Konseling Religi : Jurnal Bimbingan Konseling Islam
ISSN : 1907-7238
E-ISSN : 2477-2100
DOI : http://dx.doi.org/10.21043/kr.v16i1.32816
Vol. 16 No. 1, Juni 2025 | 51-72
http://journal.iainkudus.ac.id/index.php/konseling

Online Hate Among Adolescents: Patterns, Risks, and Interventions Through Digital Literacy, Family, and School Approaches A Systematic Review

Nila Zaimatus Septiana[1], Nanda Istiqomah[2], Khairul Bariyyah[3], Laily Tiarani Soejanto[4], Santy Andrianie[5], Dwi Sri Rahayu[6]
[1]Universitas Islam Negeri Syekh Wasil Kediri, Jawa Timur, Indonesia, [2]Universitas Islam Negeri Syekh Sayyid Ali Rahmatullah, Tulungagung, Jawa Timur, Indonesia, [3]Universitas Negeri Malang, Jawa Timur, Indonesia, [4]Universitas PGRI Kanjuruhan, Malang, Jawa Timur, Indonesia, [5]Universitas Sebelas Maret, Surakarta Jawa Tengah, Indonesia [6]Universitas Widya Mandala Madiun, Jawa Timur, Indonesia
nilazaima@iainkediri.ac.id[1], nandaistpakis@gmail.com[2], khairul.bariyyah.fip@um.ac.id[3], lailytiarani@unikama.ac.id[4], santy.andrianie@staff.uns.ac.id[5], dwirahayu.gp@gmail.com[6]

Abstract

This systematic review aims to identify patterns of online hate among adolescents, examine the associated risk factors, and evaluate the effectiveness of intervention strategies, particularly those based on digital literacy, family engagement, and school-based programs. The rise of online hate has become a serious concern for adolescent mental health and social development in the digital era. Following the PRISMA and PICO frameworks, a total of 247 studies were identified, of which 38 met the inclusion criteria and were analyzed qualitatively. The reviewed studies, published between 2018 and 2025, indicate that adolescents are increasingly exposed to hate speech, cyberbullying, and discriminatory content, with vulnerable groups—such as women, immigrants, and individuals with prior experiences of violence—being at higher risk of victimization. Furthermore, low empathy and moral disengagement were consistently found to contribute to both the perpetration and victimization of online hate. The findings reveal that digital literacy training, family-based communication, and school-centered empathy education are among the most effective interventions. In conclusion, a multilevel preventive approach that integrates educational, familial, and community strategies is essential to mitigate the adverse effects of online hate and promote adolescent well-being.

Keywords: Adolescent, Online Hate, Risk Factors, Intervention strategies, Systematic Review

Introduction

In the digital age, online hate has become a widespread concern, particularly among adolescents who are increasingly exposed to the complexities and pressures of the virtual world (Obermaier, 2024). Adolescents, often navigating their identity formation in a highly interconnected environment, are susceptible to the negative impacts of online interactions, including cyberbullying, hate speech, and discrimination (Fulantelli et al., 2022). The prevalence of online hate speech among teenagers has been linked to significant psychological consequences, such as anxiety, depression, and social isolation, which can adversely affect their overall well-being and development (S. Wachs, Gámez-Guadix, and Wright 2022; Stahel and Baier 2023). Given the gravity of this issue, understanding the patterns of online hate, the factors that heighten its risks, and the effectiveness of intervention strategies is crucial to mitigating its impact on youth populations.

Despite the growing recognition of online hate's harmful effects, the literature primarily focuses on the general population, with limited studies specifically addressing adolescents. Much of the existing research has concentrated on detecting hate speech and analyzing its prevalence on social media platforms (Mansur, Omar, and Tiun 2023; Yin and Zubiaga 2021; Matamoros-Fernández and Farkas 2021). While such studies are valuable, they often do not adequately address the unique vulnerabilities and behavioral dynamics of adolescents. The limited scope of existing studies results in a deficit of knowledge regarding the nuanced manifestations of online hate within this demographic and the determinants of adolescents' roles as victims, perpetrators, or bystanders (Wachs, Wettstein, et al., 2024). The gap in research is particularly notable in the examination of effective intervention strategies tailored to the adolescent experience, which requires deeper exploration of social, emotional, and cognitive development.

This systematic review aims to bridge these gaps by providing a comprehensive analysis of the patterns, risk factors, and intervention strategies associated with online hate among adolescents. The review will delve into how adolescents engage with hate speech online, the underlying psychological and social drivers, and the broader environmental influences such as peer pressure, media consumption, and societal norms (Popa-Wyatt, 2023). By examining a wide range of studies that focus on this vulnerable age group, this review will highlight the risk factors that make adolescents more susceptible to both perpetrating and being victims of online hate. Furthermore, it

will explore the interventions currently in place, from digital literacy programs to family and community-based initiatives (Staufert-Reyes et al., 2022), evaluating their effectiveness in mitigating the impact of online hate on adolescent mental health.

Addressing the issue of online hate among adolescents is not only critical to improving their mental and emotional well-being but also pivotal in fostering a safer, more inclusive digital environment (Lewin et al., 2021). Despite the increasing scholarly attention on this phenomenon, significant gaps remain in understanding the mechanisms that drive adolescents' engagement in online hate, the risk factors that heighten their vulnerability, and the effectiveness of specific interventions designed to counter it. Therefore, this systematic review aims to fill these gaps by synthesizing empirical findings and providing evidence-based recommendations for practice and policy. Specifically, this study explores the predominant patterns and characteristics of online hate among adolescents, examines the psychological and social risk factors that contribute to their roles as perpetrators or victims, and evaluates the effectiveness of various interventions—particularly those involving digital literacy education, family-based communication, and school-based programs—in mitigating the adverse effects of online hate on adolescent development.

Method

This study employed a systematic review design to comprehensively examine previous research related to online hate among adolescents, focusing on its patterns, risk factors, and interventions. The review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines (Moher et al., 2009) and the SPAR-4-SLR protocol (Paul et al., 2021) to ensure methodological rigor throughout the process. The review procedure encompassed three main stages: collecting relevant studies, collating and screening the data, and assessing and synthesizing the selected literature. The PICO framework (Schardt et al., 2007) was also applied to guide the formulation of the research focus based on the population, intervention, comparison, and outcome elements.

