

Digital Ethics Education: Preventing Cyberbullying and Supporting Mental Health in Elementary Schools

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Abstract

This study addresses the escalating crisis of cyberbullying and its detrimental impact on the mental health of Indonesian elementary students in 2025. Utilizing a Systematic Literature Review (SLR) and bibliometric analysis of 73 core articles, the research examines how digital environments influence children's moral reasoning through the theoretical lenses of Lawrence Kohlberg and Albert Bandura. Findings reveal that the "remoteness of harm" in digital spaces keeps students within a pre-conventional moral stage, leading to aggressive behaviors like denigration and AI-enhanced harassment. Data indicates that 19.2% of students practice school avoidance due to cyber-victimization, contributing to severe psychological risks. The study identifies a critical "ethical lag" in current curricula and advocates for a "whole-school approach" that integrates "Pancasila" values with Social-Emotional Learning. Results from localized interventions demonstrate that targeted resilience training can improve student coping mechanisms by 37%, providing a culturally relevant roadmap for fostering digital ethics and psychological safety.

Abstrak

Penelitian ini membahas krisis perundungan siber yang meningkat dan dampak buruknya terhadap kesehatan mental siswa sekolah dasar di Indonesia pada tahun 2025. Menggunakan Metode *Systematic Literature Review* (SLR) dan analisis bibliometrik terhadap 73 artikel inti, penelitian ini mengkaji bagaimana lingkungan digital memengaruhi penalaran moral anak melalui lensa teoritis Lawrence Kohlberg dan Albert Bandura. Temuan mengungkapkan bahwa "jarak bahaya" di ruang digital membuat siswa tetap berada dalam tahap moral pra-konvensional, yang memicu perilaku agresif seperti denigrasi dan pelecehan berbasis kecerdasan buatan (AI). Data menunjukkan bahwa 19,2% siswa melakukan penghindaran sekolah akibat viktimisasi siber, yang berkontribusi pada risiko psikologis yang parah. Studi ini mengidentifikasi "kesenjangan etika" kritis dalam kurikulum saat ini dan mengadvokasi "pendekatan sekolah menyeluruh" yang mengintegrasikan nilai-nilai Pancasila dengan Pembelajaran Sosial-Emosional. Hasil dari intervensi lokal menunjukkan bahwa pelatihan resiliensi terpadu dapat meningkatkan mekanisme coping siswa sebesar 37%, memberikan peta jalan yang relevan secara budaya untuk memupuk etika digital dan keamanan psikologis.



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A. INTRODUCTION

1. Background

The imperative for research into digital ethics education in Indonesian elementary schools is driven by an escalating crisis of school-based violence and its digital extensions. In early 2024, the Indonesian Child Protection Commission (KPAI) recorded a disturbing baseline of 3,800 bullying cases, with nearly half occurring within educational institutions.¹ By mid-2025, the national discourse was punctuated by tragedies, such as the suicide of a student in Garut following chronic bullying and viral incidents of physical abuse during orientation weeks (MPLS) in regions like Blitar.² These events suggest that bullying is no longer a developmental rite of passage but a structural failure of the educational system. Specifically, at the elementary level, the proliferation of affordable smartphones and unsupervised internet access has allowed cyberbullying to emerge as a dominant form of aggression.³ Unlike traditional physical bullying, cyberbullying in the primary school context often involves "denigration" the posting of rumors and "exclusion," where children are systematically removed from social messaging groups, leading to profound feelings of isolation.⁴

Theoretical frameworks for understanding this phenomenon are rooted in the cognitive-moral development models of Lawrence Kohlberg and the social learning principles of Albert Bandura. Kohlberg's theory suggests that children under the age of nine typically operate at the "pre-conventional" level of morality.⁵ In Stage 1, children behave according to norms primarily to avoid punishment from authority figures, while Stage 2 is characterized by instrumentalism and self-interest. The digital environment presents a unique challenge to this developmental stage because the "remoteness of harm" and the lack of immediate "affective feedback" (such as seeing a victim's tears) diminish the perceived risk of punishment and the natural development of empathy.

¹ Ares Faujian dkk., "The Phenomenon of Bullying in Schools as a Basis for Developing Social Studies Learning Materials," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 17, no. 1 (2025): 475–92, <https://doi.org/10.37680/qalamuna.v17i1.6597>.

