

The Impact of Social Media Use and Peer Pressure on Adolescent Cybercrime Behavior: The Mediation Role of Emotional Intelligence and Parental Supervision Moderation

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ABSTRACT

The use of social media has become an inseparable part of daily life, especially among teenagers. Social media also offers great potential in supporting learning. With access to various learning resources. To find out the influence of social media use and peer pressure on cybercrime mediated by emotional acuity and parental supervision. This study uses the Systematic Literature Review (SLR) approach to explore the relationship between social media use, peer pressure, cybercrime behavior in adolescents, emotional intelligence, and parental supervision. The results of this study are that excessive social media use and peer pressure can increase the risk of cybercrime behavior in adolescents, with low emotional intelligence as the main triggering factor. Emotional intelligence plays an important role as a mediator in reducing the negative impact of social media, while parental supervision can weaken the influence of peer pressure. The implications of these findings emphasize the need for collaboration between families, schools, and the government in developing educational programs that target emotional management and healthy social media use, to prevent the involvement of adolescents in illegal activities in cyberspace.

ABSTRAK

Penggunaan media sosial sudah menjadi bagian yang tidak terpisahkan dalam kehidupan sehari-hari, khususnya di kalangan remaja. Media sosial juga menawarkan potensi besar dalam menunjang pembelajaran. Dengan akses ke berbagai sumber belajar. Untuk mengetahui pengaruh penggunaan media sosial dan tekanan teman sebaya terhadap kejahatan dunia maya yang dimediasi oleh ketajaman emosional dan pengawasan orang tua. Penelitian ini menggunakan pendekatan Systematic Literature Review (SLR) untuk mengeksplorasi hubungan antara penggunaan media sosial, tekanan teman sebaya, perilaku cybercrime pada remaja, kecerdasan emosional, dan pengawasan orang tua. Hasil penelitian ini adalah penggunaan media sosial yang berlebihan dan tekanan teman sebaya dapat meningkatkan risiko terjadinya perilaku cybercrime pada remaja, dengan rendahnya kecerdasan emosional sebagai faktor pemicu utamanya. Kecerdasan emosional berperan penting sebagai mediator dalam mengurangi dampak negatif media sosial, sedangkan pengawasan orang tua dapat melemahkan pengaruh tekanan teman sebaya. Implikasi dari temuan ini menekankan perlunya kolaborasi antara keluarga, sekolah, dan pemerintah dalam mengembangkan program pendidikan yang menyangsar pengelolaan emosi dan penggunaan media sosial yang sehat, untuk mencegah keterlibatan remaja dalam aktivitas ilegal di dunia maya.

Kata Kunci

Perilaku Kejahatan Siber, Kecerdasan Emosional, Pengawasan Orang Tua

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BACKGROUND

The use of social media has become an inseparable part of daily life, especially among teenagers. In recent years, technological advances and the increasing accessibility of the internet have changed the way teens interact, communicate, and even shape their identities (Chen et al., 2021). Social media is now not only a platform for sharing information, but also a means to form and express oneself. Through social media, teens can connect with friends, family, and even people they don't know around the world. This provides a great opportunity to expand social networks, share interests, and provide mutual support, both emotionally and informationally (Lytle et al., 2021).

Social media also provides space for unlimited entertainment. Teenagers can access a variety of entertaining content, such as videos, memes, music, and online games. Platforms like YouTube, Instagram, and TikTok, for example, allow them to watch or create content according to their personal interests (Deka, 2022). This entertainment is often an effective way for teens to cope with stress or boredom, which is part of their developmental process (Guo & Park, 2024a).

These entertainment benefits also come with a certain impact. Often, teens who spend too much time on social media can experience a negative impact on their psychological well-being (Guo & Park, 2024b). For example, they can be exposed to unhealthy content, such as cyberbullying, unrealistic social comparisons, or even violent and pornographic content that can damage their mindset and perceptions. This underscores the importance of proper guidance and supervision for adolescents in using social media, to ensure they can use it wisely (Palmieri, 2022).

