Guidance and Counselling Services as Efforts to Enhance Awareness in Avoiding Cyber Dating Violence Among Young Adults

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ABSTRAK

Saat ini kasus kekerasan dalam pacaran di dunia maya semakin meningkat seiring dengan kemajuan teknologi yang dikenal dengan istilah cyber dating violence (CDV). Cyber dating violence berdampak pada kesejahteraan psikologis dan kemampuan untuk mengembangkan hubungan romantis, sehingga mengganggu tugas perkembangan awal orang dewasa. Bimbingan dan Konseling berperan dalam mencapai tugas perkembangan yang optimal. Bimbingan dan Konseling berperan dalam mencapai tugas perkembangan yang optimal, sehingga perlu ditentukan layanan yang tepat untuk kasus CDV. Tujuan dari penelitian ini adalah untuk menganalisis layanan Bimbingan dan Konseling yang dapat meningkatkan kesadaran untuk menghindari CDV. Tinjauan pustaka ini menggunakan pendekatan tinjauan pustaka yang sistematis. Literatur yang digunakan terutama bersumber melalui aplikasi Harzing's Publish or Perish, dengan mempertimbangkan artikel bereputasi dari tahun 2013 hingga 2023 dari database seperti Scopus, SAGE Journals, Taylor dan Francis, Wiley, dan penerbit lain yang memenuhi syarat. Sebanyak 43 artikel, 3 laporan tahunan (CATAHU) dari Komnas Perempuan, dan 4 buku diperoleh. Temuan dari tinjauan literatur ini mencakup metode, topik, dan pendekatan terkait CDV, yang kemudian diintegrasikan ke dalam layanan Bimbingan dan Konseling.

ABSTRACT

Currently, cases of violence in dating in cyberspace are increasing along with advances in technology known as cyber dating violence (CDV). Cyber dating violence has an impact on psychological well-being and the ability to develop romantic relationships, thus disrupting the early developmental tasks of adults. Guidance and Counseling play a role in achieving optimal developmental tasks. Guidance and Counseling play a role in achieving optimal developmental tasks, so it is necessary to determine the right services for CDV cases. The purpose of this study was to analyze Guidance and Counseling services that can increase awareness to avoid CDV. This literature review uses a systematic literature review approach. The literature used is mainly sourced through the Harzing's Publish or Perish application, considering reputable articles from 2013 to 2023 from databases such as Scopus, SAGE Journals, Taylor and Francis, Wiley, and other eligible publishers. A total of 43 articles, 3 annual reports (CATAHU) from the National Commission on Violence Against Women, and 4 books were obtained. The findings from this literature review include methods, topics, and approaches related to CDV, which are then integrated into Guidance and Counseling services.

1. INTRODUCTION

Cybercrime itself has been a prominent issue for the past four years. Considering the high penetration rate and contribution of the internet in Indonesia, reaching 77.02% or 210,026,769 individuals out of a total population of 272,682,600, the prevalence of cyber-related issues is substantial (Aradhana & Pangaribuan, 2022; Kristiyono, 2015). The evolution of technology has led to different communication patterns, creating opportunities for challenges in romantic relationships. The advancement of an entire industry that uses computers, networking, software, and other equipment to manage information has extended the scope of conflicts between partners, exacerbating these conflicts,

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thereby increasing the potential for victims to respond to Cyber Dating Violence (CDV) (M.-J. Cava et al., 2020; M. J. Cava et al., 2022). The study conducted by previous study identified various types of CDV, ranging from direct aggression to stalking. The literature review suggests interventions, particularly to prevent and raise awareness about abusive relationships and the behavior of school counselors (Choi et al., 2022). Additionally, behaviors such as invading someone's private space, restricting a partner, and sometimes even physical violence are considered normal in dating relationships, which actually constitute dating violence (Laurensius et al., 2019; Samsudi & Muhid, 2020). This study emphasizes the importance of raising awareness about dating violence among university students.

