

Influencers: Between Engineering Minds and Shaping Behaviors: A Psychopedagogical Analysis of the Phenomenon of Digital Content Creation Promoting Bullying

Lachichi Amel

Laa62845@gmail.com

Artificial Intelligence and Human Knowledge Laboratory
Blida 2 University, Algeria

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Abstract:

Social media platforms are spaces where individuals can express themselves and connect with others, enabling people from around the world to communicate easily. They have helped reduce distances between nations and allowed people to connect and share information without the hassle of travel. This happens through the creation and sharing of written or visual content, with interactions occurring via comments or re-shares. However, this phenomenon has also led to several deviations, such as the emergence of online bullying, where some individuals harass others because of what they post. Therefore, this paper aims to examine the characteristics of digital content that encourages bullying and suggest possible solutions.

Keywords: Digital content, bullying, behavior, mind engineering.

ملخص:

تطبيقات التواصل الاجتماعي أحد فضاءات التنفس عند الافراد تتواصل عبرها الشعوب من مختلف ربوع الارض حيث ساعدت في تقليص المسافات بينهم وسمحت لهم بالتعارف وتشارك المعلومات دون مشقة السفر والترحال، وهذا من خلال صناعة محتوى مرئي أو مكتوب ونشره والتفاعل معه بواسطة التعليقات أو إعادة نشره.

غير أن هذه الظاهرة عرفت انحرافات عديدة على غرار ظهور تنمر بعض الاشخاص على غيرهم جراء ما نشره، وعليه فقد جاءت هذه الورقة العلمية للكشف عن خصائص المحتوى الرقمي المعزز للتنمر ومن ثمة اقتراح سبل التصدي الممكنة.

الكلمات المفتاحية: محتوى رقمي، التنمر، السلوك، هندسة العقول.

* Laa62845@gmail.com

Introduction

In the past decade, the world has witnessed enormous developments in communication technology. Smartphones and social media platforms emerged, connecting all corners of the world—east to West and North to South—enabling any individual, anywhere, to communicate in real-time with another person through voice and video and even share the details of their daily lives. Video calls allowed for virtual meetings between two or more individuals. With the recent COVID-19 pandemic, major global communication companies competed to launch a wide range of communication applications, each trying to add features to attract as many users as possible.

These applications have become an inseparable part of our lives. In 2022, the number of internet users exceeded 4.88 billion, an annual increase of 7%, and the number of social media users surpassed 3.196 billion, growing by 13% annually.

(<https://dolphinuz.com/blog/single>)

These social media applications have a significant impact on our lives, generating various phenomena in society, such as the rise of influencers. These influencers have dominated all social media platforms, allowing anyone to record a video and post it online for the entire world to see.

Influencers operate in various fields, including marketing, tourism, and advertising. An individual is only considered an influencer once they reach 10,000 followers, according to platforms like YouTube. The power of these influencers lies in their ability to use social media platforms, also known as crowd-sourced platforms, which have massive popularity. For example, YouTube attracts over half a million visitors per month, Twitter has half a million daily users, and 10% of the world's population has a Facebook account (Brooks, Gupta, Abdel Fattah, 2017: 58)

Al Jazeera published fascinating statistics related to the number of social media users and the time they spend on these platforms. In the 12 months leading to July 2021, 520 million new users joined. The numbers also show that the average person has accounts on more than 9 different social networks and actively uses or visits an average of 6.6 platforms each month. They spend almost 2 hours and 30 minutes daily on social media. Assuming people sleep for 7-8 hours a day, these figures indicate that social media users spend about 15% of their waking life on these platforms. Globally, this results in over 10 billion hours spent on social media every day, which is equivalent to around 1.2 million years of human existence. (<https://www.aljazeera.net/news/scienceandtechnology/2021/10/6/>)

A preliminary reading of these statistics shows that individuals spend an excessive amount of time on social media, leading to an addiction. This addiction is largely due to the overwhelming amount of media content they are exposed to, especially since these platforms encourage users to share their photos and videos. Social media also fosters a desire for connection and new relationships, making it easy for these platforms to attract and engage users.