The inclusion criteria were established to maintain consistency and relevance. Studies were included if they focused on adolescents aged 13–18 years who were exposed to or involved in online hate as perpetrators, victims, or bystanders; were published between 2018 and 2025 to capture contemporary trends; were written in English or Indonesian; presented empirical or systematic research using quantitative, qualitative, or mixed-method designs; and discussed or evaluated interventions related to online hate, digital literacy, empathy, family communication, or school-based

prevention. In contrast, studies were excluded if they concentrated on adult populations, explored general social media behavior unrelated to hate or aggression, lacked empirical data, were non–peer-reviewed publications such as theses or conference proceedings, or were unavailable in full text or written in other languages.

The literature search was conducted across several academic databases, including Scopus, Web of Science, ScienceDirect, and Google Scholar, using a combination of the keywords "online hate," "cyberhate," "hate speech," "adolescents," "intervention," and "prevention." Boolean operators (AND/OR) were employed to refine the search results. The initial search identified 247 studies, and after removing duplicates and applying the inclusion and exclusion criteria, 38 studies were retained for qualitative synthesis. The entire selection process followed the PRISMA flow diagram, which included identification, screening, eligibility, and inclusion stages.

To ensure the reliability of the findings, a quality assessment was performed on all selected studies using the Joanna Briggs Institute (JBI) Critical Appraisal Tool. Each study was evaluated according to research clarity, methodological design, sample adequacy, data collection reliability, ethical consideration, and transparency of results. Studies that achieved scores above 70% were categorized as high quality, those between 50% and 70% as moderate quality, and those below 50% as low quality. Two independent reviewers conducted the quality assessments, and any discrepancies were discussed until consensus was reached to ensure objectivity and consistency.

Finally, the data extracted from each study included essential details such as publication year, research setting, sample characteristics, type of online hate examined, identified risk factors, and intervention strategies. The extracted data were analyzed using a thematic synthesis approach to identify recurring patterns, key determinants, and effective interventions. The results are presented narratively to offer a comprehensive understanding of the phenomenon and to highlight research gaps and practical implications for future intervention development.

Result and Discussion

This study highlights the significant impact of online hate on the psychological well-being of adolescents, with factors such as moral disengagement, empathy, social media use, and resilience influencing both the risk and severity of online hate. These findings align with previous research emphasizing the negative effects of online hate on mental health among adolescents (Keighley 2022; Juan Del Toro and Wang 2023). However, despite the clear effects of online hate, there remains a lack of understanding

regarding how these factors work together to influence adolescent behavior and their mental health (Wachs, Gámez-Guadix, et al., 2022). Therefore, this discussion will delve deeper into the mechanisms involved in online hate and the implications of these findings for the development of intervention strategies.

Mechanisms of Online Hate among Adolescents

Online hate among adolescents manifests primarily through cyberbullying, identity-based discrimination, and gendered harassment (Fulantelli et al., 2022; Obermaier & Schmuck, 2022). Adolescents often participate in these behaviors both as victims and perpetrators, indicating the fluidity of roles within online communities (Wachs et al., 2022). The anonymity of digital spaces amplifies such behaviors, fostering a sense of detachment from moral accountability. Several studies (e.g., Castellanos et al., 2023; Savimäki et al., 2020) reported that over two-thirds of adolescents have witnessed or experienced hate speech online, with female and immigrant students being disproportionately targeted. Offline hate commonly originates from peers, while online hate tends to involve strangers, reflecting the boundaryless nature of virtual aggression. These findings suggest that online hate has evolved into a social phenomenon that mirrors broader cultural prejudices and social hierarchies (Popa-Wyatt, 2023).

Based on the findings, one of the key concerns is the dual role adolescents often play in online hate, both as victims and perpetrators. Adolescents frequently switch between these two roles, which indicates the strong group dynamics present in the digital world, further exacerbating their involvement in online hate. Research by Walther (2022) and Turner et al. (2023) suggests that online hate is often influenced by peer interactions. This becomes even more pronounced due to the anonymity offered by digital platforms. In this context, adolescents may feel free to express their opinions without fear of immediate consequences, leading to more extreme and aggressive behaviors.

This dynamic is closely related to other social and psychological factors, such as social dominance orientation (SDO), which Castellanos et al. (2024) found to influence online hate both directly and indirectly. Individuals with higher SDO tend to have more negative attitudes toward marginalized groups, worsening their potential involvement in online hate. This indicates that online hate is not merely an individual issue but also a broader social phenomenon rooted in certain social and cultural values within society (Cover, 2023), which influences individuals' perspectives and behaviors towards specific groups or identities.

Vulnerable Groups and the Impact of Online Hate

Online hate has been proven to have a disproportionate impact on vulnerable groups, including women, immigrants, and individuals who have experienced violence. These groups often face increased levels of discrimination and hostility in both online and offline environments, which exacerbates their mental health challenges). The constant exposure to hate speech can lead to a sense of helplessness, fear, and alienation, further isolating them from broader societal engagement (Dreißigacker et al. 2024). Unlike the general population, these vulnerable groups may have fewer resources or support networks to cope with such trauma, making them more susceptible to the long-term effects of online hate.

The factors that make these groups vulnerable to online hate are multifaceted and rooted in both social identity and structural inequalities (Bernatzky et al., 2021). Gender, migration background, and religion are key predictors of who becomes the target of online hate (Obermaier & Schmuck, 2022b). For example, women, especially those who belong to marginalized ethnic or religious groups, may face unique forms of online abuse, such as sexual harassment or gendered hate speech (Sobieraj, 2020). Similarly, immigrants or those with non-western backgrounds may experience racialized hate, often fueled by nationalistic or anti-immigrant sentiments (Tong, Stoycheff, and Mitra 2022; Löw, Puzić, and Matić Bojić 2022). These structural and cultural factors, therefore, amplify the risks faced by vulnerable groups and demand a more nuanced approach to tackling online hate.

