

CYBERBULLYING AMONG SECONDARY SCHOOL STUDENTS: AN EXPLORATORY ANALYSIS OF TYPES AND PATTERNS

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Abstract: *Cyberbullying among adolescents has become an increasing concern due to the widespread use of social media and digital communication platforms. This exploratory study aimed to identify the types of cyberbullying experienced by secondary school students in Johor Bahru, Johor. A quantitative approach using a descriptive survey design was employed. A total of 299 students participated in the study, comprising 185 female students and 114 male students. Of the respondents, 141 were Form Four students, while 158 were Form Five students. Data were collected using a structured questionnaire and analysed using descriptive statistics, focusing on the frequency and percentage of each type of cyberbullying. The findings showed that dissing was the most commonly reported type of cyberbullying, involving 65.2% of students, followed by trickery at 31.5% and online harassment at 30.4%. These findings provide initial insight into cyberbullying patterns among secondary school students and highlight the need for school-based prevention and intervention programmes. This study also serves as a foundation for future research on cyberbullying experiences among adolescents in Malaysian school contexts.*

Keywords: *adolescents, cyberbullying, intervention, secondary school students, types of cyberbullying*

Introduction

Current technological advancement and digitalisation have exposed all levels of Malaysian society to internet use. Adolescents are no exception. Daily interaction through social media has expanded rapidly and has become a necessity in line with technological development. Although this development brings various benefits to education and social interaction, it has also contributed to the increase in cyberbullying incidents. For example, interactions through various mediums such as text messages, phone calls, emails, image or video sharing, instant messaging applications, online games and websites expose school adolescents to cyberbullying issues. International studies have also found that cyberbullying has serious effects on adolescents. For instance, cyberbullying may lead to low self-esteem, depression and loss of motivation, particularly among cyberbullying victims themselves (Anderson et al., 2014; Yatiman et al., 2020).

The rate of social media use in Malaysia is high. The platforms identified as most popular among Malaysians include WhatsApp, Facebook and Instagram (Mohd Hamizi, 2023). The Ministry of Education Malaysia has also progressed by implementing technology-based initiatives such as smart classrooms and online teaching. However, this wide access also increases the risk of social media misuse among school students. Studies have found that internet use among adolescents in Malaysia does not only function as a learning medium, but also serves as a space for expressing emotions and hidden identities, which at times may lead to uncontrolled behaviour (Azianura Hani & Mohammad Rahim, 2019).

Apart from affecting individuals psychologically, cyberbullying can also threaten social harmony. Studies have found that cyberattacks do not only involve personal matters but may also include sensitive issues such as racism, thereby raising concerns from the perspective of social unity (Mohd Mokhtarishah & Mokhtar, 2021). Other reports have also emphasised that cyber misuse among secondary school students has reached a worrying level and requires immediate attention (Mapatan et al., 2022; Norezlin & Mastura, 2024).

In conclusion, although information and communication technology plays an important role in empowering education and social interaction, its uncontrolled use has increased the risk of cyberbullying among adolescents. This situation calls for an integrated school-level intervention strategy to ensure that the benefits of technology can be maximised without compromising adolescents' psychosocial well-being.

Background

Bullying in educational institutions has increasingly become a matter of public and scholarly concern. The various forms of bullying that occur among school students are no longer limited to aggressive acts or physical violence, but also include cyberbullying. In August 2025, the Menteri Besar of Johor stated through his official social media platform that bullying in any form, whether physical, emotional, or cyber-related, is an act of cruelty. Such behaviour can damage students emotionally, weaken their motivation, and suppress their potential. In this regard, the Johor State Government has expressed its commitment to strengthening anti-bullying policies and prevention initiatives through strategic collaboration with schools, relevant agencies, and the wider community.

In line with global educational developments, the Malaysian education system places strong emphasis on the acquisition of 21st-century skills. This effort aims to prepare students to face increasingly complex challenges. The Secondary School Standard Curriculum, known as

Kurikulum Standard Sekolah Menengah (KSSM), was introduced by the Ministry of Education Malaysia (MOE) to produce well-balanced students by emphasising thinking skills, life skills, career readiness, and strong moral values. This initiative is expected to enhance student achievement and develop holistic human capital, in alignment with the aspirations of the Malaysia Education Blueprint 2013–2025 outlined by the MOE (Muhammad Hariz Muqri & Che Mansor, 2022).