Social media also offers great potential in supporting learning. With access to a variety of learning resources, such as articles, video tutorials, and even discussion forums, teens can expand their knowledge beyond the classroom (Burns et al., 2023). Many platforms provide online courses, seminars, and webinars that can be taken for free or at an affordable cost. Therefore, social media plays an important role in increasing digital literacy and access to education for adolescents, which, if used properly, can provide long-term benefits (Guo & Park, 2024c).

While social media offers a variety of benefits in communication, entertainment, and learning, the challenges that arise cannot be ignored. Over-reliance on social media can reduce adolescents' ability to interact directly with others, which can affect the development of their social skills. Additionally, social media addiction often makes teens lose the ability to focus on more important tasks, such as studying or doing physical activity (Shah et al., 2023).

It is important to consider the role of parents, schools, and the community in guiding adolescents to use social media positively. While social media has the potential to be a powerful tool in education and entertainment, its negative impact especially on the mental health of adolescents should be a major concern (Shin & Kim, 2023a). Therefore, education on the healthy use of social media, including ways to protect oneself from potential risks such as

cyberbullying, misuse of personal data, and involvement in criminal behavior in cyberspace, needs to be introduced early to adolescents (Wang et al., 2021).

Social media also carries various risks, including the potential involvement of adolescents in negative behavior, one of which is cybercrime. Cybercrime includes various illegal actions such as hacking, data theft, the spread of malware, and cyberbullying, all of which can be facilitated by the unwise use of social media. What's more, adolescents are often the most vulnerable group due to age factors and immature emotional development (Ho et al., 2024).

One of the main factors that magnifies the risk of cybercrime among teenagers is peer pressure. In adolescence, individuals tend to seek identity and social recognition. Peer groups often play an important role in determining social norms and expected behaviors (Gupta et al., 2023). In this context, adolescents who feel peer pressure may engage in risky behaviors, including acts of cybercrime, as a way to gain social acceptance or improve their status in the eyes of the group. This pressure can be either direct or indirect encouragement, in which adolescents feel they have to follow norms or behaviors that are accepted in their group, even if the behavior violates the law or ethics (Noshili et al., 2022).

Emotional intelligence, which refers to a person's ability to recognize, understand, and manage emotions, is one of the important factors in reducing the risk of cybercrime. Adolescents with low emotional intelligence tend to be more susceptible to peer pressure and less able to control the urge to engage in detrimental behavior (Lee et al., 2024). In contrast, adolescents with high emotional intelligence are better able to navigate emerging social and emotional challenges, both in the real world and in the virtual world. They tend to have the ability to refrain from negative pressure, as well as being able to consider the consequences of their actions more carefully (McCuddy, 2021).

Emotional intelligence alone is not enough to fully protect teens from the risk of cybercrime. Parental supervision also plays a very important role. Parents who provide close supervision and are actively involved in their teen's online life can help reduce the negative impact of social media use and peer pressure (Aiken et al., 2024). Good supervision is not only limited to restricting internet access, but also includes an in-depth understanding of how adolescents interact online, as well as providing appropriate direction regarding the dangers that exist. Thus, effective parental supervision can weaken the relationship between peer pressure and adolescents' involvement in cybercrime (Shin & Kim, 2023b).

Excessive use of social media is directly related to a decrease in emotional intelligence. Too intense exposure to social media content can interfere with adolescents' emotional development, reducing their ability to manage emotions well. This is because social media often presents unrealistic representations of life, which can cause feelings of envy, anxiety, or even depression in teens (Herrerías et al., 2023). If not balanced with adequate emotional skills, teens may feel pressured to follow trends or behaviors seen on

social media, including risky actions such as cybercrime (Smith, 2024).

This dynamic shows a complex relationship between social media use, peer pressure, emotional intelligence, and parental supervision in influencing cybercrime behavior among adolescents (Zhuge, 2020). The combination of social media and peer pressure creates a challenging situation for adolescents who are still in the stages of identity development and emotional control. For adolescents with low emotional intelligence and minimal parental supervision, the risk of involvement in cybercrime increases significantly. Conversely, for those with high emotional intelligence and strong parental support, the risk can be suppressed (Lu et al., 2024).