Problematic

The appeal of social media platforms lies in the ease of broadcasting and sharing informational content, both visual and written, with the option for live streaming, liking, commenting, or sharing. The lure has even extended to financial incentives for online influencers, with those surpassing 10,000 followers able to earn money from their online presence. This has led to the rise of a phenomenon known as "content creation." In this process, an individual curates a series of ideas on a particular topic that attracts the interest of a specific group of users on an electronic platform and presents it in written or visual form on their personal page.

This phenomenon has grown significantly in recent times, especially as it has deviated from public norms, community ethics, and cultural values. For instance, TikTok has become a platform where bizarre, sometimes indecent, videos are shared. Since platforms like these

rely on comments and shares, they have also become a breeding ground for cyberbullying and harassment.

The real danger of content creation lies in its ability to exploit human nature, which is driven by curiosity and imitation. These platforms use the powerful visual impact of their content to subtly influence minds and engineer behaviors, all under the guise of media legitimacy and freedom of expression. This study aims to answer the following questions:

- ☐ What types of content are produced by influencers on social media platforms?
- ☐ What values are promoted by content creators on these platforms?
- ☐ What are the characteristics of digital content that fosters bullying?
- ☐ What measures can be taken to combat content creation that encourages bullying?

1.1 Research Terminology:

☐ **_Digital Content Creation (Contenu digital):** Digital content refers to anything that can be converted into a digital format or produced for the first time in a digital form, whether in textual, visual, auditory, or audiovisual formats, or in the form of encoded software. This content can be made available either via the internet or other communication networks, or through offline (non-direct) channels (Al-Arabi, 2013).

(<https://alarabi.nccal.gov.kw/Home/Article/22855>)

☐ **_Digital Influencer (l'influenceur digital):** A digital influencer is an individual who creates content that impacts the behavior of their followers. There are two types: the first includes inventors, innovators, and authors, while the second consists of young new influencers, such as singers, actors, and chefs, who seek fame and money above all else (Al-Sharqawi, 2021).

_Cyberbullying (Intimidation électronique): Researchers define bullying not merely as behavior, but as an aggressive relationship that involves practices targeting the control of others and restricting their freedom to act. It often leaves the victim feeling helpless, humiliated, and degraded. Cyberbullying is deliberate and repeated harm that occurs through the use of computers, mobile phones, and other electronic devices. Experts believe that cyberbullying is similar to traditional bullying but is even more harmful.

(Ali Research Center, 2020).

_Elements of Cyberbullying: Specialists agree on the definition and characteristics of cyberbullying. These were defined by Al-Munifi (2020) as follows:

a.Harmful Act or Behavior: This includes a wide range of actions, such as sending hurtful text messages, spreading rumors, mocking, name-calling, blackmailing, sharing or distributing images or videos online, or recording offensive or inappropriate videos that **violate** public decency.

b.Repetition: In cyberbullying, the act tends to snowball, becoming uncontrollable, much like a snowball effect.

c.Power Imbalance: This is evident through the knowledge and skills in information technology, possessing harmful content like images, videos, and personal information. The nature of the internet technology facilitates bullying and makes the victim feel powerless, such as the ability to hide one's identity while using the internet. The difficulty in removing harmful materials, especially with reposting and comments, and the large audience that can see and retain the harmful content, contribute to this imbalance.

d.Electronic Means: Various electronic means are used for the bullying.

e.Intent to Harm or Malicious Intent: The intention to cause harm or the presence of criminal intent in the act of cyberbullying (Al-Munifi, 2020: 12-20).

1.Types of Content and Material Created by Content Creators (Influencers) on Social Media:

The term "digital content" is related to anything published on the web. It first appeared with electronic journalism, but the spread of social media platforms has greatly enhanced the process of sharing electronic content, making it accessible to everyone, including non-journalists. Anyone can now create and publish digital content, and they can also earn financial profits from it. However, the basic condition for this is having more than 10,000 followers. Below are the types of videos and electronic content that YouTube encourages to be published:

- 1.Comedy - Entertainment:** Content that consists of humorous or comedic material.
- 2.Marketing - Commercial:** Content aimed at promoting a product or selling goods, with the primary purpose being advertising and marketing the product.
- 3.Educational:** Content that provides educational information across various fields of human knowledge, for all levels from preschool to university, and in different languages.
- 4.Documentary:** Content that contains a historical or political narration of events previously recorded, or disasters or wars that occurred in the past or recent history.
- 5.Sports:** Content related to news and information about sports.
- 6.Music:** Content that showcases various forms of musical art.
- 7.Tourism Promotion:** Content that promotes tourism, showcasing a trip or tourist destinations, encouraging others to visit.
- 8.Challenge Videos:** Videos that display personal experiences of completing tasks and overcoming challenges.