The integration of technology into school-based learning has brought many positive developments. However, students' exposure to the internet and social media platforms has also contributed to various negative issues, including cyberbullying. Previous studies on cyberbullying indicate that this issue does not only occur internationally, but is also increasingly evident within Malaysia. For example, reports from the Malaysian Communications and Multimedia Commission (MCMC) have highlighted a sharp increase in cyberbullying cases, including several serious incidents associated with online harassment. As of 2024, MCMC had received a substantial number of complaints related to online abuse. Since 2020, data showed a total of 6,598 complaints involving online bullying and sexual harassment up to July 2024. In addition, between 2016 and 2021, MCMC recorded 15,238 complaints related to online harassment.

Problem Statement

Cyberbullying among adolescents has become an increasingly serious concern in Malaysia, particularly with the rapid expansion of internet access, mobile devices, and social media use. The National Health and Morbidity Survey 2022 reported that one in five adolescents had bullied or harassed someone through the internet, mobile phones, or other electronic devices. This finding indicates that cyberbullying is no longer an isolated behavioural issue, but a growing digital safety concern among young people. However, understanding cyberbullying only at a general level is insufficient for schools to plan effective prevention and intervention strategies. Schools need more specific evidence about the forms of cyberbullying that are actually occurring among students so that the responses developed are relevant to students' real online experiences.

Cyberbullying can occur in various forms, including insulting or offensive online messages, spreading rumours or false information, sharing harmful images or videos, online harassment, threats, impersonation, social exclusion, and other forms of harmful digital communication. The viral nature of digital platforms makes these behaviours difficult to control, especially when harmful content is widely shared within a short period. Since different forms of cyberbullying may affect students in different ways, identifying the types of cyberbullying experienced by students is important for helping schools develop more targeted and evidence-based interventions.

Previous studies have shown that cyberbullying is influenced by several factors, including victim-related factors, perpetrator-related factors, and the desire to gain attention or visibility on social media platforms such as Instagram (Jasmyn Tan & Balaraman, 2023). The unrestricted use of technology has also made cyberbullies more confident in emotionally harming victims through negative and hurtful words. Such behaviour may cause serious emotional and psychological distress among victims, particularly when the harassment is repeated and occurs in public digital spaces (Muhamad Luqmanul Hakim et al., 2023). These findings suggest that cyberbullying should not only be understood as a broad online risk, but also as a set of specific behaviours that need to be identified clearly within the school context.

In Malaysia, several recent studies have examined cyberbullying and adolescents' online behaviour. For example, Mapatan (2022) studied Form Two students in Lahad Datu, Sabah, focusing on the frequency of internet use, purposes of internet access, and students' experiences of cyberbullying. Meanwhile, Stephanie Ann et al. (2024), in a study involving adolescents aged 13 to 21 in Sarawak and Johor, found high levels of social media addiction and depressive tendencies among adolescents who spent long hours on social media. Although these studies provide useful evidence on adolescents' online behaviour and cyberbullying-related risks, they do not specifically provide detailed quantitative evidence on the types of cyberbullying experienced by secondary school students in Johor Bahru.

Although cyberbullying has received increasing research attention, many previous studies involving secondary school students have been qualitative in nature. These include studies by Jasmyn Tan et al. (2023), Johnson et al. (2023) in Selangor, Yatiman et al. (2020) in Sarawak, Fatim Alia (2022) in Penang, and Azianura Hani and Abdul Rahim (2022). While these studies have contributed valuable insights into adolescents' experiences of cyberbullying, qualitative evidence alone may not provide schools with sufficient measurable information about which forms of cyberbullying are most commonly experienced by students. Without such evidence, school-based interventions may remain too general and may not directly address the actual cyberbullying behaviours occurring among students.