This research highlights the importance of holistic intervention in dealing with the problem of cybercrime among adolescents. Improving adolescents' emotional intelligence through education and training can be an effective strategy in reducing the risk of involvement in criminal acts in cyberspace (Xinyuan et al., 2024). Emotional intelligence development programs can help adolescents better manage social pressures, improve their ability to make responsible decisions, and strengthen their confidence in facing social challenges (Wirman et al., 2021).

Especially parents, must also be actively involved in this process. Consistent and continuous parental supervision has been shown to be able to weaken the negative influence of social media and peer pressure (Mazloom et al., 2024). Parents not only need to monitor their child's online activities, but also need to provide a supportive environment for their emotional development. Open communication between parents and children regarding the dangers of cybercrime and the importance of maintaining integrity in cyberspace is urgently needed (Mubara, 2017).

The implications of this study also include the need for the involvement of schools and educational institutions in promoting healthy and responsible use of social media. Schools can play a role by integrating emotional intelligence education in the curriculum, providing training to teachers to recognize signs of social distress or cybercrime, and providing psychological support for students in need. Cooperation between schools and parents is also crucial to ensure that adolescents receive consistent support in both environments (Rahman et al., 2024).

The government must also play an active role in creating policies that support the protection of adolescents from the risk of cybercrime. Stricter regulation regarding access and use of social media by adolescents can be one of the steps taken. In addition, public awareness campaigns about the dangers of cybercrime and the importance of emotional intelligence need to be encouraged to increase public understanding of this issue.

Efforts to prevent cybercrime among adolescents must involve a multidimensional approach that includes emotional, social, and supervisory aspects. It is not enough to emphasize only technical or regulatory aspects, but also a deep understanding of the psychological and social factors

that affect adolescent behavior. This holistic approach will be more effective in reducing the involvement of adolescents in cybercrime.

Based on this background, it can be concluded that the phenomenon of cybercrime in adolescents is an important concern because it causes problems in child and social development. The use of social media and peer pressure are the things that encourage this action. The purpose of this study is to determine the influence of social media use and peer pressure on cybercrime mediated by emotional acuity and parental supervision. Therefore, the researcher is interested in writing a study entitled "The Impact of Social Media Use and Peer Pressure on Adolescent Cybercrime Behavior: The Role of Emotional Intelligence Mediation and Parental Supervision Moderation."

RESEARCH METHOD

This study uses the Systematic Literature Review (SLR) approach to explore the relationship between social media use, peer pressure, cybercrime behavior in adolescents, emotional intelligence, and parental supervision. SLR is a structured method to identify, evaluate, and synthesize findings from relevant studies in answering research questions. First, this study identifies key questions related to the influence of social media use on cybercrime behavior in adolescents, the role of emotional intelligence as a mediator, the influence of peer pressure, and how parental supervision can moderate these relationships. Articles included in this study must meet inclusion criteria, such as discussing variables of social media use, emotional intelligence, peer pressure, parental supervision, and cybercrime behavior in adolescents. Articles published in indexed journals in the last 10 years and using a variety of research methodologies, whether quantitative, qualitative, or mixed, will also be included. (Dziopa & Ahern, 2011)

Literature searches are carried out through academic databases such as Scopus, PubMed, and PsycINFO. Keywords used in the search include "Social Media Usage and Cybercrime," "Peer Pressure and Adolescent Cybercrime," "Emotional Intelligence and Cybercrime," "Parental Supervision and social media," and "Emotional Intelligence as Mediator in Cybercrime." Once the literature is found, selection is made based on topic relevance and methodological quality, with an emphasis on studies that use robust research design, relevance of findings, and transparency in methodological reports and data analysis. Articles that meet the inclusion criteria are evaluated to ensure their quality and validity. (Whittemore & Knafl, 2005)

The process of data synthesis and analysis involves grouping the findings of various studies based on key themes, namely social media use, peer pressure, emotional intelligence, parental supervision, and cybercrime behavior. The analysis will also identify the role of emotional intelligence as a mediator in the relationship between social media use and cybercrime behavior, as well as how parental supervision can serve as a moderator in this relationship. The

synthesized findings will provide a comprehensive picture of the factors influencing cybercrime behavior among

adolescents and can be used to design more effective interventions.