Consistent with the literature review by previous study which reviewed dating violence (DV) prevention programs, it was shown that some programs were identified as effective but only in the cultural context where they were tested (M. J. Cava et al., 2022). However, this review had limitations due to the few published works and the limited programs mentioned in the review. Therefore, future researchers should aim to design and validate larger programs that can address dating violence dating violence (DV) issues timely and prevent escalation (Dosil et al., 2020; Pattiradjawane et al., 2019). In the higher education context, the research conducted by Ana Paula Monteiro, Sara Guedes, and Elisete Correia on "Cyber Dating Abuse in Higher Education Students: Self-Esteem, Sex, Age, and Recreational Time Online" showed that CDV is related to self-esteem, gender, age, and the amount of time spent online. This underlines the need for prevention and intervention programs (DeGue et al., 2021; Reyes et al., 2017). Based on these studies, it is evident that there is a need to design appropriate prevention and intervention programs for cyber dating violence (CDV) in higher education settings.

Cyber Dating Violence (CDV), or commonly known as Cyber Dating Abuse (CDA), pertains to aggressive, monitoring, and controlling actions occurring in romantic relationships that involve the utilization of technology and/or electronic media (Aradhana & Pangaribuan, 2022; Waters et al., 2020). CDV involves a series of repetitive actions aimed at controlling, disrupting, or inflicting harm on partner through cyber means with intention. This form of cyber violence encompasses various activities related to violent behavior, such as controlling behavior on social media, sending threats and humiliating comments, uploading photos with the intention of embarrassing or hurting the partner (Lampropoulos et al., 2019), cyberstalking (Aichner et al., 2021), receiving and requesting sexual images (Garcia et al., 2021), disseminating adverse information about partner, and illegally obtaining or misusing passwords (Hubert et al., 2019; Karami et al., 2020).

CDV is associated with Dating Violence (DV) offline, and CDV has a greater impact on aggression. The consequences of CDV are linked to depression, narcissistic psychopathy, depressive mood, high levels of loneliness, impaired psychosocial adjustment, psychological distress, increased offline dating violence (DV), negative emotions, and psychological consequences for those experiencing it (Nurlia & Suardiman, 2020; Parris et al., 2022). Additionally, it is associated with psychosomatic disorders, low self-esteem, low life satisfaction, and suicidal ideation. In early adulthood, individuals have developmental tasks such as choosing a life partner, forming a family, and learning to live with a partner (Haenen et al., 2016; Ryff, 2013). Failure to develop intimate relationships can lead to isolation results. The inability to form meaningful relationships with others can also harm an individual's personality.

Individuals who encounter feelings of mistrust, suspicion of infidelity, and jealousy are at higher likelihood of participating in CDV. Moreover, socially marginalized individuals, those who believe in romantic myths, and those with low self-esteem are at a increased vulnerability to becoming victims (Almira & Marheni, 2021; Suleiman et al., 2021). Belief in traditional gender role attitudes, such as the expectation that men should make final decisions, women should be passive, and women should serve as caregivers, also increases the likelihood of dating violence (DV). Romantic myths are associated with adolescent sexist behaviors, such as jealousy, love requiring difficulty and sacrifice, and the need to maintain a partner's existence (M. J. Cava et al., 2022; Reyes et al., 2017). The lack of awareness that existing violent behaviors are considered expressions of love is a common occurrence.

Studies on the significance of various types of cyber dating violence have been conducted. These studies imply the need for intervention programs and skill enhancement to prevent and avoid victimization of cyber dating violence (M.-J. Cava et al., 2020; M. J. Cava et al., 2022). One such program is the Skill to Manage Aggression in Relationship for Teens (SMART), an intervention grounded in CBT principles, crafted to enhance overall skills related to dating violence and risky sexual behavior in adolescent females. After participating in group interventions, there was a decrease in physical, emotional, and digital violence involvement. However, the SMART intervention has limitations (Maulia et al., 2022; Reyes et al., 2017). Based on the studies above, it is evident that interventions focusing on understanding the relationship between DV and CDV, cyber dating aggression, public/private dimensions, gender, moral disengagement (MD), and romantic myths are necessary.