Beyond the immediate victims, online hate also affects the broader social environment, creating a toxic atmosphere that impacts both witnesses and those indirectly involved (Keipi et al., 2018). The study suggests that witnessing online hate can lead to feelings of fear, anxiety, and distrust (Poma, 2025). The social consequences are not confined to the victims alone, Entire communities can suffer when online hate fosters division and promotes intolerance (Rifat et al., 2024). This domino effect can lead to increased societal polarization, where groups become further entrenched in their views and less willing to engage in constructive dialogue. The negative emotional and psychological effects extend to those who are directly involved, making it clear that online hate is not a victimless act.

In addressing the harm caused by online hate, it is critical to focus on both individual resilience and community support (Windisch et al. 2022; Wachs, Gámez-Guadix, and Wright 2022). While personal resilience factors, such as social support and family cohesion, can buffer the negative effects of online hate, they are often insufficient

without broader systemic interventions. Victims of online hate need psychological support and access to resources that can help them navigate the emotional toll. In addition, communities must foster inclusive environments where digital literacy, empathy, and open dialogue are prioritized. Schools, workplaces, and public spaces should become centers of support, offering resources and programs that promote inclusivity, emotional well-being, and collective action against hate. Only through a combination of individual resilience and community-level interventions can the full impact of online hate be mitigated.

Risk Factors of Online Hate

As part of a deeper exploration of risk factors, moral disengagement and empathy play key roles in regulating adolescent behavior related to online hate (Meydiningrum et al., 2024). High levels of moral disengagement and low levels of empathy significantly increase the likelihood of adolescents engaging in hate speech (Wachs et al. 2023; Wang, Dong, and Qiao 2023). This suggests that online hate is not solely triggered by external conditions but is also influenced by internal psychological factors, such as moral views and empathy toward others.

The synthesis identified both psychological and social-environmental factors contributing to adolescents' involvement in online hate. At the individual level, low empathy, high moral disengagement, and social dominance orientation (SDO) consistently predicted higher engagement in hate-related behaviors (Castellanos et al., 2024; Lo Cricchio et al., 2021; Wang et al., 2023). Quantitatively, about 55% of the reviewed studies identified moral disengagement as a significant mediator between online exposure and aggressive behavior. Socially, peer influence and classroom dynamics were highlighted as major contributors (Wachs et al., 2024). Adolescents embedded in peer networks that normalize hostility are more likely to adopt and replicate hateful expressions. Environmental factors, particularly family communication and parental monitoring, were also influential. Ghilseri and Samada (2022) demonstrated that adolescents from families with low emotional openness and conflict resolution skills displayed a higher likelihood of online hate perpetration. Conversely, strong family cohesion and parental mediation provided a protective effect. Moreover, intensive social media use correlated with increased depressive symptoms and exposure to hate (Hernandez et al., 2023), while resilience and social support served as buffering factors (Wachs, Gámez-Guadix, & Wright, 2022).

Moral disengagement, defined as the ability to detach moral responsibility from one's actions, can serve as a justification for engaging in aggressive online behaviors (Lo

Cricchio et al. 2021; Aisy, Prihatiningsih, and Rahman 2024). In contrast, empathy acts as a barrier to such behaviors. Building empathy in adolescents, particularly through education focused on perspective-taking and social relationship development, could be an effective intervention to reduce online hate (Khatod, 2024). Additionally, moral disengagement can be addressed through programs that foster a sense of responsibility and understanding of the negative impacts of online behaviors, by involving adolescents in educational activities that promote empathy, digital ethics, and the importance of healthy and positive online interactions (Susilawati, et.al., 2020; Fissel, et.al., 2024). These programs can help raise awareness of the long-term consequences of harmful behavior and encourage them to become agents of change in supporting a safer and more inclusive digital space.

Role of Social Media and Digital Platforms

Social media and digital platforms have become central to the way adolescents communicate and interact, but they also play a significant role in the proliferation of online hate. A study by Hernandez, et.al. (2023) highlighted a troubling connection between increased social media use and heightened levels of depressive symptoms among adolescents. What makes this even more concerning is that exposure to hate speech exacerbates these mental health challenges, suggesting that the effects of online negativity are not only immediate but can have lasting consequences. This underscores the importance of adopting a more mindful and purposeful approach to social media usage among young people. In light of these findings, it is critical to implement educational initiatives that teach adolescents the importance of maintaining a healthy relationship with digital platforms. Training them to recognize and avoid harmful content such as hate speech can be instrumental in fostering a safer online environment.

Moreover, in order to navigate social media effectively and with resilience, adolescents must also be equipped with a sense of self-efficacy. As noted by Widiastuti et al. (2024), enhancing self-efficacy and ensuring that adolescents have access to proper social support systems are essential for encouraging responsible social media use (Aune et al. 2021; Kleppang, Steigen, and Finbråten 2023). Empowering young individuals with the knowledge and skills to control their digital experiences not only strengthens their ability to handle potential online challenges but also promotes a balanced approach to their social media consumption (Livingstone et al., 2023). This approach should be complemented by the involvement of parents and educators, who play a pivotal role in guiding adolescents through the complexities of digital engagement. Active monitoring by these figures, coupled with open conversations about the risks associated with

excessive internet use, can significantly reduce the potential for harm and help cultivate a safer online space.

However, the detrimental effects of social media are not confined solely to the exposure to hate speech. A study by Räsänen et al. (2016) reveals an even more alarming trend, adolescents who actively seek out or create hate content online are at a markedly higher risk of becoming victims of online hate themselves. This finding highlights a troubling cycle those who engage in the production or consumption of hate-driven content are more likely to attract harassment or become targets of online hostility. The implications of this are profound, as it suggests that online hate does not only affect passive recipients but also fuels a vicious cycle of abuse that perpetuates a toxic digital culture (Cover, 2023). As such, it is imperative to break this cycle by providing young people with the tools to engage in more constructive online behavior, encouraging them to become part of the solution rather than contributors to the problem.

Given these complexities, it is evident that there is a pressing need for targeted, youth-oriented programs that promote digital responsibility and ethical online behavior (Finkelhor et al., 2021). These initiatives should aim to teach adolescents how to leverage digital platforms in ways that foster positive interactions and community-building, rather than enabling the spread of hate. Such programs could include curricula on digital citizenship, teaching young people about empathy, respect, and the importance of creating a supportive online atmosphere (Prasetiyo et al., 2023). By instilling a sense of digital accountability and social responsibility, these programs could help adolescents understand the power they hold in shaping online spaces and motivate them to use technology for the betterment of themselves and their peers (Zhao et al., 2024; O'Reilly et al., 2024). Ultimately, fostering a culture of positive online engagement is not only crucial in reducing the prevalence of online hate but also in empowering the next generation to create a more inclusive and respectful digital world.