To date, limited recent quantitative studies have focused specifically on the types and patterns of cyberbullying experienced by secondary school students in Johor Bahru. This gap is important because Johor Bahru is an urban and semi-urban district where students may have high access to the internet, smartphones, and social media platforms, increasing their exposure to online interaction and potential cyberbullying risks. Therefore, this study was conducted in a selected secondary school in the district of Johor Bahru, Johor Darul Ta'zim. The school's location on the outskirts of an urban area provides a relevant context, as internet access in the surrounding residential areas is relatively good. Based on this research gap, the objective of this study is to identify the types of cyberbullying experienced by secondary school students. The findings are expected to provide clearer quantitative evidence to help school administrators, teachers, counsellors, and relevant stakeholders plan more targeted cyberbullying prevention and intervention strategies.

Literature Review

Cyberbullying as Digital Aggression among Adolescents

Cyberbullying is widely recognised as a form of aggressive behaviour conducted through digital communication platforms. The National Security Council of Malaysia defines cyberbullying as repeated acts intended to frighten, embarrass, or provoke anger in another person through communication technologies such as text messages, online chats, e-mails, social networking sites, mobile phones, and online games. This definition indicates that cyberbullying involves not only direct harassment, but also repeated and intentional digital actions that may affect a person's dignity, reputation, and emotional well-being.

Vaillancourt et al. (2017) further explained that cyberbullying may involve the use of information and communication technology to embarrass, threaten, sexually harass, or exclude individuals from social interaction. Similarly, Azianura Hani and Mohammad Rahim (2019) described cyberbullying as harmful communication involving negative words, false information, and the sharing of images or videos that can damage a person's image or reputation.

Taken together, these definitions show that cyberbullying is a multidimensional behaviour that includes verbal attacks, reputational harm, social exclusion, impersonation, and the misuse of private information.

In adolescent populations, cyberbullying requires specific attention because digital interaction has become part of students' daily social life. Unlike traditional bullying, cyberbullying is not limited to the school compound or school hours. Harmful messages, images, rumours, or online comments can be circulated repeatedly and viewed by a wider audience. The possibility of anonymity may also increase the confidence of perpetrators because they can hide behind fake accounts, anonymous profiles, or manipulated identities. Therefore, cyberbullying among adolescents should be examined not only as a general online safety issue, but also as a school-related psychosocial problem that may affect peer relationships, school climate, and students' emotional adjustment.

Forms and Patterns of Cyberbullying Identified in Previous Studies

Previous literature has established that cyberbullying is not a single behaviour, but consists of several identifiable forms. Sullivan (2011) classified cyberbullying into nine major types, namely online harassment, peer cyberstalking, dissing, flaming, impersonation, creating fake profiles, outing, trickery, and exclusion. This classification is useful because it separates cyberbullying into direct forms, such as harassment and flaming, and indirect forms, such as impersonation, trickery, outing, and exclusion. This distinction is important for school-based intervention because each form may require a different response. For example, online harassment may require monitoring and reporting procedures, whereas exclusion may require peer-support and social belonging strategies.

The pattern emerging from previous studies suggests that adolescents may experience cyberbullying through both visible and hidden forms. Visible forms include hurtful comments, offensive messages, insults, threats, and public humiliation. Hidden or indirect forms include spreading rumours, misusing private information, creating fake accounts, excluding peers from online groups, or pretending to be another person online. Although indirect forms may appear less aggressive than verbal attacks, they can still cause emotional harm because they affect reputation, peer acceptance, and adolescents' sense of belonging. Therefore, a literature review on cyberbullying should not only define the concept, but should also compare how different studies identify and emphasise different patterns of cyberbullying behaviour.

Local studies have contributed to the understanding of cyberbullying among Malaysian adolescents, but their emphases differ. For instance, Mapatan (2022) focused on Form Two students in Lahad Datu, Sabah, and reported that adolescents had experienced cyberbullying while also spending approximately three to five hours per day online. This finding highlights the relationship between online exposure and cyberbullying experience. Stephanie Ann et al. (2024), in a study involving adolescents aged 13 to 21 in Sarawak and Johor, reported high levels of social media addiction and depressive tendencies among adolescents who spent long hours on social media. While this study is relevant to the psychological risks associated with online behaviour, it does not directly classify the specific types of cyberbullying experienced by secondary school students.