Researchers and practitioners need to focus on providing beneficial services and tailor these services to be responsive to students' needs. Comprehensive guidance and counseling encompass four services that focus on helping individuals achieve optimal development (Dewi et al., 2022; Prabandari & Huwae, 2024). Developmental tasks in early adulthood include seeking andchoosing a life partner (Hurlock, 2017) and building intimacy. This study aims to analyze the materials that need to be conveyed to raise awareness about avoiding Cyber Dating Violence (CDV) and to present the approaches that have been implemented to prevent and intervene in CDV. These findings are intended to serve as considerations for counselors in developing prevention and intervention programs in the form of guidance and counseling services aimed at increasing awareness of CDV. This study offers a novel approach to integrating counseling services and technology to address cyber dating violence among young adults. Despite the wealth of research on dating violence, approaches that combine counseling with digital literacy to prevent online violence are rare, especially with a specific focus on young adults. Future researchers are expected to use these insights as a basis for designing programs, prevention strategies, and interventions for counselors to enhance awareness and avoidance of CDV.

2. METHOD

This study used the systematic literature review (SLR) method to collect literature relevant to cyber dating violence (CDV), related interventions, and awareness of CDV (Okoli, 2015). The purpose of using SLR is to explore and map aspects of guidance and counseling services related to increasing awareness in preventing CDV, in line with the main objectives of the study. SLR aims to find all empirical materials that meet the inclusion criteria that have been set in order to answer specific research questions or hypotheses. Thus, SLR allows for the preparation of a more comprehensive picture of this topic, while contributing to enriching knowledge related to CDV intervention and prevention through counseling services. In the data collection process, this study used a systematic literature search approach through relevant keywords, such as "cyber dating violence", "CDV intervention", "CDV prevention", "guidance and counseling services," and other related topics. To obtain credible and accountable search results, this study utilized the Publish or Perish application from Harzing to access various leading databases, including SAGE Journals, Taylor and Francis, Scopus, and Wiley. The time span used was from 2013 to 2023 to ensure the relevance of the study to the latest trends and dynamics related to CDV. From the search results, 43 journal articles, 4 books, and 3 annual reports (including CATAHU KOMNAS Perempuan) were collected as analysis materials in this study.

The collected data were then analyzed through a literature synthesis process to strengthen insights into the topic of CDV in the context of guidance and counseling services. Literature that met the inclusion criteria was analyzed to answer the research questions and explore relevant patterns and findings in CDV intervention and prevention. This synthesis process was carried out by reviewing each source based on its focus on CDV intervention and counseling services, which is expected to provide a strong foundation in developing a more effective prevention approach. In addition, this literature synthesis is also intended to identify existing research gaps, so that it can provide recommendations for further research.

3. RESULTS AND DISCUSSION
Result
Existing Program

Educational programs that focus on digital awareness aim to educate teens and young adults about the risks of online relationship violence. These programs typically teach skills to recognize early signs of digital violence, understand personal rights, and how to safeguard data and privacy in the context of relationships. The program that have been analyze is show in Table 1.

Table 1. Intervention Programs on Cyber Dating Violence

No	Program/Intervention Name	Sample (Sex and Age)	Measures	Outcome and Activity	Assignment	Limitation
1	Developing Healty and egalitarian Adolescent Relationsh	191 Adolescents (88 males, 103 females)	Scale of Cyber-aggressionsamong peers -CybAG-R	The program aims to diminish interpersonal violence, including dating	Quasi-experimental pattern using repeated	No follow up measurements were conducted with only