Intervention Strategies and the Role of Education

The review found that multi-level interventions—integrating school, family, and digital education components—were the most effective in mitigating online hate. School-based programs emphasizing empathy training, emotional regulation, and digital literacy significantly reduced hate-related behaviors (Ng et al., 2022; Wachs et al., 2023). The HateLess program, for instance, reported measurable decreases in hate speech involvement and increases in empathy levels among students following a 6-week intervention. Approximately 45% of the reviewed studies underscored the effectiveness of educational interventions implemented in schools, particularly when combined with

parental and community support. Family-based strategies emphasizing open communication, critical thinking, and shared media use also demonstrated consistent positive outcomes (Huang et al., 2023). Beyond schools and families, community-level initiatives—such as digital citizenship campaigns and online moderation policies—played a complementary role in promoting inclusivity and responsible digital engagement (Harrison & Polizzi, 2022).

To effectively address the rising tide of online hate among adolescents, it is crucial to create and implement targeted intervention strategies that combine education, psychological support, and family engagement (Gamuzza et al., 2023; Setiyowati et al., 2025). The pervasive nature of online hate makes it essential to equip young people with the tools they need to navigate the digital landscape responsibly. Programs like HateLess (Wachs et al. 2023), which aim to cultivate empathy and self-efficacy, have proven highly effective in mitigating adolescent involvement in online hate. These programs not only help adolescents understand the consequences of their actions in the digital world but also empower them to engage in positive online behavior. By fostering emotional intelligence and a sense of personal accountability, such initiatives contribute to the creation of more compassionate online communities (Estrada et al., 2021); (Shadiev et al., 2021). However, the role of such programs extends beyond merely reducing engagement in hate speech, they also serve to nurture the resilience of adolescents, helping them resist the pressures of negative digital influences (Stewart et al., 2023).

Furthermore, educational interventions must be designed to address the specific challenges adolescents face when interacting with online platforms (Ng et al., 2022). School-based and learning based programs that teach digital literacy and emotional management are crucial in preparing young people for the challenges posed by online hate (Agustin & Fauzan, 2024; Saputra et al., 2024; Cedena-de-Lucas et al., 2024). Adolescents are particularly vulnerable to digital manipulation and exposure to harmful content, as they are still developing the cognitive and emotional maturity to critically assess what they encounter online. By integrating digital literacy into school curricula, students are taught to question the information they consume, recognize the signs of harmful content, and understand the implications of their digital footprints (Mani et al., 2023). Moreover, emotional management techniques are key to helping adolescents cope with the stress and emotional turmoil that can arise from online harassment (Ivask et al., 2024). These interventions teach adolescents how to regulate their emotional responses, preventing them from acting impulsively or engaging in retaliatory behavior that could escalate online hate.

In addition to school-based initiatives, family involvement is a critical pillar in preventing and reducing online hate. Study by (Huang et al., 2023) emphasizes that family dynamics, particularly open communication, empathy, and conflict resolution, significantly influence adolescents' behavior in digital spaces. Families are often the first to notice changes in their children's online habits, and they play a key role in shaping their attitudes toward digital interactions (Gür & Türel, 2022). When parents and caregivers foster an environment of trust, where adolescents feel comfortable discussing their online experiences, they are better able to guide their children through the complexities of the digital world. Conversations about the potential dangers of online hate, along with the promotion of empathy and ethical online conduct, help adolescents develop a strong moral foundation that can withstand the pressures of harmful digital environments (Huston, 2022; Marin, 2022). Additionally, providing emotional support during times of distress whether from cyberbullying or exposure to hate speech helps mitigate the negative psychological effects and strengthens adolescents' emotional resilience (Wachs, Castellanos, et al., 2023).

Finally, interventions must extend beyond individual and family efforts to include broader community engagement. Communities can play a vital role in creating a supportive environment for adolescents by cultivating a culture of empathy, respect, and digital civility (Harrison & Polizzi, 2022). Community-driven initiatives, such as awareness campaigns, workshops on online responsibility, and peer-led discussions about digital ethics, can provide adolescents with valuable resources and role models (Mutero et al., 2022). These initiatives not only promote a more inclusive online culture but also offer a sense of belonging, which is particularly important for young people navigating the often-isolating world of the internet. By involving communities in the process of combating online hate, we create a network of support that reinforces the values of kindness and respect. Additionally, communities can serve as safe spaces where adolescents can share their experiences, seek guidance, and find solidarity among peers who are equally committed to creating a positive online environment (Santa María et al., 2022). Ultimately, when schools, families, and communities collaborate, they form a powerful ecosystem that empowers adolescents to engage in the digital world with confidence, empathy, and responsibility.

Conclusion

The findings of this systematic review demonstrate that online hate among adolescents is a complex issue shaped by psychological, social, and technological dynamics. Patterns of online hate are primarily expressed through cyberbullying,

identity-based discrimination, and gendered hostility, disproportionately affecting vulnerable groups such as female students, immigrants, and adolescents with prior experiences of violence. The review identified several risk factors, including low empathy, high moral disengagement, peer influence, and excessive social media use, while positive family communication, resilience, and emotional regulation serve as protective factors. From the 38 studies analyzed, it is evident that multi-level interventions—particularly those combining digital literacy education, family engagement, and school-based empathy training—are the most effective strategies for reducing online hate and promoting healthier digital behavior among adolescents.

Theoretically, this review reinforces the relevance of social learning and moral disengagement theories in explaining adolescents' engagement in online hate. It also highlights the role of empathy and moral reflection as essential components in developing digital citizenship and ethical online conduct. Practically, the findings underscore the need for comprehensive, collaborative efforts that integrate educational, familial, and community dimensions to create safer and more inclusive online environments. Future research should adopt longitudinal and cross-cultural approaches to assess the long-term impact of intervention programs, explore the evolving nature of online hate across digital platforms, and develop innovative, evidence-based strategies to foster empathy and resilience in the digital era. Through such integrated efforts, the collective goal of building a respectful and empathetic online culture for young people can be progressively realized.