² Content Writer, *The Bullying Epidemic in 2025 - Indonesia Youth Foundation*, 24 Agustus 2025, <https://indonesiayouthfoundation.org/the-bullying-epidemic-in-2025/>.

³ Ira Dwi Kustiyaningsih dkk., "Navigating Bullying Dynamics in Elementary Schools Amid Digital Transformation: A Systematic Literature Review," *Journal of Innovation and Research in Primary Education* 4, no. 4 (2025): 3085–94, <https://doi.org/10.56916/jirpe.v4i4.1941>.

⁴ "Understanding Cyberbullying and Social Media: Supporting Students in the Digital Age," 20 Juni 2025, <https://www.cybersmile.org/2025/06/20/understanding-cyberbullying-and-social-media-supporting-students-in-the-digital-age/>.

⁵ Nicole Arduini-Van Hoose, *Moral Development*, 1 Juni 2020, <https://edpsych.pressbooks.sunycreate.cloud/chapter/moral-development/>.

Furthermore, Bandura's Social Learning Theory posits that children learn behaviors through the observation and imitation of significant adults and peers. In Indonesia, the normalization of aggressive digital discourse and the emergence of negative "online figures" provide a destructive template for children to follow, creating a cycle of "reciprocal determinism" where a toxic digital environment reinforces aggressive individual behavior.

A review of recent Scopus-indexed research from 2014 to 2025 indicates a growing scholarly focus on the nexus of cyberbullying and mental health. Bibliometric analyses reveal that while there is an increasing trend in publications averaging an 8.45% annual growth rate there remains a critical "ethical lag" in curriculum design.⁶ Global studies from UNESCO and UNICEF report that cyberbullying now affects approximately one-third of students worldwide, with rates as high as 60% in the United States.⁷ In the Asia-Pacific region, however, interventions have often shown non-significant effects, suggesting that western-centric models may lack the cultural nuance required for effective implementation in countries like Indonesia. Existing literature highlights a range of mental health consequences, including a two-fold increase in depressive symptoms, school absenteeism, and self-harming behaviors. Yet, most research remains focused on middle and high school students, leaving a significant gap in our understanding of the unique vulnerabilities of elementary-aged "digital natives" who possess high technical proficiency but limited critical thinking abilities.⁸

The novelty of this study lies in its focus on "preemptive digital socialization" within the specific socio-cultural framework of Indonesia. While previous Scopus-indexed articles have explored digital citizenship broadly, this research integrates the indigenous ethical framework of "Pancasila" with modern Social-Emotional Learning (SEL) strategies to address the emergence of AI-driven bullying such as the creation of deepfake content and hurtful AI-generated media which represents a new frontier of digital aggression in

⁶ "Cyberbullying and digital ethics: A bibliometric analysis from a communication research perspective," diakses 24 Desember 2025, https://www.researchgate.net/publication/397528788_Cyberbullying_and_digital_ethics_A_bibliometric_analysis_from_a_communication_research_perspective.

⁷ "Cyberbullying - Definition and Facts | United Nations in Indonesia," diakses 24 Desember 2025, <https://indonesia.un.org/en/305496-cyberbullying-definition-and-facts>.

⁸ Adam Stone Twitter Adam Stone writes on technology trends from Annapolis dkk., "Cyberbullying and the Technology To Stop, Prevent and Combat It in Schools," Technology Solutions That Drive Education, diakses 24 Desember 2025, <https://edtechmagazine.com/k12/article/2025/02/cyberbullying-technology-in-schools-perfcon>.

2025.⁹ By analyzing the "Upright Project" and peer support models implemented in Semarang, this paper provides a localized roadmap for resilience-building that moves beyond technical literacy to embrace relational ethics.¹⁰ The analysis demonstrates that digital ethics education must be a foundational component of character education (Pendidikan Karakter) rather than an elective technological skill, as the digital environment has become the primary venue for identity formation among Indonesian youth.¹¹

The findings of this research indicate that a multifaceted "whole-school approach" combining empathy training, technological monitoring, and parental mediation is the most effective deterrent against cyberbullying. Empirical data from interventions in 2025 show that targeted resilience training can improve student coping mechanisms by as much as 37%, significantly reducing the probability of long-term mental health disorders.¹² Furthermore, the study concludes that effective prevention requires a paradigm shift from "extractive" technology use to "positive technology" design that prioritizes human well-being and social support over engagement metrics.