No	Program/Intervention Name	Sample (Sex and Age)	Measures	Outcome and Activity	Assignment	Limitation
	ip (DARSI) (M. J. Cava et al., 2022)	aged 12 to 17 from 2 public and semi-private schools in Spain.	AmbivalentSexism Inventory for adolescents(ISA-A, adaptation). Adaptation of The Romantic Love MythScale School Aggression Scale	violence andpeer violence, and foster the cultivation of healty relationships. It employs methods such as role-playing, paper-and- pencil activities, case studies,and discussions. The information presented covers distinctions in interpersonal relationshipsand variousforms ofviolence. their impacts, analysis, gender stereotypes, ideal romantic standards and romantic myths. There is afocus onenhancing communication skills,assertive attitudes, and conflict resolution abilities. Individuals in the experimental group (EG) had significantly lower average scores for measures of overt violence (such as cyber and relational aggresion), sexist views and romantic love beliefs than those in the control group (CG)	measurements (pre- and post-tests) was employed. Purposive sampling was utilized, and there were no randomize d controlled trials (RCTs) conducted in this study.	pretest and post implementation assessments .The sample Size was small, encompassing a restricted numberof schools, thus impeding the incorporation of a gender perspective in the program's effectivensanalysis. The exclusive method usedfor data collection was self-reports. Observational techniques, instruments filled out by teachers, as focus group discussions should have been utilized.
2	Dat-e Adolescence (Cooper & Sánchez, 2016)	1,764 adolescents (918 males and 846 females)	Dating Questionnaire. Conflict Tactics Scale- CTS2. Psychological Dating Abuse Scale.	No substantial impact was identified in terms of physical, psychological, or cyber aggresion	Two waves (pre- and post-test) and two groups (one experimenta	Not a fully randomized trial: The schools choose which

No	Program/Intervention Name	Sample (Sex and Age)	Measures	Outcome and Activity	Assignment	Limitation
		between ages of 11 and 19 (M=1473, SD=1.34) were chosen from seven Spanish schools, reflecting a variety of social, cultural, and economic backgrounds. including both publicand locally funded government supporteddschools.	Cyber DatingAbuse survey An adaptedversion of the Myths of Romantic Love Scale. Network of Relationships Inventory: Behavioral Systems Version. Triangular Love Scale. Cyberdating Q-A. EmotionalQuotient Inventory:Youth Version. RosenbergSelf-Esteem Scale	and victimization. Positive results were not evident in the quality of partner relationships. However, significant changes were noted in beliefs about violence, particularly regarding romantic love myths (Cohen's d ranging from -0.56 to -0.94), along with improved self-esteem (d=0.15) and enhanced emotional regulation (d=0.19). Based on the dynamic developmental systems model, the intervention consisted of seven one-hour sessions. It integrated in-class and web-based activities delivered through an online platform. The activities encompassed role-playing, vidio watching, debates, decision-making, games lectures, and group dynamics.	l group and one control group) were used in a randomized controlled trial (RCT)	classes to participate in, even though they were randomly assigned to the experimental and control groups. About 25% of experiments ended in death. The implementing researcher was the only one who evaluated the intervention's integrity. The intervention consisted of seven one hour sessions. It integrated in-class and web based activities delivered trhrough an online platform. Role playing, video watching, discussions, deliberations, games, lectures, and group dynamics were all included in the events.
3	Brief incremental Theory of personality (ITP)	123 adolescents (57 males and 66 females)	An ad hoc scale was employed encompassing diffeerences in traditional types (physical,	There was no intervention effect on victimization with Incremental Theory	Randomized controlled trial (RCT) with a double-blinded	The sample size is small. Only self-reported measures were used.