References

Agustin, D. D., & Fauzan, L. (2024). Psikoedukasi Literasi Digital sebagai Upaya Mereduksi Tindakan Cyberbullying pada Siswa SMP. *Journal of Language Literature and Arts*, *4*(7), Article 7. https://doi.org/10.17977/um064v4i72024p674-680.

Aisy, R., Prihatiningsih, R., & Rahman, D. H. (2024). The effectiveness of sociodrama techniques in preventing moral disengagement tendencies in high school students. *ENLIGHTEN: Jurnal Bimbingan Konseling Islam*, *7*(1), 64–81. https://doi.org/10.32505/enlighten.v7i1.8864.

Audrin, C., & Blaya, C. (2024). Personal and social protective factors of cyberhate: A general strain theory approach. *International Journal of Psychology*, *59*(2), 331–339. Scopus. https://doi.org/10.1002/ijop.13090.

Aune, T., Juul, E. M. L., Beidel, D. C., Nordahl, H. M., & Dvorak, R. D. (2021). Mitigating adolescent social anxiety symptoms: The effects of social support and social self-efficacy in findings from the Young-HUNT 3 study. *European Child & Adolescent Psychiatry*, *30*(3), 441–449. https://doi.org/10.1007/s00787-020-01529-0

Bedrosova, M., Machackova, H., Šerek, J., Smahel, D., & Blaya, C. (2022). The relation between the cyberhate and cyberbullying experiences of adolescents in the Czech Republic, Poland, and Slovakia. *Computers in Human Behavior*, *126*. Scopus. https://doi.org/10.1016/j.chb.2021.107013

Bernatzky, C., Costello, M., & Hawdon, J. (2021). Who Produces Online Hate?: An Examination of the Effects of Self-Control, Social Structure, & Social Learning. *American Journal of Criminal Justice*, 1–20. https://doi.org/10.1007/s12103-020-09597-3

Castellanos, M., Wettstein, A., Wachs, S., & Bilz, L. (2024). Direct and indirect effects of social dominance orientation on hate speech perpetration via empathy and moral disengagement among adolescents: A multilevel mediation model. *Aggressive Behavior*, *50*(1). Scopus. https://doi.org/10.1002/ab.22100

Castellanos, M., Wettstein, A., Wachs, S., Kansok-Dusche, J., Ballaschk, C., Krause, N., & Bilz, L. (2023). Hate speech in adolescents: A binational study on prevalence and demographic differences. *Frontiers in Education*, *8*. https://doi.org/10.3389/feduc.2023.1076249

Cedena-de-Lucas, B., Amate-García, M., Fernández-Martín, F. D., & Arco-Tirado, J. L. (2024). A Service-Learning Program to Prevent Online Hate Speech Perpetration Among Secondary Education Students: A Pilot Study. *Journal of Interpersonal Violence*, 08862605241286028. https://doi.org/10.1177/08862605241286028

Cover, R. (2023). Digital hostility, subjectivity and ethics: Theorising the disruption of identity in instances of mass online abuse and hate speech. *Convergence*, *29*(2), 308–321. https://doi.org/10.1177/13548565221122908

Del Toro, J., & Wang, M.-T. (2023a). Online Racism and Mental Health Among Black American Adolescents in 2020. *Journal of the American Academy of Child and Adolescent Psychiatry*, *62*(1), 25-36.e8. Scopus. https://doi.org/10.1016/j.jaac.2022.07.004

Del Toro, J., & Wang, M.-T. (2023b). Online Racism and Mental Health Among Black American Adolescents in 2020. *Journal of the American Academy of Child & Adolescent Psychiatry*, *62*(1), 25-36.e8. https://doi.org/10.1016/j.jaac.2022.07.004

Dreißigacker, A., Müller, P., Isenhardt, A., & Schemmel, J. (2024). Online hate speech victimization: Consequences for victims' feelings of insecurity. *Crime Science*, *13*(1), 4. https://doi.org/10.1186/s40163-024-00204-y

Estrada, M., Monferrer, D., Rodríguez, A., & Moliner, M. Á. (2021). Does Emotional Intelligence Influence Academic Performance? The Role of Compassion and Engagement in Education for Sustainable Development. *Sustainability*, *13*(4), Article 4. https://doi.org/10.3390/su13041721

Finkelhor, D., Walsh, K., Jones, L., Mitchell, K., & Collier, A. (2021). Youth Internet Safety Education: Aligning Programs With the Evidence Base. *Trauma, Violence, & Abuse*, *22*(5), 1233–1247. https://doi.org/10.1177/1524838020916257

Fissel, E. R., Bryson, S. L., & Lee, J. R. (2024). Minimizing Responsibility: The Impact of Moral Disengagement on Cyberbullying Perpetration Among Adults. *Crime and Delinquency*. Scopus. https://doi.org/10.1177/00111287241237979

Fulantelli, G., Taibi, D., Scifo, L., Schwarze, V., & Eimler, S. C. (2022). Cyberbullying and Cyberhate as Two Interlinked Instances of Cyber-Aggression in Adolescence: A Systematic Review. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.909299

Gamuzza, A., Leonora, A., Mavica, G., & Scieri, A. (2023). Empowering the Relationship Between Teachers, Students, and Families to Build Resilience Against Racism, Hate Speech and (Cyber-)Bullying: A Case in Italy. *Italian Journal of Sociology of Education*, *15*(Italian Journal of Sociology of Education 15/3), 73–96.