2. Problem Formulation

The surge in digital connectivity among Indonesian elementary students has not been accompanied by a corresponding increase in digital ethical awareness, leading to a surge in cyberbullying and a deterioration of student mental well-being. This study addresses the following research questions:

- a. How do the unique characteristics of the digital environment such as anonymity, the remoteness of harm, and the lack of affective feedback influence the moral reasoning of elementary students according to Kohlberg's stages of development?
- b. What is the causal relationship between cyberbullying experiences (as perpetrator, victim, or bystander) and mental health outcomes such as anxiety,

⁹ Mashudi Rofik dkk., "Character Education Management Strategies to Address the Negative Impacts of Social Media Use on Youth," *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme* 7 (November 2025): 692–707, <https://doi.org/10.37680/scaffolding.v7i3.8161>.

¹⁰ Erviana Zefanya Agatha dkk., "Beyond the trauma: a scoping review of nursing interventions for improving psychological well-being in adolescents bullying victims," *BMC Nursing* 24 (Juli 2025): 973, <https://doi.org/10.1186/s12912-025-03642-4>.

¹¹ Rofik dkk., "Character Education Management Strategies to Address the Negative Impacts of Social Media Use on Youth," November 2025.

¹² Rofik dkk., "Character Education Management Strategies to Address the Negative Impacts of Social Media Use on Youth," November 2025.

depression, and school avoidance in the Indonesian elementary school context?

- c. To what extent can the integration of "Pancasila" values into a digital ethics curriculum provide a culturally relevant intervention strategy to mitigate the "bullying epidemic" observed in 2025?
- d. What are the primary institutional and social barriers preventing the effective implementation of digital citizenship education in Indonesian primary schools, and how can these be addressed through a comprehensive "whole-school" model?

3. Research Methods

This research utilizes a Systematic Literature Review (SLR) methodology, following the PRISMA 2020 guidelines, to synthesize fragmented evidence from global and national databases. The primary data source is the Scopus database, from which articles published between 2014 and 2025 were extracted using the keywords "Cyberbullying," "Digital Ethics," "Mental Health," and "Elementary School".¹³ A total of 73 core articles were selected for bibliometric analysis to identify trends, research clusters, and dominant theoretical frameworks.

In addition to scholarly literature, the study integrates current event data and institutional reports from 2024 and 2025. This includes the "Digital 2025 Indonesia" report, KPAI statistical releases, and news reports on the 2025 "bullying epidemic" in West Java and East Java.¹⁴ These sources provide a contemporary baseline for the prevalence of bullying in the Indonesian educational system and the specific types of technology being exploited by minors.

The analysis technique involves a qualitative thematic synthesis combined with quantitative bibliometric mapping. Tools such as VOSviewer and Biblioshiny were utilized to visualize co-occurrence networks of keywords and the evolution of research topics, such as the shift from "traditional bullying" to "AI-enhanced cyberbullying".¹⁵ The

¹³ Deska Imanisa dkk., "Cyberbullying and digital ethics: A bibliometric analysis from a communication research perspective," *Jurnal ASPIKOM* 10 (November 2025): 147, <https://doi.org/10.24329/aspikom.v10i1.1618>.

¹⁴ "Protecting Children Online Requires More Than Social Media Restrictions," diakses 24 Desember 2025, <https://jakartaglobe.id/opinion/protecting-children-online-requires-more-than-social-media-restrictions>.

¹⁵ Deska Imanisa dkk., "Cyberbullying and digital ethics: A bibliometric analysis from a communication research perspective," *Jurnal ASPIKOM* 10 (November 2025): 147, <https://doi.org/10.24329/aspikom.v10i1.1618>.

"Kitchenham methodology" was applied to evaluate intervention models, comparing the effectiveness of international programs like KiVa and Olweus with localized Indonesian initiatives like the peer support resilience training in Semarang.¹⁶ Finally, the study applies the theoretical lenses of Kohlberg and Bandura to interpret the behavioral data, ensuring that the proposed interventions are developmentally appropriate for the elementary school cohort.