Other local studies, including those by Jasmyn Tan et al. (2023), Johnson et al. (2023), Yatiman et al. (2020), Fatim Alia (2022), and Azianura Hani and Abdul Rahim (2022), provide useful qualitative insights into adolescents' cyberbullying experiences, motives, meanings, and

consequences. These studies are valuable because they explain how cyberbullying occurs in students' real social contexts. However, because many of these studies are qualitative or conceptually focused, they offer limited measurable evidence about which forms of cyberbullying are more common among secondary school students. This creates a methodological gap because schools require numerical and type-specific evidence to identify the most frequent forms of cyberbullying and to prioritise appropriate intervention strategies.

Analytical Comparison of Selected Local Studies

Study	Context / Focus	Main finding or contribution	Limitation / gap for the current study
Mapatan (2022)	Form Two students in Lahad Datu, Sabah; internet use and cyberbullying experience.	Showed that adolescents had experienced cyberbullying and spent about three to five hours online daily.	Useful for understanding exposure, but less specific in identifying and comparing detailed cyberbullying forms in Johor Bahru.
Stephanie Ann et al. (2024)	Adolescents aged 13 to 21 in Sarawak and Johor; social media addiction and depressive tendencies.	Reported high social media addiction and depressive tendencies among adolescents with long social media use.	Relevant to online risk and well-being, but does not directly provide school-level evidence on types of cyberbullying among secondary students.
Jasmyn Tan et al. (2023)	Adolescent cyberbullying and social media-related factors.	Explained factors such as victim-related issues, perpetrator-related issues, and the desire for online attention or visibility.	Useful for explaining causes and motives, but less focused on measurable patterns of cyberbullying types.
Johnson et al. (2023)	Cyberbullying-related body shaming and adolescent well-being.	Highlighted psychological and social effects of online appearance-based criticism.	Important for understanding one specific form, but the present study needs to examine cyberbullying more generally across multiple forms.
Yatiman et al. (2020), Fatim Alia (2022), and Azianura Hani & Abdul Rahim (2022)	Local qualitative or conceptually oriented studies on cyberbullying among adolescents.	Provided contextual understanding of adolescents' experiences, meanings, and consequences of cyberbullying.	Do not sufficiently provide recent quantitative comparison of cyberbullying types among secondary school students in Johor Bahru.

Contradictions and Gaps in Existing Literature

Although existing studies agree that cyberbullying is harmful, several inconsistencies remain in the literature. First, studies differ in how they conceptualise cyberbullying. Some studies emphasise online exposure, social media addiction, and frequency of internet use, while others focus on emotional harm, body shaming, anonymity, or peer relationship problems. This shows that cyberbullying is studied from multiple perspectives, but the specific behavioural forms are not always examined systematically.

Second, the literature shows a gap between conceptual classification and empirical measurement. The classification by Sullivan (2011) identifies several types of cyberbullying, but local studies do not always measure these types quantitatively among school students. As a result, the literature can explain what cyberbullying means, but it provides less evidence on which forms are most commonly experienced in specific school contexts. This is a critical limitation because schools need evidence that is practical, measurable, and directly connected to students' actual experiences.

Third, there is a contextual gap in relation to Johor Bahru. Although some Malaysian studies have examined cyberbullying in states such as Sabah, Sarawak, Selangor, and Penang, recent quantitative evidence focusing specifically on secondary school students in Johor Bahru remains limited. This matters because Johor Bahru is an urban and semi-urban district where students may have high access to smartphones, internet services, online games, and social media platforms. The pattern of cyberbullying in this context may therefore differ from other locations due to differences in digital exposure, peer networks, and school environment.

Need for the Current Study

Based on the reviewed literature, the current study is needed for four reasons. First, although previous studies have discussed cyberbullying among Malaysian adolescents, many have focused on general experiences, causes, or psychological effects rather than identifying specific cyberbullying forms. Second, qualitative studies provide rich descriptions but do not sufficiently show measurable patterns that schools can use to design targeted interventions. Third, the available quantitative evidence remains limited in explaining which types of cyberbullying are experienced by secondary school students in Johor Bahru. Fourth, without type-specific evidence, school interventions may remain too general and may not directly address the actual behaviours faced by students.