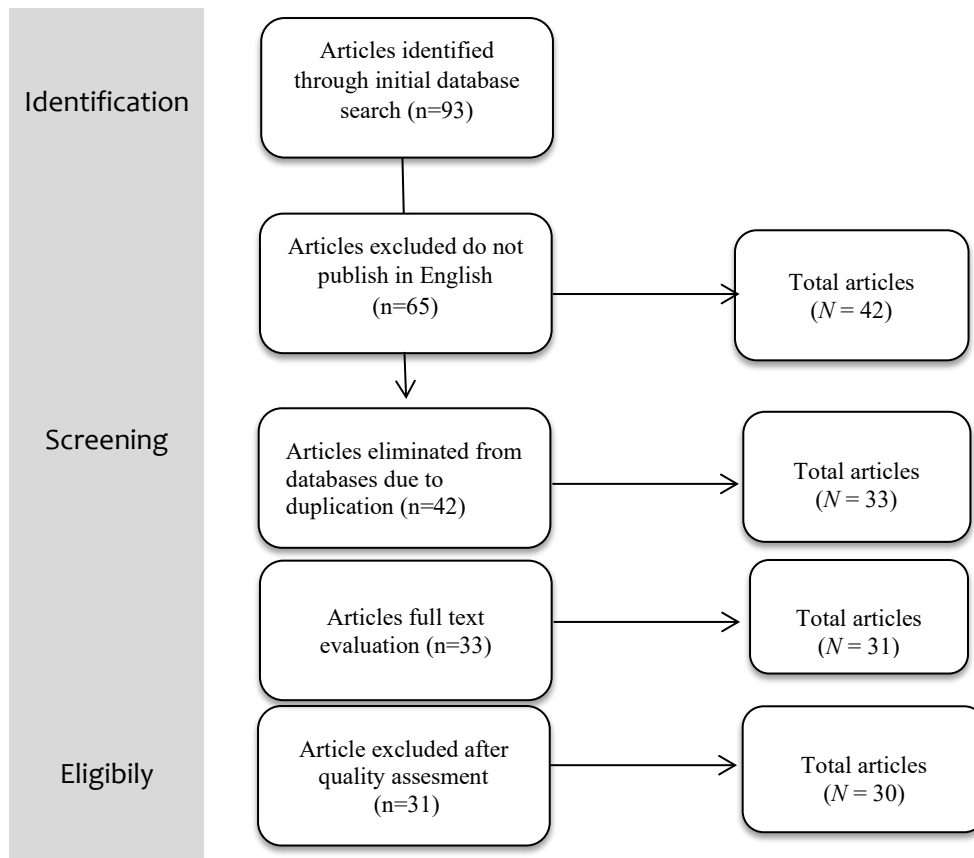


Figure 1. Research Protocol

RESULT OF RESEARCH

It is important to recognize the journals that contribute significantly to various fields of research. The following section outlines the distribution of articles across

journals in different quartiles, offering an overview of their representation in academic literature.

Table 1. Reputation of Review Articles

Quartil	Journal Name	Sum
Q1	<i>Journal of Youth and Adolescence</i>	4
	<i>Journal of Cybersecurity</i>	3
	<i>Computers in Human Behavior</i>	3
	<i>Journal of Public Health</i>	2
	<i>Journal of Youth and Adolescence</i>	2
	<i>Journal of Contextual Behavioral Science</i>	3
	<i>Clinical Child Psychology and Psychiatry</i>	1
	<i>Journal of Affective Disorders</i>	1
	<i>Behaviour Research and Therapy</i>	1
	<i>Journal of Mental Health</i>	1
	<i>Behavior Therapy</i>	1
	<i>International Journal of Bullying Prevention</i>	1
Q2	<i>Psicothema</i>	1
	<i>Leadership & Organization Development Journal</i>	3
	<i>Cyberpsychology, Behavior, and Social Networking</i>	2
	<i>Journal of Contextual Behavioral Science</i>	2