9.Live Streaming (Live): These are real-time broadcasts that became popular in reality television formats, and with the expansion of the internet and development of devices, they have evolved into live streaming content.

10.Blogs (Blogger): A platform, magazine, or online media site where bloggers share their views and ideas on a specific topic or a range of topics. Bloggers can also share their personal experiences. Blogs are widely popular because they are easy to create and manage.

11.Mimosa Videos (TikTok.mimosa): These are montage videos where the creator recreates an audio clip. They are particularly popular on TikTok.

12.Review and Criticism Channels: These channels are created to criticize content that is inappropriate or offensive, as a response to content that lacks value or is harmful.

13.Cliché Videos: These are videos where the content is re-edited to criticize the person featured in the original video, often targeting singers and actors, highlighting their exaggerated behaviors.

It is important to note that the phenomenon of Cliché Videos emerged as a reaction to the content published on social media, which, according to critics, violates public decency and social norms. These types of posts can also contribute to the spread of cyberbullying, especially when the targeted individual responds negatively in the video, leading to back-and-forth exchanges with offensive language from both sides.

□ Many educators, sociologists, and university professors have pointed out that some content posted on social media may contribute to:

□ Reinforcing and glorifying the stereotype that a woman's body and beauty are the basis of her life, and that she can achieve anything solely based on her appearance.

□ Normalizing various forms of infidelity, especially marital infidelity, gaining sympathy for the cheater, beautifying their image, and considering them a victim, thus justifying the act.

□Promoting and legitimizing different types of violence, including bullying, under the belief that the victim brought it upon themselves by posting provocative content, and therefore deserves it.

□Encouraging individuals to interfere in matters that do not concern them, leading to psychological disturbances such as spying, mistrust, gossip, hatred, and verbal abuse.

□Exposing the secrets of family members, which is one of the major causes of family rifts and name-calling among relatives. This shameful behavior can occur between a man and his wife, a woman and her husband, a daughter and her mother, or between siblings. It threatens familial relationships with discord and undermines community cohesion, spreading the culture of gossip, exposure of private matters, and excessive rumor-mongering.

Additionally, both Shattah (2003) and Ali Saad (2005) noted that the impact of technological media includes:

□**Undermining Faith in God:** Some content contains phrases that disparage religious beliefs, such as complaints about fate or opposition to God's plans, and promotes ideas such as sorcery.

□**Moral Impact:** This creates a contradiction between what an individual enjoys viewing in these media and what they experience in their own society, based on the education and values they receive from their families and community institutions.

□**Aggression:** Some of the content on these platforms promotes violent behavior, crime, and a disregard for rights and life.

□**Undermining Loyalty and Belonging:** These programs may weaken the sense of belonging and loyalty to one's community, as they promote values and cultures that contradict those of the individual's culture.

□ **Spread of Materialism and Consumerism:** Advertisements and posts promoting various products can influence individuals, creating a strong desire to purchase these products regardless of their financial or nutritional value

3. The Relationship between Digital Content Creation and Cyberbullying:

Although it is difficult to quantify the number of individuals who experience cyberbullying due to sharing or posting content on social media, some journalistic investigations have shed light on aspects of the relationship between cyberbullying and content creation.

According to **Azam Al-Khalidi (2021)**, in his article on Al Jazeera titled "Content Creators: Between Benefit and Nonsense," some content creators are described as producing "nonsense" due to the type of material they present to their audiences. He emphasized that "videos featuring pranks about love, marriage, cheating, or challenges like the hot noodle challenge," as well as "fake soap operas," lack the fundamental academic or professional qualities of production, filming, and acting. Moreover, the spread of scandals and turning social media platforms into battlegrounds for exchanging accusations and verbal fights, offering no educational, moral, or even entertaining content, are considered the main reasons for their spread, alongside the fact that such content corrupts the morals of young people. (Source: [Al Jazeera](#)).