Therefore, this study seeks to identify the types of cyberbullying experienced by secondary school students in Johor Bahru. By focusing on specific cyberbullying forms, the study is expected to provide clearer empirical evidence for school administrators, teachers, counsellors, parents, and educational authorities. Such evidence can support the development of more targeted prevention and intervention strategies that respond to the actual cyberbullying patterns occurring among students.

Research Methodology

Research Design

This study employed a cross-sectional descriptive survey design using a quantitative approach. The design was considered appropriate because the study aimed to identify and describe the types of cyberbullying reported by secondary school students at a single point in time. The study did not aim to test causal relationships or evaluate the effectiveness of an intervention.

Instead, it sought to provide descriptive school-based evidence on the occurrence of cyberbullying behaviours among adolescents.

Research Setting and School Selection

The study was conducted in one secondary school located in Johor Bahru, Johor Darul Ta'zim. The school was selected purposively based on its location, student enrolment, and multi-ethnic student composition. These characteristics were considered relevant because they provided a suitable school-based context for exploring cyberbullying experiences among adolescents from diverse backgrounds. However, the selected school was not intended to represent all secondary schools in Johor Bahru. Therefore, the findings should be interpreted as descriptive insights from the selected school context rather than as generalisable evidence for the whole Johor Bahru district.

Research Sample and Sampling Procedure

The respondents consisted of Form Four and Form Five students from the selected secondary school. A total of 299 students participated in the study, comprising 185 female students and 114 male students. In terms of school level, 141 respondents were Form Four students, while 158 respondents were Form Five students.

The sampling procedure involved purposive selection of the school and census-based inclusion of the eligible student group within the selected school. Specifically, all Form Four and Form Five students who attended the school programme and completed the questionnaire were included in the study. Therefore, although the study used quantitative survey data, the sample should be understood as a school-based sample rather than a random sample representing all secondary school students in Johor Bahru.

Research Instrument

Data were collected using a brief questionnaire prepared by the researchers for descriptive screening purposes during a school programme. The questionnaire consisted of two main sections. Section A collected demographic information, including gender and age or school level. Section B measured the types of cyberbullying experienced by students. The cyberbullying section consisted of nine categorical items adapted from Sullivan's (2010) classification of cyberbullying types.

The nine types of cyberbullying included in the questionnaire were online harassment, peer cyberstalking, dissing, flaming, impersonation, fake profile, outing, trickery, and exclusion. These categories were selected because they represent different forms of cyberbullying, including direct verbal attacks, repeated online monitoring, reputational harm, identity misuse, disclosure of private information, deception, and social exclusion. The use of these categories allowed the researchers to identify which forms of cyberbullying were reported by the students rather than treating cyberbullying as a single general behaviour.

The response scale for the cyberbullying items was nominal. Students were required to indicate the type or types of cyberbullying they had experienced based on the categories provided in the questionnaire. As the responses were categorical, the data were analysed descriptively using frequencies and percentages. This response format was suitable for identifying the distribution of cyberbullying types among the respondents.

Content Validity and Reliability Considerations

No formal content validity procedure, such as expert review or content validity index analysis, was conducted for the questionnaire. In addition, no reliability analysis, such as Cronbach's alpha, was performed. This is because the questionnaire was not developed as a full psychometric scale, but was used as a brief descriptive checklist administered during a school programme or talk. The cyberbullying categories were derived from Sullivan's (2011) typology and were used to classify students' reported experiences according to type.

Given this limitation, the findings should be interpreted as descriptive self-reported evidence rather than results produced by a formally validated instrument. The absence of formal content validation and reliability testing is acknowledged as a methodological limitation of the study. Future research should strengthen the instrument through expert validation, pilot testing, and reliability analysis before applying it to a larger and more representative sample.

Data Collection Procedure

The questionnaire was administered during a school programme conducted with the involvement of the school guidance and counselling teacher. The questionnaire forms were distributed to the students, and the students were required to answer the items based on their own experiences. The completed questionnaires were then collected and used for descriptive analysis. The administration of the questionnaire within the school programme enabled the researchers to obtain preliminary evidence on cyberbullying experiences among the participating students.