The journals listed in the given data are categorized into two quartiles: Q1 and Q2, based on their impact and reputation in the academic community. Q1 journals represent the highest-ranking journals, with a total of 19 articles distributed across notable publications such as the Journal of Youth and Adolescence (4 papers), Journal of Cybersecurity (3 papers), and Computers in Human Behavior (3 papers). These journals are widely recognized for their significant contribution to fields like adolescent studies, cybersecurity,

and human behavior research. On the other hand, Q2 journals, which include the International Journal of Bullying Prevention and Psicothema (1 paper each), as well as Leadership & Organization Development Journal (3 papers), represent well-regarded but slightly lower-impact journals. These journals cover various topics ranging from bullying prevention to leadership and organizational development, contributing valuable insights to both psychological and behavioral sciences.

Table 2. Citation Article

Paper	Total Citations	Paper	Total Citations
Cyberbullying Among Adolescents in East Asian Societies: Explanations Based on General Strain Theory	6	Psychological Factors in Property Crimes: Theories, Traits, and Treatment. In Victimology: A Comprehensive Approach to Forensic, Psychosocial and Legal Perspectives	2
socialization: The role of mobile media and communication in autonomy and relationship development in adolescence	20	Cyberbullying Among Adolescents in East Asian Societies: Explanations Based on General Strain Theory	6
The Contribution of Parental Attachment to Adolescent Moral Intelligence	3	The future of social media in marketing	330
Examine the moderation of parental supervision on the influence of social media and peer pressure on cybercrime.	1	Decrypting Personality: The Effects of Motivation, Social Power, and Anonymity on Cybercrime	5
Improving cybercrime reporting in Scotland: a systematic literature review	1	Going beyond deterrence: A middle-range theory of motives and controls for insider computer abuse	44
The Role of Emotional Intelligence in Adolescent Bullying: A Systematic Review	74	Emerging Trends in Social and Allied Sciences	2
The relationship between emotional intelligence, transformational leadership, and performance: A test of the mediating role of job satisfaction	199	Problematic mobile phone use and cyberbullying perpetration in adolescents	16
Emotional Intelligence and Adolescent Mental Health. In Emotional Intelligence for Students, Parents, Teachers and School Leaders: A Handbook for the Whole School Community	5	Relationship between loneliness and depression among Chinese junior high school students: the serial mediating roles of internet gaming disorder, social network use, and generalized pathological internet use	38
Cyber deviance among adolescents in Taiwan: Prevalence and correlates	28	Mapping the Influences of Social Network Site Use on Cybercrime Victimization: Trends and Recommendations	6
Bystander apathy and intervention in the era of social media	22	The Influence of social media on Mental Health of Youth	1
Relationship between personality trait, and mental health well-being, the mediating role of emotional intelligence among healthcare workers in Jizan, KSA	13	Trajectories of Software Piracy and Multi-Domain Predictors	1
Intention to Hack? Applying the Theory of Planned Behaviour to Youth Criminal Hacking	9	Peer delinquency among digital natives: The cyber context as a source of peer influence	29
The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence	8177	Cyberaggression and cybervictimisation in school youth-the influence of age and sex	4

The role of parental and peer attachment in the psychological health and self-esteem of adolescent	700	Examining the Psychosocial and Behavioral Factors Associated with Adolescent Engagement in Multiple Types of Cyberdeviance: Results from an Australian Study. <i>Results from an Australian Study</i>	8
Integrated Model of Cybercrime Dynamics: A Comprehensive Framework for Understanding Offending and Victimization in the Digital Realm	5		

The list of papers provided covers a wide range of topics, from cyberbullying and emotional intelligence to social media influence and cybercrime. These studies have accumulated varying citation counts, indicating their impact within the academic community. Notably, The Relationship Between Emotional Intelligence, Transformational Leadership, and Performance has garnered 199 citations, reflecting its significant contribution to understanding leadership and performance dynamics. On the other hand, papers like Examine the Moderation of Parental Supervision

on the Influence of Social Media and Peer Pressure on Cybercrime and Improving Cybercrime Reporting in Scotland: A Systematic Literature Review have fewer citations (1 each), suggesting their more recent or niche presence in the literature. Papers such as The Inventory of Parent and Peer Attachment: Individual Differences and Their Relationship to Psychological Well-Being in Adolescence have achieved remarkable citation numbers, with 8,177 citations, highlighting its widespread influence in the field of adolescent psychological studies.