GHISLERI, E. M., & SAMADA, C. C. (2022). Prevention of cyberhate and cyberbullying in adolescents: Family strategies for personal growth. *Teoria de La Educacion*, *34*(1), 105–124. Scopus. https://doi.org/10.14201/TERI.26157

Gür, D., & Türel, Y. K. (2022). Parenting in the digital age: Attitudes, controls and limitations regarding children's use of ICT. *Computers & Education*, *183*, 104504. https://doi.org/10.1016/j.compedu.2022.104504

Harrison, T., & Polizzi, G. (2022). (In)civility and adolescents' moral decision making online: Drawing on moral theory to advance digital citizenship education. *Education and Information Technologies*, *27*(3), 3277–3297. https://doi.org/10.1007/s10639-021-10710-0

Hernandez, J. M., Charmaraman, L., & Schaefer, H. S. (2023). Conceptualizing the Role of Racial–Ethnic Identity in U.S. Adolescent Social Technology Use and Well-Being. *Translational Issues in Psychological Science*, *9*(3), 199–215. Scopus. https://doi.org/10.1037/tps0000372

Huang, X., Zhang, Y., Wu, X., Jiang, Y., Cai, H., Deng, Y., Luo, Y., Zhao, L., Liu, Q., Luo, S., Wang, Y., Zhao, L., Jiang, M., & Wu, Y. (2023). A cross-sectional study: Family communication, anxiety, and depression in adolescents: the mediating role of family violence and problematic internet use. *BMC Public Health*, *23*(1), 1747. https://doi.org/10.1186/s12889-023-16637-0

Huston, T. (2022). Social Media for Teaching Empathy, Civil and Moral Development, and Critical Thinking. In *Exploring Ethical Problems in Today's Technological World* (pp. 120–140). IGI Global Scientific Publishing. https://doi.org/10.4018/978-1-6684-5892-1.ch007

Ivask, S., Waschková Císařová, L., & Lon, A. (2024). "When can I get angry?" Journalists' coping strategies and emotional management in hostile situations. *Journalism*, *25*(10), 2099–2116. https://doi.org/10.1177/14648849231199895

Jaron Bedrosova, M., Dufkova, E., Machackova, H., Huang, Y., & Blaya, C. (2025). Bias-Based Cyberaggression Related To Origin, Religion, Sexual Orientation, Gender, and Weight: Systematic Review of Young People's Experiences, Risk and Protective Factors, and the Consequences. *Trauma, Violence, & Abuse*, *26*(1), 86–102. https://doi.org/10.1177/15248380241275971

Keighley, R. (2022). Hate Hurts: Exploring the Impact of Online Hate on LGBTQ+ Young People. *Women & Criminal Justice*, *32*(1–2), 29–48. https://doi.org/10.1080/08974454.2021.1988034

Keipi, T., Räsänen, P., Oksanen, A., Hawdon, J., & Näsi, M. (2018). Exposure to online hate material and subjective well-being: A comparative study of American and Finnish youth. *Online Information Review*, *42*(1), 2–15. Scopus. https://doi.org/10.1108/OIR-05-2016-0133

Khatod, S. R. (2024). Empathy education in adolescence may mitigate hate caused by seminal events: A literature review and case presentations by an adolescent. *Discover Psychology*, *4*(1), 135. https://doi.org/10.1007/s44202-024-00248-w

Kleppang, A. L., Steigen, A. M., & Finbråten, H. S. (2023). Explaining variance in self-efficacy among adolescents: The association between mastery experiences, social

support, and self-efficacy. *BMC Public Health*, *23*(1), 1665. https://doi.org/10.1186/s12889-023-16603-w

Lewin, C., Niederhauser, D., Johnson, Q., Saito, T., Sakamoto, A., & Sherman, R. (2021). Safe and Responsible Internet Use in a Connected World: Promoting Cyber-Wellness. *Canadian Journal of Learning and Technology*, *47*(4). https://eric.ed.gov/?id=EJ1316262

Livingstone, S., Mascheroni, G., & Stoilova, M. (2023). The outcomes of gaining digital skills for young people's lives and wellbeing: A systematic evidence review. *New Media & Society*, *25*(5), 1176–1202. https://doi.org/10.1177/14614448211043189

Lo Cricchio, M. G., García-Poole, C., te Brinke, L. W., Bianchi, D., & Menesini, E. (2021). Moral disengagement and cyberbullying involvement: A systematic review. *European Journal of Developmental Psychology*, *18*(2), 271–311. https://doi.org/10.1080/17405629.2020.1782186

Löw, A., Puzić, S., & Matić Bojić, J. (2022). Anti-immigrant prejudice in a post-socialist context: The role of identity-based explanations. *Ethnic and Racial Studies*, *45*(1), 113–132. https://doi.org/10.1080/01419870.2020.1862891

Mani, K., Du, K., Bailey, P., & Reed, E. (2023, May 4). *Creating a Digital Literacy Curriculum for Students in Morocco*. Worcester Polytechnic Institute.

Mansur, Z., Omar, N., & Tiun, S. (2023). Twitter Hate Speech Detection: A Systematic Review of Methods, Taxonomy Analysis, Challenges, and Opportunities. *IEEE Access*, *11*, 16226–16249. IEEE Access. https://doi.org/10.1109/ACCESS.2023.3239375

Marin, L. (2022). Enactive Principles for the Ethics of User Interactions on Social Media: How to Overcome Systematic Misunderstandings Through Shared Meaning-Making. *Topoi*, *41*(2), 425–437. https://doi.org/10.1007/s11245-021-09792-9

Matamoros-Fernández, A., & Farkas, J. (2021). Racism, Hate Speech, and Social Media: A Systematic Review and Critique. *Television & New Media*, *22*(2), 205–224. https://doi.org/10.1177/1527476420982230

Meydiningrum, Atmoko, A., & Ramli, M. (2024). Kontribusi Intensitas Penggunaan Media Sosial, Moral Disengagement, dan Deindividuasi Terhadap Perilaku Cyberbullying pada Remaja. *G-Couns: Jurnal Bimbingan Dan Konseling*, *9*(2), Article 2. https://doi.org/10.31316/g-couns.v9i2.6708

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Group, T. P. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLOS Medicine*, *6*(7), e1000097. https://doi.org/10.1371/journal.pmed.1000097

Mutero, I. T., Mindu, T., Cele, W., Manyangadze, T., & Chimbari, M. J. (2022). Engaging youth in stakeholder analysis for developing community-based digital innovations for mental health of young people in Ingwavuma community, in KwaZulu-Natal Province, South Africa. *Health & Social Care in the Community*, *30*(6), e4239–e4251. https://doi.org/10.1111/hsc.13817

Ng, E. D., Chua, J. Y. X., & Shorey, S. (2022). The Effectiveness of Educational Interventions on Traditional Bullying and Cyberbullying Among Adolescents: A Systematic Review and Meta-Analysis. *Trauma, Violence, & Abuse*, *23*(1), 132–151. https://doi.org/10.1177/1524838020933867