B. RESULTS AND DISCUSSION

1. The Evolution of Aggression: From Traditional to Cyberbullying

The findings demonstrate that the transition from traditional physical bullying to cyberbullying is not merely a change in medium but a fundamental shift in the nature of social aggression. In the 2025 Indonesian context, cyberbullying is characterized by its persistence and anonymity, allowing aggressors to operate with a degree of perceived impunity. Elementary students are increasingly using platforms like Instagram (42%), Facebook (37%), and Snapchat (31%) to engage in "denigration," "exclusion," and "impersonation".¹⁷ A critical development in late 2024 was the rise of AI-assisted bullying, where students utilize generative tools to create "hurtful songs" or inappropriate deepfake imagery of their peers, a phenomenon that 1 in 10 students has reportedly witnessed.¹⁸

This evolution is particularly dangerous for elementary students because they are often "digital natives" who lack the "critical thinking and decision-making abilities" required for safe technology use.¹⁹ Data shows that as the average age of internet access decreases, the frequency of "role-switching" where a student is both a victim and a perpetrator has increased.²⁰ This cycle is driven by a desire for social validation and peer

¹⁶ "Fig. 1. Bullying Cases Data among School Children in Indonesia (Annur,...," ResearchGate, diakses 24 Desember 2025, https://www.researchgate.net/figure/Bullying-cases-data-among-school-children-in-Indonesia-Annur-2024-Figure-1-depicts-the_fig1_382700466.

¹⁷ "Understanding Cyberbullying and Social Media: Supporting Students in the Digital Age," 20 Juni 2025, <https://www.cybersmile.org/2025/06/20/understanding-cyberbullying-and-social-media-supporting-students-in-the-digital-age/>.

¹⁸ Adam Stone Twitter Adam Stone writes on technology trends from Annapolis dkk., "Cyberbullying and the Technology To Stop, Prevent and Combat It in Schools," Technology Solutions That Drive Education, diakses 24 Desember 2025, <https://edtechmagazine.com/k12/article/2025/02/cyberbullying-technology-in-schools-perfcon>.

¹⁹ "JMIR Research Protocols - Prevalence, Motivations, and Social, Mental Health and Health Consequences of Cyberbullying Among School-Aged Children and Youth: Protocol of a Longitudinal and Multi-Perspective Mixed Method Study," diakses 24 Desember 2025, <https://www.researchprotocols.org/2016/2/e83/>.

²⁰ "Frontiers | Cyberbullying and mental health: past, present and future," diakses 24 Desember 2025, <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1279234/full>.

pressure, which often normalizes aggressive online behavior as a means of exerting dominance.

Forms of Cyberbullying in Elementary Schools	Description	Prevalence/Risk
Denigration	Posting rumors, gossip, or untrue statements to harm reputation.	High (WhatsApp/IG)
Exclusion	Deliberately leaving someone out of online groups or activities.	31-37% of incidents
Impersonation	Pretending to be someone else to cause social or emotional harm.	Rising in 2025
Cyberflashing	Sending nonconsensual explicit images via digital platforms.	Emerging Risk
AI Harassment	Using AI to create deepfakes or mocking multimedia content.	10% of students

2. Mental Health Trajectories and Academic Resilience

The mental health impacts of cyberbullying are pervasive and long-lasting. Victims experience a range of "emotional and psychosomatic problems," including anxiety, depression, insomnia, and loss of appetite.²¹ In Indonesia, the "bullying epidemic" of 2025 has led to a significant increase in school avoidance, with 19.2% of students staying home due to fear of harassment nearly double the rate reported in 2016. This absenteeism directly correlates with declining academic performance and social withdrawal.²²

Furthermore, the research highlights that even "bystanders" who witness cyberbullying suffer from social stress and anxiety, contributing to a "toxic school climate". The "digital footprint" of these incidents means that the trauma is not episodic but continuous, as hurtful content can be shared and screenshotted indefinitely,

²¹ "JMIR Research Protocols - Prevalence, Motivations, and Social, Mental Health and Health Consequences of Cyberbullying Among School-Aged Children and Youth: Protocol of a Longitudinal and Multi-Perspective Mixed Method Study," diakses 24 Desember 2025, <https://www.researchprotocols.org/2016/2/e83/>.