Ahmed Dheeb (2021) also published an investigation titled "Female Content Creators: Between Influence and Mimicry." In this article, he gathered opinions from university professors and researchers, including **Lubna Rahmoni** and **Hadia Maamri**, who pointed out that many Algerian female bloggers and content creators on platforms like YouTube are driven by the desire for fame and financial gain. In this pursuit, they rely on publishing images and videos of their daily lives. However, they end up reinforcing the stereotype of women whose value is based on their bodies and visual appeal to attract the highest number of viewers and followers. (Source: [An-Nasronline](#)).

Looking at the policies of online platforms, which prioritize the number of viewers as a measure of success regardless of the type or nature of the content, the number of viewers is also linked to their engagement with the channel through likes, shares, and comments. This creates two types of followers: supporters and opponents. Naturally, opponents will express their views, and often, it is difficult to control the words and expressions used. In the context of freedom of expression, these comments can often escalate into insults, harsh criticism, and behavior that can easily be categorized as cyberbullying. In this context, cyberbullying can arise from stalking, domination, imitation, or mocking the opinions and ideas of content creators.

A study by **Abdullah and Nayef (2022)**, titled "Building a Scale to Detect Cyberbullying from the Perspective of Media Professionals," utilized a survey methodology and distributed an online questionnaire to 100 Iraqi journalists. The study concluded that Facebook is the most common platform for cyberbullying, with female journalists being the most vulnerable group. The motivations behind cyberbullying were found to include threats, instigation, undermining self-confidence, and mocking opinions and ideas. Additionally, the study highlighted that the lack of legal protection against cyberbullying has exacerbated the issue. (Abdullah & Nayef, 2022: 584-603).

These findings confirm the relationship between online publishing and exposure to cyberbullying. Results from a study by **Mishna et al. (2009)**, titled "Children and Youth's Perceptions of Cyberbullying," explored the use of technology, virtual relationships, and online harassment from the students' perspective. The study conducted seven focus groups with 38 students from grades 5 to 8. The participants described cyberbullying as a serious problem, with some even considering it more dangerous than traditional bullying due to the anonymity it provides. While students acknowledged that the anonymity of the bully is an integral part of online harassment, the results revealed that much of the cyberbullying occurred within their social circles and relationships. The study showed that technology has become the dominant means of communication for young people, and that cyberbullying has serious psychological effects on victims. Furthermore, the victims of cyberbullying may, in

turn, become bullies themselves as a way to retaliate or defend themselves. (Mishna et al., 2009, pp. 1222-1228).

From the above, it is evident that cyberbullying can result from the influence or reaction (feedback) of content creators on their followers, especially since the fame and popularity of content is based on comments and shares, regardless of whether the comments are positive or negative. This dynamic, combined with the growing trend of unrestrained reactions from viewers, can lead to breaches of public decency and ethical standards, causing disruptions in social norms. The danger in responding to content creators lies in fostering negative attitudes among individuals, and over time, this can influence their value systems. As these behaviors become more common, they may gradually shift into a widely accepted belief, ultimately leading to a change in their cultural and religious identities.

Some intellectuals and educators have raised alarms about the harmful influence of certain content creators, particularly those suffering from psychological alienation and severe moral distortions, as reflected in the content they produce. These influencers are seen as representative of a generation that has been shaped by the cultural globalization and the clash of civilizations between East and West. The spread of such influencers coincides with the rise of certain modern ideological movements and global organizations, like Freemasonry, which openly or subtly promote rebellion against societal customs and norms as a form of liberation.

4. Characteristics of Digital Content That Amplify Cyberbullying:

Identifying the characteristics of digital content that enhances cyberbullying is a complex matter, influenced by various factors. It is not an easy task, especially with the lack of strict monitoring by platforms and social media sites, combined with the freedom of expression, discussion, opinion sharing, and criticism, as well as the right to respond. The ambiguity of content publication and removal policies further complicates the process of filtering and classifying such content. Based on this, the matter requires extensive surveys to collect testimonies from those who have been victims of cyberbullying, which can help determine the criteria for identifying digital content that amplifies bullying. However, based

on the analyses provided by specialists in sociology, education, and psychology regarding the phenomenon of cyberbullying, and by examining common publication and removal standards, we can establish that the criterion for identifying digital content that promotes cyberbullying is the evaluation of the moral, religious, and social values reflected in the content. It is important to assess how much the content respects public decency, cultural privacy, and the teachings of Islam, which provide a framework for living a just and balanced life according to divine guidance.