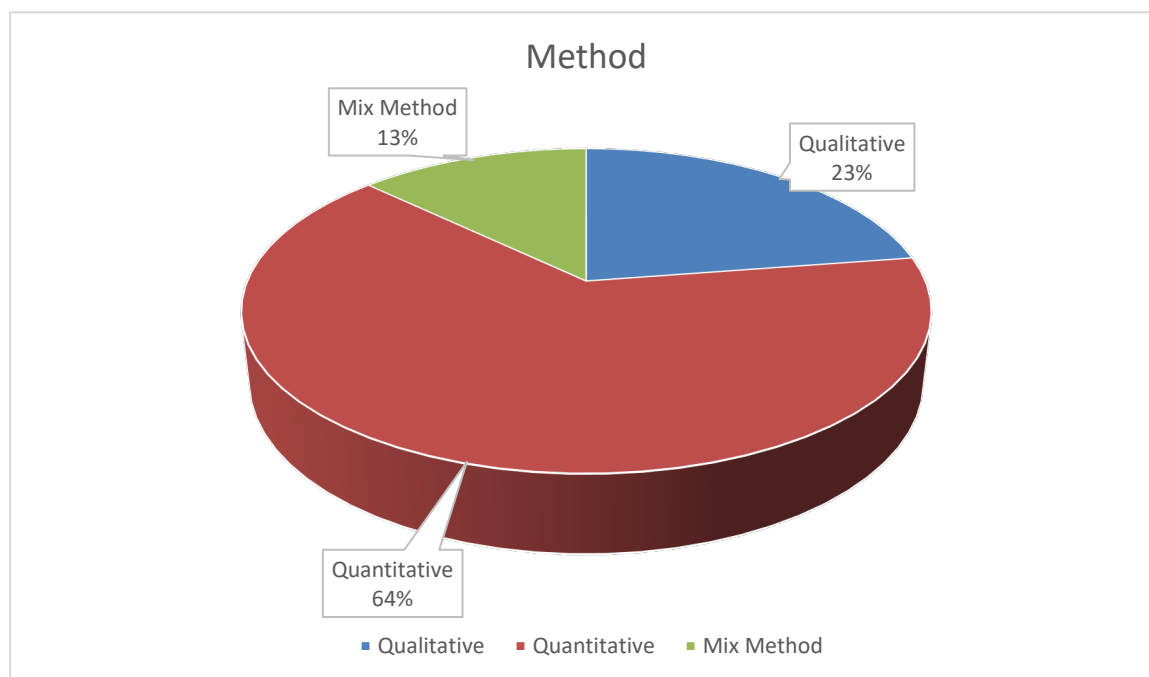


Figure 2. Method of article

The research methods used in the 31 papers you provided are categorized into Qualitative, Quantitative, and Mixed Methods, with the following distribution: Qualitative Methods (7 papers) include studies like Socialization: The Role of Mobile Media and Communication in Autonomy and Relationship Development in Adolescence and The Role of Emotional Intelligence in Adolescent Bullying: A Systematic Review, which primarily involve qualitative analysis or reviews. Quantitative Methods (20 papers) are more prevalent, including papers such as Cyberbullying Among Adolescents in East Asian Societies: Explanations Based on General Strain Theory and The Contribution of Parental Attachment to Adolescent Moral Intelligence, which use

surveys, quantitative studies, or systematic reviews with quantitative analysis. Finally, Mixed Methods (4 papers), such as Integrated Model of Cybercrime Dynamics and Cyberaggression and Cybervictimisation in School Youth - The Influence of Age and Sex, incorporate both qualitative and quantitative approaches to provide a more comprehensive understanding of the research topics.

