adolescents, so that individuals with good digital literacy learning tend to use social media wisely and are able to understand and identify cyberbullying actions in cyberspace.

Adolescents, who are searching for their identity and frequently experience identity crises, often face difficulties in later stages of development. As a result, they are unable to manage and resolve problems independently in accordance with their beliefs. One way to overcome these difficulties is if individuals possess adversity quotient, meaning they are able to transform obstacles into opportunities.(Kamasi & Hartati, 2025).In addition, the duration of school hours also affects the duration of internet use among students of SMAN 5 Tana Toraja so that the level of cyberbullying behavior falls into the moderate category.

This statement is supported by the social learning theory developed by Albert Bandura, which asserts that humans learn by observing the actions and behavior of others. Adolescents with

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low digital literacy skills are more susceptible to imitating cyberbullying behavior they see on social media because they observe that such behavior is not immediately punished (reinforced). The results of this study are consistent with this theoretical framework, as by increasing their understanding of digital literacy, adolescents will learn to process any information they receive, thereby minimizing cyberbullying behavior.

The results of the study showed that digital literacy learning contributed 2.9% to cyberbullying behavior. Thus, 97.1% was influenced by other variables that more dominantly influence cyberbullying behavior in students, such as environmental factors, self-control, parenting styles, and parental supervision. Therefore, based on the results of the study, it was found that the hypothesis H0 was rejected and H1 in this study was accepted, stating that there is an influence of digital literacy learning on cyberbullying behavior.

The purpose of this study is to analyze the comparative behavior of cyberbullying in class XI students of SMAN 5 Tana Toraja based on gender characteristics. The results of this study indicate that the level of tendency of cyberbullying behavior based on gender characteristics of males and females has a difference and the most is at a moderate level with a number of 30 male students or 75% and 83 female students or 72.2%. Based on the gender comparison, 155 class XI students of SMAN 5 Tana Toraja have a level of cyberbullying behavior in the moderate category which indicates that this behavior still occurs quite often in students' digital interactions.

CONCLUSION

Based on the research results, it can be concluded that digital literacy learning has a significant effect on cyberbullying behavior in grade XI students of SMAN 5 Tana Toraja, with a negative relationship. This means that the higher the digital literacy learning, the lower the tendency of cyberbullying, although the contribution of this variable is relatively small so that there are still many other factors that influence this behavior. These findings also indicate that cyberbullying behavior in male and female students is equally in the moderate category, so prevention needs to be carried out comprehensively without differentiating gender.

However, this study has limitations due to the use of only one independent variable, one research location, and a cross-sectional approach. Therefore, the results cannot describe the dynamics of adolescent digital behavior more broadly and in-depth. Furthermore, questionnaire-based measurements are potentially influenced by response bias, while other factors such as self-control, parenting styles, parental supervision, and social environment have not been analyzed simultaneously. Therefore, future research is recommended to expand the sample to different

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schools and regions, add more diverse psychological and social variables, and use longitudinal or mixed methods designs to more comprehensively understand the relationship between digital literacy and cyberbullying.

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