Below are some characteristics of digital content that enhance cyberbullying, based on our review of various platforms such as Facebook, Twitter, Instagram, and TikTok, among others:

Trivial and pointless content: Content that lacks value or importance. –

Indecent and vulgar content: This includes anything crude or repulsive, –
undermining moral standards.

Excessive and fake self-presentation: Overly staged portrayals of personal life –
details.

Imitating and mimicking personalities: This includes gender switching, role- –
playing, and copying others' personas.

Controversial statements: Posts designed to provoke reactions or arguments. –

Provocative announcements: Content intended to stir up conflict or debate. –

Controversial topics: Discussions about sensitive issues such as women's rights, –
same-sex marriage, abortion, etc., which can lead to heated arguments and verbal
abuse.

Excessive promotion of celebrities' behaviors: Publicizing the behavior of female –
celebrities, such as promoting revealing fashion trends or inappropriate behavior.

Sharing personal opinions: Posting personal views that might trigger backlash. –

Live chats (Live Chat): Whether visual or textual, live chats often lead to more direct –
and unmoderated expressions that can result in bullying.

Bold discussion of sensitive and controversial issues: Topics that challenge social –
norms and religious teachings.

Reactions to political or sports events: For example, the recent tensions between Morocco and Algeria, where both sides engage in cyberbullying.

Mocking requests for advice or opinion: Asking for feedback in a public forum can attract ridicule and bullying.

Unconventional or abnormal content: Anything that deviates from the norm and invites attention, often attracting negative feedback.

From the above, it is clear that most content that exposes its creator to cyberbullying is primarily personal in nature, secondarily imitative.. The creator of such content plays a significant role in encouraging the bully, especially if they request comments or shares, thereby inviting others to violate their privacy and, in effect, legitimizing the actions of those who engage in bullying. It is worth mentioning that the phenomenon of sharing personal privacy with others emerged in the United States in the 1940s through reality television (télé-réalité), and this concept spread through various programs that encouraged people to share their lives in minute detail. This idea was later imported to the Arab world, notably with the Arabic version of the *Star Academy* program, a copy of the Dutch version that aired in 2003. This marked the beginning of the Arab adoption of Western ideas of publicizing personal lives.

This trend indicates the vulnerability of Eastern societies, traditionally conservative, and highlights the moral decay that has become prevalent today. Social scientists and intellectuals generally agree that one of the main causes of this ethical decline is the negative role played by social media platforms, which have engineered the emergence of passive, imitative personalities. These platforms have entrenched ideas that detach entertainment from ethical and religious values, effectively shaping individuals' attitudes toward accepting deviant behavior that is subtly promoted in notifications, apps, posts, and advertisements. This bombardment of media serves as a form of brainwashing, desensitizing individuals to the erosion of moral standards and encouraging immoral behavior.

Therefore, it can be said that cyberbullying is one of the consequences of the chaos and absurdity promoted by content creators. The notion of free speech, the rebellion against societal norms, and the sharing of personal privacy all give cyberbullies the legitimacy to

dominate others, making such behavior increasingly commonplace. The greater danger, however, lies not just in cyberbullying but also in its potential to normalize even more disruptive and dangerous behaviors, such as public harassment and assault. The herd mentality seen on social media today foreshadows the possibility of these more extreme actions in the future.

5. Possible Measures to Counter Content Creation That Encourages Cyberbullying:

Most social media platforms rely on a decentralized model for the dissemination of posts, where individuals have the freedom to share and provide information to others. In this context, ordinary people are responsible for transmitting information, which leads to the emergence of unpredictable and uncontrolled behaviors, among which cyberbullying is a significant issue. (Abdelfattah, 2017: 59).

It is important to note that some platforms have attempted to limit users' ability to post by reviewing content before publication, or in some cases, by allowing users to report the nature of the content. In both scenarios, the content can still be posted, and after a few days, a review occurs. By the time the content is assessed, if it promotes bullying, it may have already spread and achieved its purpose.