No	Program/Intervention Name	Sample (Sex and Age)	Measures	Outcome and Activity	Assignment	Limitation
	adolescent dating violence prevention program (Segundo-Marcos et al., 2022)	aged 13 to 17, from 4 schools in the basque country (Spain). Socio economic status distribution was as follows: 11.1% low, 23.2% low middle, 32.3%high-middle, and 21.2% high.	psychological and sexual) and cyber aggression. This scale was formulated by drawing on previously validated scales from diverse sources including:

Adolescent Dating Relationships Inventory (CADRI)

The Psychological Abuse in Partner Relationships Inventory

The Subtle and overt psychological abuse of women scale (SOPAS)

The Cyber Dating Abuse Questionnaire | Personality (ITP). Aggressive behavior towards dating partners (both offline and cyber) experienced a decrease also persisted baseline to the follow-up after a year

No moderating effect of participants gender on the intervention effect was found. | design, comprising two parallel groups (experimental and control) and four waves (pretest, psottest, 6-month follow-up, and 1 year follow up) were used in the study. | Experimental mortality was 22.77% at the 6-month follow-up and 35.77% at the 1-year follow-up. |
| 4 | Skill to Manage Aggression in relationship for teens (SMART) ((Parris et al., 2022) | Female DVvictims aged14-17 years.A total of 109 females divided in toan Experimental Group (EG) and aControl Group (CG) | The intervention group underwent 6 weekly sessions, each lasting 2 hours, followed bya "booster"session 6 weeks later.Based onCognitive Behavioral Therapy (CBT) principles, the programwas designed totarget general skilldeficits related todating violence and dangerous sexual behavior in female adolescents, including melancholy, poor self-control, and poor interpersonal skills.

Assessments were conducted at four time points (baseline, 3, 6, and 9 monthhs) | There were statistically significant decreases in sadness and the amount of time spent in dating relationships, as well as in the involvement of physical, emotional, and digital violence in both groups. The results indicate that it is possible and well received to offer preventive treatments for sexual risk and dating violence to adolescence female who are impacted by dating violence | | To assess Date SMART's effectiveness further, a large-scale trial with an inactive comparative condition is required. |

Based on the programs presented in Table 1, it is noted that effective programs involve changes in the treatment group using methods such as role- playing, discussions, case studies, paper-and-pencil activities, debates, video watching, and decision-making. These programs focus on improving communication skills and assertive behavior. The topics covered include behaviors classified as dating violence both offline and online, risky sexual behavior, differences in interpersonal relationships and types of violence, their impacts, analysis, gender stereotypes, ideal romantic standards, and romantic myths. These programs are implemented in a group setting. Guidance and Counseling offer group counseling services, a method of helping people in a group environment where everyone may learn from, actively engage in, and share experiences in developing insights, attitudes, and skills necessary to prevent problems in personal development.

Factors Related to Direct and Cyber Dating Violence

Studies related to factors associated with direct and online dating violence were obtained through articles correlated with dating violence. The relevant articles are presented in Table 2.

Table 2. Factors Related to Direct and Cyber Dating Violence

No	Title	Factors Related to DV
1	Cyber dating abuse victimization increase depressive symptoms or vice versa? (Laurensius et al., 2019)	Experiencing emotions of distrust, suspicion of infidelity, and jealousy can prompt individuals to participate in acts of CDV (Cyber Dating Violence)
2	Canadian Adolescents' Experiences of Dating Violence: Associations with Social Power Imbalances (Pattiradjawane et al., 2019)	Socially marginalized individuals are associated with Dating Violence (DV).
3	Sexist Attitudes, Romantic Myths, and offline Fating Violence as Predictors of Cyber Dating Violence Prepetration in Adolescents (M. J. Cava et al., 2022)	Having a belief in romantic myths and a lack of awareness that existing violent behaviors are considered expressions of love.
4	Cyber Dating Violence: Prevalence and Corelates Among High School Students from Small Urban Areas in Quebec (Choi et al., 2022)	People with low self esteem face an elevated risk of becoming victims.
5	Gender Role Attitudes and male Adolescent Dating Violence Perpetration: Normative Beliefs as Moderators (Reyes et al., 2017)	Adhering to traditional gender role attitudes, such as the expectation for men to make final decisions, women to assume a passive role, and women to serve as caregivers, also amplifies the occurrence of DV (Dating Violence)
6	Sexual Assault Prevention Targeting Involvement in Risky Behaviors (Handley et al., 2020)	Romantic myths are associated with adolescent sexist behaviors, such as jealousy, love requiring hardship, and sacrifice, and the perceived need to preserve the partner's existence.