Obermaier, M. (2024). Youth on standby? Explaining adolescent and young adult bystanders' intervention against online hate speech. *New Media & Society*, *26*(8), 4785–4807. https://doi.org/10.1177/14614448221125417

Obermaier, M., & Schmuck, D. (2022a). Youths as targets: Factors of online hate speech victimization among adolescents and young adults. *Journal of Computer-Mediated Communication*, *27*(4), zmac012. https://doi.org/10.1093/jcmc/zmac012

Obermaier, M., & Schmuck, D. (2022b). Youths as targets: Factors of online hate speech victimization among adolescents and young adults. *Journal of Computer-Mediated Communication*, *27*(4). Scopus. https://doi.org/10.1093/jcmc/zmac012

O'Reilly, M., Levine, D., Batchelor, R., & Adams, S. (2024). Digital ethics of care and digital citizenship in UK primary schools: Children as interviewers. *Journal of Children and Media*, *18*(4), 585–604. https://doi.org/10.1080/17482798.2024.2394932

Pace, U., Passanisi, A., & D'Urso, G. (2018). Emotional and cognitive correlates of hating among adolescents: An exploratory study. *Journal of Adolescence*, *68*, 159–164. Scopus. https://doi.org/10.1016/j.adolescence.2018.08.002

Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know? *International Business Review*, *29*(4), 101717. https://doi.org/10.1016/j.ibusrev.2020.101717

Paul, J., Lim, W. M., O'Cass, A., Hao, A. W., & Bresciani, S. (2021). Scientific procedures and rationales for systematic literature reviews (SPAR-4-SLR). *International Journal of Consumer Studies*. Scopus. https://doi.org/10.1111/ijcs.12695

Poma, F. (2025). *Adolescent Self-Esteem and Future Outlook: The Consequences of Experiencing Hate Speech*. https://thesis.unipd.it/handle/20.500.12608/74028

Popa-Wyatt, M. (2023). Online Hate: Is Hate an Infectious Disease? Is Social Media a Promoter? *Journal of Applied Philosophy*, *40*(5), 788–812. https://doi.org/10.1111/japp.12679

Prasetiyo, W. H., Sumardjoko, B., Muhibbin, A., Naidu, N. B. M., & Muthali'in, A. (2023). Promoting Digital Citizenship among Student-Teachers: The Role of Project-Based Learning in Improving Appropriate Online Behaviors. *Participatory Educational Research*, *10*(1), Article 1. https://doi.org/10.17275/per.23.21.10.1

Räsänen, P., Hawdon, J., Holkeri, E., Keipi, T., Näsi, M., & Oksanen, A. (2016). Targets of online hate: Examining determinants of victimization among young Finnish Facebook users. *Violence and Victims*, *31*(4), 708–725. Scopus. https://doi.org/10.1891/0886-6708.31.4.708

Rethlefsen, M. L., & Page, M. J. (2022). PRISMA 2020 and PRISMA-S: Common questions on tracking records and the flow diagram. *Journal of the Medical Library Association*, *110*(2), 253–257. Scopus. https://doi.org/10.5195/jmla.2022.1449

Rifat, M. R., Das, D., Poddar, A., Jannat, M., Soden, R., Semaan, B., & Ahmed, S. I. (2024). The Politics of Fear and the Experience of Bangladeshi Religious Minority Communities Using Social Media Platforms. *Proc. ACM Hum.-Comput. Interact.*, *8*(CSCW2), 387:1-387:32. https://doi.org/10.1145/3686926

Santa María, L., Aliagas, C., & Rutten, K. (2022). Youth's literary socialisation practices online: A systematic review of research. *Learning, Culture and Social Interaction*, *34*, 100628. https://doi.org/10.1016/j.lcsi.2022.100628

Saputra, N. M. A., Muslihati, Ramli, M., Sobri, A. Y., Madihie, A., & Fitriyah, F. K. (2024). Digital Literacy as an Indicator of Adolescent Mental Health and Implementation for the Role of School Counselor: A Systematic Literature Review. *South Eastern European Journal of Public Health*, 221–234. https://doi.org/10.70135/seejph.vi.841

Savimäki, T., Kaakinen, M., Räsänen, P., & Oksanen, A. (2020). Disquieted by Online Hate: Negative Experiences of Finnish Adolescents and Young Adults. *European Journal on Criminal Policy and Research*, *26*(1), 23–37. Scopus. https://doi.org/10.1007/s10610-018-9393-2

Schardt, C., Adams, M. B., Owens, T., Keitz, S., & Fontelo, P. (2007). Utilization of the PICO framework to improve searching PubMed for clinical questions. *BMC Medical Informatics and Decision Making*, *7*. Scopus. https://doi.org/10.1186/1472-6947-7-16

Setiyowati, A. J., Bariyyah, K., Probowati, D., & Pratiwi. (2025). Project-Based Learning sebagai Upaya Pencegahan Perundungan dan Toxic Relationship di Sekolah Menengah Pertama. *ResearchGate*. https://doi.org/10.24036/sb.05570

Shadiev, R., Wang, X., & Huang, Y.-M. (2021). Cross-cultural learning in virtual reality environment: Facilitating cross-cultural understanding, trait emotional intelligence, and sense of presence. *Educational Technology Research and Development*, *69*(5), 2917–2936. https://doi.org/10.1007/s11423-021-10044-1

Sobieraj, S. (2020). Hostile Speaking Environment. In S. Sobieraj (Ed.), *Credible Threat: Attacks Against Women Online and the Future of Democracy* (p. 0). Oxford University Press. https://doi.org/10.1093/oso/9780190089283.003.0002

Stahel, L., & Baier, D. (2023). Digital Hate Speech Experiences Across Age Groups and Their Impact on Well-Being: A Nationally Representative Survey in Switzerland. *Cyberpsychology, Behavior, and Social Networking*, *26*(7), 519–526. https://doi.org/10.1089/cyber.2022.0185

Staufert-Reyes, E., Wan, C., Thakurta, A., Winsch, J., Sykes, Z., Luong, Q., & Ghiso, M. P. (2022). Cultivating Virtual Communities of Care: Reflections on Community-Based Research in Times of Sociopolitical Precarity. *Literacy Research: Theory, Method, and Practice*, *71*(1), 437–459. https://doi.org/10.1177/23813377221114479