In light of the influx of valueless influences from the West, which controls the digital space and exports its culture, there remains only one effective means for families to counter this issue: raising children in a healthy and wholesome environment, keeping them away from social media, and educating them on the true nature of its content. Moreover, strengthening parental supervision remains the most effective tool in this effort, and this can be achieved through the following methods:

□ **Preventive Education:** A behavioral educational approach that clarifies concepts aimed at developing the skills needed to understand and appreciate the relationships that connect an individual to society, and to their natural and cultural environment. It emphasizes practicing decision-making and establishing a code of conduct regarding societal issues. (Abu Gharib et al., 2012: 68). The challenges posed by technological advancements have

made individuals struggle with self-identity, which is why preventive education works to form proper attitudes towards the environment and to equip individuals with the ability to foresee mistakes and address issues early on. (Abu al-Nasr, 2008: 352).

□ **Healthy Parental Education:** Parental guidance is the foundation for nurturing a good life. It is a continuous, 24/7 process, 365 days a year, with no holidays or breaks. It requires a harmonious team made up of both father and mother, balanced by rationality, knowledge, and emotions. Psychology, sociology, medical sciences, family communication, and faith are all essential aspects of effective parenting. (Al-Taleb et al., 2019: 453).

□ **Education by Example:** It is scientifically proven that imitation is inherent in human nature. It is often more difficult for people to learn from books, but it is easier for them to learn from a living model. The influence of role models is profound in preventive education and even in the improvement of nations. The sending of prophets was intended to provide examples for people to follow. (Mohammad Khalil, 2014: 207). This involves reviving the noble practices of the prophets, especially our Prophet Muhammad (PBUH), as well as the righteous companions and followers, and spreading their words and actions. The Prophet Muhammad, peace be upon him, condemned hurting others, engaging in backbiting, and violating their privacy. He said: *"A Muslim is one from whose hands and tongue other Muslims are safe,"* and Caliph Umar ibn al-Khattab said, *"Silence is the best way to eliminate falsehood."* This calls for avoiding disputes over false matters and refraining from making them a topic of public discourse. We are instructed to cover our own faults and not to expose others' flaws.

□ **Value-Based Education:** Teaching values is an ongoing process that extends throughout life, and it is primarily the responsibility of adults to model this behavior. (Malakawi, 2020: 420).

□ **Self-Education or Psychological Education:** This type of education involves individuals disciplining themselves and learning through practice, making choices, and interacting with their surroundings based on personal responsibility and accountability. It is the path

to self-fulfillment according to one's innate nature, where a man fulfills his responsibilities as a man and a woman fulfills her responsibilities as a woman, both of which require the sharpening of their mental and emotional faculties to fulfill God's will on Earth as He intended, reflected in thoughts, actions, and behavior. (Dakhil Allah, 2015: 23).

□ **Islamic Education:** Islamic education is a continuous process that begins at birth and continues throughout life. It involves a balanced development of the intellect through knowledge, the body through physical activity, and the soul through faith. It aims to instill moral and social values that protect an individual from cultural fragmentation and internal turmoil. Islamic education fosters a true will for selflessness, a rejection of selfishness, and the avoidance of vices. It connects three key pillars

✓ **The Individual:** This aspect is supported by personal education.

✓ **The Collective:** This is supported by community-based education.

✓ **God:** The Creator, who orders and forbids, represents the ultimate guide, and humans act as His representatives on Earth. (Dakhil Allah, 2015: 11-12).

Regarding cyberbullying, it is important to note that Islam has strongly emphasized the sanctity of privacy, both individual and communal. Followers are commanded to safeguard the trust of their words, respect the confidentiality of conversations, and protect the privacy of both relatives and strangers. Islam also encourages lowering the gaze, controlling the tongue, and safeguarding people's dignity and feelings. Mockery and ridicule, whether through words or actions, are prohibited, even with ill intentions

Conclusion:

Cyberbullying is a harmful behavior that reflects a psychological and behavioral disturbance, characterized by hostility, verbal and physical aggression toward others. It is well established in psychology that individuals who engage in such behavior often do so as a means to assert themselves and reinforce their identity, frequently using offensive language.

Social media platforms have exacerbated this behavior by spreading electronic content that has contributed to a moral erosion in conservative societies, especially with the proliferation of negative role models that shape submissive and imitative personalities. These influences have been reinforced by the globalized world, imposing secular ideologies in social interactions, which disrupts the natural human instinct and the divine purpose for humanity, which is to act as stewards of the Earth according to the correct Islamic method, following the example of the Prophet Muhammad (PBUH), who was sent to perfect moral conduct.

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