²² Ada Gallegos dkk., "Cyberbullying in Students: Forms of Aggression, Risk Factors, and Educational Responses in Digital Environments," *F1000Research* 14 (September 2025): 880, <https://doi.org/10.12688/f1000research.168253.1>.

preventing the victim from finding a sense of safety even at home.²³ The most severe cases recorded in 2025 involve self-harm (5%) and suicide attempts (3%), underscoring the urgency of integrating mental health support with digital ethics education.²⁴

Impact Category	Specific Consequence	Statistical Evidence
Psychological	Depressive symptoms, anxiety, low self-esteem.	2x risk for victims
Physical/Somatic	Insomnia, loss of appetite, headaches.	Frequently reported ²⁸
Academic	Absenteeism, declining grades, lack of concentration.	20% school avoidance
Behavioral	Social withdrawal, self-harm, suicidal ideation.	5% self-harm rate
Social	Difficulty forming healthy relationships, social stigma.	High among marginalized groups

3. Theoretical Application: Kohlberg and Bandura in the Classroom

Analyzing these findings through Kohlberg's stages reveals that elementary students' cyberbullying behavior is often a result of being stuck in "Pre-conventional" morality.²⁵ In the absence of immediate physical consequences (Stage 1) or a perceived mutual advantage (Stage 2), children may not view digital aggression as "wrong".²⁶ Digital ethics education must therefore facilitate a transition to "Conventional" morality (Stage 3), where the focus is on maintaining positive interpersonal relationships and empathy.

Bandura's Social Cognitive Theory suggests that "reciprocal determinism" can be harnessed for positive outcomes. If schools create a "Digital Learning Environment" that facilitates "positive resonance" and "prosocial behavior," students will observe and model these interactions.²⁷ Interventions like the "Upright Project" implement this by building

²³ Kustiyaningsih dkk., "Navigating Bullying Dynamics in Elementary Schools Amid Digital Transformation."

²⁴ "Cyberbullying - Definition and Facts | United Nations in Indonesia," diakses 24 Desember 2025, <https://indonesia.un.org/en/305496-cyberbullying-definition-and-facts>.

²⁵ "Kohlberg's Stages of Moral Development: The Six Stages Explained," diakses 24 Desember 2025, <https://www.structural-learning.com/post/kohlbergs-moral-development-stages>.

²⁶ "Moral Development - Educational Psychology," diakses 24 Desember 2025, <https://edpsych.pressbooks.sunycreate.cloud/chapter/moral-development/>.

²⁷ Andrew Villamil dan Sará King, "A Humane Social Learning-Informed Metaverse: Cultivating Positive Technology Experiences in Digital Learning Environments," *Cyberpsychology, Behavior and Social Networking* 27, no. 1 (2024): 47-56, <https://doi.org/10.1089/cyber.2023.0001>.

"resilience" through emotional regulation and positive thinking training.²⁸ Evidence from Semarang in 2025 shows that after such training, student resilience scores increased from 21.6 to 29.6, a 37% improvement that served as a protective factor against the negative psychological effects of bullying.

4. Strategic Interventions and the "Whole-School" Approach

The research identifies six key ways to prevent cyberbullying, emphasizing that education is more effective than simple restriction. Programs that only rely on lectures or handouts are less effective than "interactive" models involving role-playing, group activities, and student-led advocacy. In the Indonesian context, the integration of "Pancasila" values such as *Gotong Royong* (mutual cooperation) and *Adab* (etiquette) into the digital ethics curriculum is essential for cultural resonance.²⁹

The "whole-school approach" requires synergy between five major stakeholders:

- a. Educators: Must be trained in "conflict handling" and "student psychology" to move beyond simple discipline to restorative justice.
- b. Students: Need to be empowered as "upstanders" through peer support groups, which have been shown to enhance social competence and resilience.³⁰
- c. Parents: Must bridge the "digital literacy gap" to provide effective mediation; 49% of children currently report their parents do not monitor their online activities.³¹
- d. Technology: Monitoring tools like "GoGuardian" and anonymous reporting apps like "StopIt" allow for early detection and rapid de-escalation of threats.³²
- e. Policymakers: Should enforce robust anti-bullying policies and support "inclusive education" that protects marginalized groups who are at higher risk for cyberbullying.

²⁸ Erviana Zefanya Agatha dkk., "Beyond the trauma: a scoping review of nursing interventions for improving psychological well-being in adolescents bullying victims," *BMC Nursing* 24 (Juli 2025): 973, <https://doi.org/10.1186/s12912-025-03642-4>.