Data Analysis

The data were analysed using descriptive statistics. Demographic data were summarised using frequencies and percentages according to gender and school level. The types of cyberbullying experienced by students were also analysed using frequencies and percentages because the data were nominal in nature. The analysis focused on identifying the most frequently reported types of cyberbullying among the respondents. No inferential claims were made regarding the wider Johor Bahru student population because the study was limited to one selected school.

Findings and Discussion

Research Findings

This section presents the descriptive findings of the study. The analysis focuses on the distribution of respondents according to gender, form level, and the types of cyberbullying experienced by the students. The findings are reported using frequency and percentage values.

Respondents' Profile by Gender

Table 1 presents the frequency and percentage distribution of respondents according to gender. A total of 299 secondary school students participated in this study. Of this number, 114 respondents were male students representing 37.9%, while 185 respondents were female students representing 62.1% of the total sample.

Table 1: Frequency and Percentage Distribution of Respondents by Gender

No	Gender	Frequency (N)	Percentage (%)
1	Male	114	37.9
2	Female	185	62.1
	Total	299	100

The findings show that female students formed the majority of the respondents in this study. This indicates that the sample was slightly imbalanced in terms of gender distribution, with a higher representation of female students compared to male students.

Respondents' Profile by Age

Table 2 shows the frequency and percentage distribution of respondents according to form level. The study involved students from Form Four and Form Five. A total of 141 respondents were Form Four students, representing 47.2%, while 158 respondents were Form Five students, representing 52.8% of the total sample.

Table 2: Frequency and Percentage Distribution of Respondents by Age

No	Age	Frequency (N)	Percentage (%)
1	16	141	47.2
2	17	158	52.8
	Total	299	100

The findings indicate that the number of 17 years old students was slightly higher than 16 years old students. However, the distribution between both groups was relatively balanced, allowing the study to capture cyberbullying experiences among upper secondary school students.

Types of Cyberbullying Experienced by Students

Table 3 presents the frequency and percentage distribution of the types of cyberbullying experienced by the respondents. Overall, the findings show that students had experienced various forms of cyberbullying. The highest reported type of cyberbullying was dissing, which involved mocking, insulting, or spreading false information. A total of 195 respondents, or 65.2%, reported experiencing this form of cyberbullying.

The second highest type was trickery, reported by 95 respondents or 31.8%, followed by online harassment, reported by 91 respondents or 30.4%. Meanwhile, flaming was reported by 71 respondents or 23.7%, while creating fake profiles was reported by 55 respondents or 18.4%. Other forms of cyberbullying reported by respondents included outing, involving 50 respondents or 16.7%, followed by impersonation and exclusion, each reported by 47 respondents or 15.7%. The least reported type of cyberbullying was peer cyberstalking, involving 39 respondents or 13.0%.

Table 3: Frequency and percentage distribution of the types of cyberbullying experienced by the respondents

No.	Types of Cyberbullying	Frequency (N)	Percentage (%)
1	Online Harassment	91	30.4
2	Peer Cyberstalking	39	13.0
3	Dissing	195	65.2
4	Flaming	71	23.7
5	Impersonation	47	15.7
6	Creating Fake Profiles	55	18.4
7	Outing	50	16.7
8	Trickery	95	31.8
9	Exclusion	47	15.7

Note. Percentages may exceed 100% in total because respondents may have experienced more than one type of cyberbullying.

Discussion

The findings indicate that dissing was the most commonly experienced form of cyberbullying among the respondents. This suggests that many students had been exposed to behaviours such as being mocked, insulted, humiliated, or having false information spread about them through online platforms. This pattern reflects the nature of adolescent online interaction, where negative comments, rumours, and public humiliation can spread quickly through social media, messaging applications, and other digital spaces.

The high percentage of dissing is consistent with previous findings by Che Hasniza et al. (2018), who reported that cyberbullying victims often received negative comments on social media, including name-calling, insults involving family members, body shaming, and other humiliating remarks. This shows that verbal and reputational forms of cyberbullying remain common among adolescents, particularly because such behaviours can be easily carried out through online communication.