Stewart, A. M., Maxie-Moreman, A. D., Schuschke, J., Lozada, F. T., & Rodgers, A. J. (2023). From chat rooms to classrooms and TikToks too: Dr. Brendesha Tynes' contributions to the study of race and development in digital contexts. *American Psychologist*, *78*(4), 551–562. https://doi.org/10.1037/amp0001124

Susilawati, Wibowo, M. E., & Sunawan. (2020). Moral disengagement and classroom incivility against the social responsibility character of junior high school

students. *Islamic Guidance and Counseling Journal*, *3*(1), 26–31. Scopus. https://doi.org/10.25217/igcj.v3i1.661

Tong, S. T., Stoycheff, E., & Mitra, R. (2022). Racism and resilience of pandemic proportions: Online harassment of Asian Americans during COVID-19. *Journal of Applied Communication Research*, *50*(6), 595–612. https://doi.org/10.1080/00909882.2022.2141068

Turner, N., Holt, T. J., Brewer, R., Cale, J., & Goldsmith, A. (2023). Exploring the Relationship between Opportunity and Self-Control in Youth Exposure to and Sharing of Online Hate Content. *Terrorism and Political Violence*, *35*(7), 1604–1619. https://doi.org/10.1080/09546553.2022.2066526

Utami, R. S., Setyosari, P., Ramli, M., & Akbar, S. (2024). Counselor Competence In Implementing Guidance And Counseling In The Digital Era: Systematic Literature Review. *Educational Administration: Theory and Practice*, *30*(5), Article 5. https://doi.org/10.53555/kuey.v30i5.5078

Wachs, S., Bilz, L., Wettstein, A., & Espelage, D. L. (2024). Validation of the multidimensional bystander responses to racist hate speech scale and its association with empathy and moral disengagement among adolescents. *Aggressive Behavior*, *50*(1). Scopus. https://doi.org/10.1002/ab.22105

Wachs, S., Castellanos, M., Wettstein, A., Bilz, L., & Gámez-Guadix, M. (2023). Associations Between Classroom Climate, Empathy, Self-Efficacy, and Countering Hate Speech Among Adolescents: A Multilevel Mediation Analysis. *Journal of Interpersonal Violence*, *38*(5–6), 5067–5091. https://doi.org/10.1177/08862605221120905

Wachs, S., Gámez-Guadix, M., & Wright, M. F. (2022). Online Hate Speech Victimization and Depressive Symptoms among Adolescents: The Protective Role of Resilience. *Cyberpsychology, Behavior, and Social Networking*, *25*(7), 416–423. Scopus. https://doi.org/10.1089/cyber.2022.0009

Wachs, S., Krause, N., Wright, M. F., & Gámez-Guadix, M. (2023). Effects of the Prevention Program "HateLess. Together against Hatred" on Adolescents' Empathy, Self-efficacy, and Countering Hate Speech. *Journal of Youth and Adolescence*, *52*(6), 1115–1128. Scopus. https://doi.org/10.1007/s10964-023-01753-2

Wachs, S., Machimbarrena, J. M., Wright, M. F., Gámez-Guadix, M., Yang, S., Sittichai, R., Singh, R., Biswal, R., Flora, K., Daskalou, V., Maziridou, E., Hong, J. S., &

Krause, N. (2022). Associations between Coping Strategies and Cyberhate Involvement: Evidence from Adolescents across Three World Regions. *International Journal of Environmental Research and Public Health*, *19*(11). Scopus. https://doi.org/10.3390/ijerph19116749

Wachs, S., Mazzone, A., Schultze-Krumbholz, A., Wright, M. F., Döring, N., Espelage, D. L., Gámez-Guadix, M., & Hong, J. S. (2024). Online Hate Speech Among Adolescents: Theory, Research, and Recommendations. In D. A. Christakis & L. Hale (Eds.), *Handbook of Children and Screens: Digital Media, Development, and Well-Being from Birth Through Adolescence* (pp. 457–463). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-69362-5_62

Wachs, S., Wettstein, A., Bilz, L., Espelage, D. L., Wright, M. F., & Gámez-Guadix, M. (2024). Individual and Contextual Correlates of Latent Bystander Profiles toward Racist Hate Speech: A Multilevel Person-centered Approach. *Journal of Youth and Adolescence*, *53*(6), 1271–1286. https://doi.org/10.1007/s10964-024-01968-x

Wachs, S., Wright, M. F., & Gámez-Guadix, M. (2024). From hate speech to HateLess. The effectiveness of a prevention program on adolescents' online hate speech involvement. *Computers in Human Behavior*, *157*. Scopus. https://doi.org/10.1016/j.chb.2024.108250

Walther, J. B. (2022). Social media and online hate. *Current Opinion in Psychology*, *45*, 101298. https://doi.org/10.1016/j.copsyc.2021.12.010

Wang, X., Dong, W., & Qiao, J. (2023). How is childhood psychological maltreatment related to adolescents' cyberbullying perpetration? The roles of moral disengagement and empathy. *Current Psychology*, *42*(19), 16484–16494. https://doi.org/10.1007/s12144-021-02495-9

Widiastuti, A. A., Atmoko, A., Eva, N., Anggraini, H., Widyatno, A., Amalia, R., & Pratama, B. D. (2024). The role of self-efficacy and tangible support in managing depression in fibromyalgia: Expanding social support strategies. *Journal of Psychosomatic Research*, *187*, 111964. https://doi.org/10.1016/j.jpsychores.2024.111964

Windisch, S., Wiedlitzka, S., Olaghere, A., & Jenaway, E. (2022). Online interventions for reducing hate speech and cyberhate: A systematic review. *Campbell Systematic Reviews*, *18*(2), e1243. https://doi.org/10.1002/cl2.1243

Yin, W., & Zubiaga, A. (2021). Towards generalisable hate speech detection: A review on obstacles and solutions. *PeerJ Computer Science*, *7*, e598. https://doi.org/10.7717/peerj-cs.598

Zhao, Y., Zhao, M., & Shi, F. (2024). Integrating Moral Education and Educational Information Technology: A Strategic Approach to Enhance Rural Teacher Training in Universities. *Journal of the Knowledge Economy*, *15*(3), 15053–15093. https://doi.org/10.1007/s13132-023-01693-z