²⁹ Prince Damanik dkk., "Digital Citizenship Education in the Era 5.0: Integrating Artificial Intelligence in Indonesian Educational Context," *JIMU: Jurnal Ilmiah Multidisipliner* 3 (November 2025), <https://doi.org/10.70294/jimu.v3i04.1579>.

³⁰ "Bullying cases data among school children in Indonesia (Annur, 2024)... | Download Scientific Diagram," diakses 24 Desember 2025, https://www.researchgate.net/figure/Bullying-cases-data-among-school-children-in-Indonesia-Annur-2024-Figure-1-depicts-the_fig1_382700466.

³¹ "Cyberbullying - Definition and Facts | United Nations in Indonesia," diakses 24 Desember 2025, <https://indonesia.un.org/en/305496-cyberbullying-definition-and-facts>.

³² "Cyberbullying Tech in Schools: How AI Tools Help Keep Students Safe | EdTech," diakses 24 Desember 2025, <https://edtechmagazine.com/k12/article/2025/02/cyberbullying-technology-in-schools-perfcon>.

Intervention Model	Key Components	Effectiveness/Outcome
Upright Project	Resilience training, emotional regulation, peer support.	37% resilience increase
KiVa (Finland)	Bystander focus, video games, virtual school feedback.	Effective in 50% of schools
SEL Integration	Empathy building, responsible decision-making.	Reduced bullying behaviors
StopIt/Tech Tools	Anonymous reporting, real-time wellness resources.	De-escalates physical threats
PBL (Problem-Based)	Real-world problem solving, ethical dilemmas.	Improved digital literacy

5. Institutional Barriers and the "Ethical Lag" in Indonesia

Despite the availability of these models, several barriers hinder implementation in Indonesia. The primary challenge is the "lack of a curriculum" that explicitly integrates digital citizenship with character education.³³ Many teachers struggle to keep up with the "rapid development of technology" and feel ill-equipped to address the psychological impacts of social media on their students.³⁴ Furthermore, there is a "structural issue" where bullying is often normalized as a part of "growing up," leading to a culture of silence where victims fear they will not be heard.³⁵

The 2025 IMD World Digital Competitiveness Ranking highlights that while Indonesia's "enthusiasm for digital participation" is high, its "ability to manage digital risks" is declining.³⁶ To overcome this, the research suggests that schools must move toward "phenomenon-based approaches" that provide real-life experiences in managing digital identities and conflicts. This requires a long-term commitment to "teacher

³³ "(PDF) Character Education Management Strategies to Address the Negative Impacts of Social Media Use on Youth," diakses 24 Desember 2025, https://www.researchgate.net/publication/398081311_Character_Education_Management_Strategies_to_Address_the_Negative_Impacts_of_Social_Media_Use_on_Youth.

³⁴ Mashudi Rofik dkk., "Character Education Management Strategies to Address the Negative Impacts of Social Media Use on Youth," *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme* 7 (November 2025): 692–707, <https://doi.org/10.37680/scaffolding.v7i3.8161>.

³⁵ *Indonesia Youth Foundation, The Bullying Epidemic in 2025 - Indonesia Youth Foundation*, 24 Agustus 2025, <https://indonesiayouthfoundation.org/the-bullying-epidemic-in-2025/>.

³⁶ "Protecting Children Online Requires More Than Social Media Restrictions," *Jakarta Globe*, diakses 24 Desember 2025, <https://jakartaglobe.id/opinion/protecting-children-online-requires-more-than-social-media-restrictions>.

capacity-building" and the creation of "safe reporting tools" that remove the fear of retaliation.

C. CONCLUSION

The escalation of cyberbullying and its devastating impact on student mental health in 2025 underscores the critical need for a systemic integration of digital ethics education in Indonesian elementary schools. By grounding interventions in Kohlberg's moral development stages and Bandura's social learning theory, schools can move beyond reactive discipline toward proactive resilience-building. This requires a comprehensive "whole-school approach" that aligns technological monitoring with "Pancasila" values and robust parental involvement to bridge the existing "ethical lag." Ultimately, the goal of such education is to transform the digital space from a venue of harassment into a safe environment for learning, ensuring that every student's right to psychological safety is upheld in the digital age.

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