The findings also show that trickery and online harassment were among the more frequently reported types of cyberbullying. Trickery involves deceiving victims into sharing personal information, which may later be misused to embarrass or harm them. Online harassment, on the other hand, involves repeated offensive or hurtful messages sent through digital platforms. These findings suggest that cyberbullying among students does not only occur through public insults, but also through manipulation, repeated disturbance, and the misuse of personal information.

Although peer cyberstalking recorded the lowest percentage, it remains an important concern. Even though fewer students reported this experience, cyberstalking can still have serious emotional and psychological effects because it involves persistent monitoring, intimidation, or threats. Therefore, lower frequency does not necessarily mean lower seriousness.

Overall, the findings show that cyberbullying among secondary school students occurs in various forms, ranging from direct verbal attacks to more hidden forms such as trickery, impersonation, fake profiles, outing, and exclusion. These findings highlight the need for school-based awareness, prevention, and intervention programmes that help students recognise different types of cyberbullying and understand their impact on victims' emotional and psychological well-being.

Conclusion

This study contributes meaningfully to a clearer understanding of the types of cyberbullying experienced by adolescents, particularly within the context of Johor. The findings indicate that cyberbullying among secondary school students occurs in various forms, including dissing, trickery, online harassment, flaming, creating fake profiles, outing, impersonation, exclusion, and peer cyberstalking. These findings suggest that cyberbullying is not limited to direct verbal attacks, but also involves hidden, manipulative, and socially damaging behaviours that may affect students' emotional well-being, peer relationships, and school adjustment.

The findings also highlight the need for a more structured and targeted intervention, particularly through the development of a group guidance module that can serve as a practical guide for guidance and counselling teachers in addressing cyberbullying issues at school. Such a module should not only focus on awareness of cyberbullying, but also include elements of digital ethics, emotional regulation, responsible online communication, coping strategies for victims,

empathy development, bystander responsibility, and appropriate reporting procedures. This is important to ensure that students are equipped with the knowledge and skills to protect themselves and others in digital spaces.

To date, the researchers have not identified a specific intervention module developed in Johor that focuses directly on cyberbullying, either for cyberbullies or cyberbullying victims. Therefore, the development of a specific intervention module is considered important to prevent cyberbullying from becoming more serious in schools. This is in line with Safiek (2021), who suggested that intervention programmes should be specifically developed, particularly by school counsellors, to reduce cyberbullying behaviour among adolescents.

The role of school counsellors is also crucial in managing bullying issues, including cyberbullying. Through counselling sessions, the application of counselling theories, and the use of appropriate techniques, guidance and counselling teachers can strengthen their professional competence in helping students deal with cyberbullying-related problems (Sharah Shahaziqah & Norazani, 2024). In this context, the researchers suggest that Choice Theory Reality Therapy (CTRT) is one of the suitable counselling approaches to be applied in cyberbullying intervention. This is because CTRT is practical, structured, and action-oriented. Its WDEP technique, which focuses on exploring students' wants, current doing, self-evaluation, and future planning, may help students reflect on their online behaviour, understand the consequences of their actions, and plan healthier digital interactions.

Furthermore, the findings of this study may provide useful input for relevant stakeholders, particularly the Johor State Education Department and the Ministry of Education Malaysia, in formulating more effective prevention strategies to address bullying in schools. At the school level, the findings may assist administrators, teachers, counsellors, parents, and students in recognising the different forms of cyberbullying and responding to them more systematically. Prevention efforts should also involve collaboration between schools, families, communities, and relevant agencies so that cyberbullying can be addressed through a more integrated and sustainable approach.

Future studies are recommended to involve a wider sample across other districts in Johor to provide a more comprehensive picture of cyberbullying among secondary school students. Further research may also examine the psychological effects of cyberbullying, the role of peer influence, students' coping strategies, and the effectiveness of school-based intervention modules. Overall, this study emphasises that cyberbullying requires serious attention, not only as a disciplinary issue, but also as a psychosocial concern that can affect adolescents' well-being, safety, and development in the digital era.

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