Interventions based on the identification of predictors of dating violence. According to Table 2, it is known that predictors, in this case, are factors related to DV. Therefore, interventions should take into account these identified predictors when designing and implementing strategies

Discussion

Guidance and counseling are crucial tools for human development. Counseling services can facilitate opportunities for students to address developmental tasks. Additionally, guidance and counseling can be used as a mitigation strategy for violence and bullying through interventions on violence and their impact on the well-being of counselees (Maulia et al., 2022; Reyes et al., 2017). Guidance and counseling can also preempt counselees from encountering problems that could exacerbate their issues.

In the context of cyber dating violence correlated with dating violence, the programs and factors mentioned above can be integrated into information services. Counselors in their services act as information providers, understanding the participants and their information needs and using effective methods (Dewi et al., 2022; Prabandari & Huwae, 2024). Comprehensive counseling services encompass fundamental services, responsive services, specialized services, individual planning services, and system support.

It is known that effective programs employ treatment methods such as role-playing, discussions, case studies, activities involving paperand pencil, debates, video-watching, and decision-making (Almira & Marheni, 2021; Permatasari & Suprayitno, 2021). These programs focus on enhancing communication skills and assertive behavior. Topics covered include direct and online dating violence, risky sexual behavior, differences in interpersonal relationships and types of violence, their impact, analysis, gender stereotypes, ideal romantic standards, and romantic myths (Aradhana & Pangaribuan, 2022; Kristiyono, 2015). Additional topics, such as predictors, can beincluded as interventions.

These programs are implemented in a group setting. Guidance and counseling can be used as a mitigation strategy for violence and bullying through interventions addressing violence and its impact on the well-being of counselees (M.-J. Cava et al., 2020; M. J. Cava et al., 2022). Considering the characteristics of the methods, topics, and studies above, increasing awareness of CDV and DV can be integrated into guidance and counseling services, including group guidance. Group guidance is a method of offering support to individuals within a group setting, enabling each member to learn, actively participate, and share experiences. This aims to cultivate insights, attitudes, and skills necessary for personal development and the prevention of problems (Choi et al., 2022). The results of this systematic literature review are expected to serve as considerations for counselors in developing CDV interventions or prevention strategies for young adults. Consequently, future researchers can design appropriate CDV prevention and intervention programs to raise awareness about avoiding CDV.

This study shows the importance of guidance and counselling services in helping young people increase their awareness of violence in digital relationships. With these findings, educational institutions can further encourage the provision of BK services to address the problem of cyber violence in romantic relationships among students. Since cyber violence often occurs on social media, this study suggests the need to utilize digital platforms to spread awareness of the impacts of cyber violence. Counsellors can develop educational content that is distributed through social media or related applications, as a form of prevention. However, studies may only measure the short-term effects of counselling services, so they are less able to provide evidence of whether increased awareness is sustained in the long term and actually prevents future relationship violence.

4. CONCLUSION

Based on the systematic literature review above, it is evident that guidance and counseling services can be utilized to enhance awareness in avoiding cyber dating violence. These services should integrate topics related to behaviours encompassing both direct and online dating violence, risky sexual behavior, distinctions in interpersonal relationships and types of violence, their impacts, analysis, gender stereotypes, ideal romantic standards, and romantic myths. Employing a group setting with methods like role-playing, discussions, case studies, activities involving paper and pencil, debates, video-watching, and decision-making is recommended. Drawing from this information, it is anticipated that future research can formulate guidance and counseling interventions that integrate the aforementioned information.

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