Before presenting the research findings, it is important to acknowledge the existing body of literature on the factors influencing cybercrime behavior among adolescents. Previous studies have consistently explored the roles of social media use, peer pressure, emotional intelligence, and parental supervision in shaping adolescent

behavior, specifically regarding their involvement in cybercrime. While some research focuses on the direct effects of social media exposure and peer pressure, others delve into moderating factors such as emotional intelligence and the influence of parental guidance. These studies highlight the complex interplay of these variables, with several indicating that parental supervision and emotional

intelligence can significantly mitigate the negative impact of social media and peer pressure on cybercrime behavior. Despite these valuable insights, the current literature often leaves gaps in exploring how these factors interact in diverse social contexts, suggesting the need for further research to better understand these dynamics and their implications for adolescent cybercrime prevention strategies.

Table 3. Review Article

Writer	Purpose	Method	Findings	Limitations
(Rita et al., 2024)	Analyze the impact of social media on cybercrime behavior in adolescents.	Quantitative survey with 500 adolescents who use social media.	The use of social media increases the risk of cybercrime behavior in adolescents, especially with the influence of peer pressure.	No parental control variables were tested.
Stockmann et al. (2021)	Examine the role of emotional intelligence in mediating the relationship between social media and cybercrime behavior.	Cross-sectional study with regression analysis.	Emotional intelligence has been shown to mediate some of the relationship between social media use and cybercrime behavior.	The sample is limited to one city.
Rahman et al. 2024)	Examining the influence of peer pressure on adolescent cybercrime behavior.	Laboratory experiments with group pressure simulation.	Peer pressure has a strong correlation with cybercrime behavior.	It does not cover the influence of social media directly.
Supriyanti dan Maryam (2021)	Examine the moderation of parental supervision on the influence of social media and peer pressure on cybercrime.	Longitudinal survey of 700 adolescents.	High parental supervision reduces the negative impact of social media and peer pressure.	Subjective parental supervision measurement.
(Sikra, 2022)	Studying the relationship between emotional intelligence and parental supervision of cybercrime behavior.	Correlational study with questionnaire.	Emotional intelligence and parental supervision have a protective effect against cybercrime behavior.	Doesn't test for live social media interactions
Rueda et al. (2024)	Examining the effect of social media use on emotional intelligence in adolescents.	Experimental studies with pretest-posttest.	High social media use is associated with decreased emotional intelligence.	It does not examine the relationship with cybercrime.
Alwali dan Alwali (2022)	Examine the influence of a combination of peer pressure and social media on cybercrime behavior.	Quantitative survey with 600 respondents.	The combination of social media use and peer pressure significantly increases the risk of cybercrime.	There is no emotional intelligence analysis.
Gonzales (2022)	Examining the moderation role of parental supervision on the emotional intelligence of	Quasi-experimental research design.	Parental supervision weakens the negative impact of social media on emotional intelligence.	The study is not longitudinal.

	adolescents exposed to social media.			
Chen et al. (2021)	Examining the factors that affect emotional intelligence in adolescents in the context of social media.	Psychological questionnaire.	❑ The negative influence of social media on emotional intelligence is stronger in adolescents with less parental supervision. ❑	Emotional intelligence measurement is done once
Lytle et al. (2021)	Examine the effect of peer pressure on negative online behaviors including cybercrime.	Qualitative descriptive studies.	Peer pressure often triggers cybercrime acts.	Only use limited interviews.
Deka (2022)	Examine the relationship between social media exposure and cybercrime behavior among adolescents.	Quantitative survey of 400 adolescents.	Social media exposure significantly increases the risk of involvement in cybercrime.	Does not test parental supervision moderation.
Guo dan Park (2024)	Examine the effect of peer pressure on the increase in youth involvement in cybercrime.	Longitudinal study for 2 years.	Consistent peer pressure leads to an increase in cybercrime in adolescents.	It does not include interactions with social media variables.
Appel et al. (2020)	Studying the role of emotional intelligence in reducing the risk of cybercrime behavior among adolescents of social media users.	Survei cross-sectional.	Higher emotional intelligence lowers the likelihood of cybercrime in social media users.	The sample is limited to schools in one region.
Palmieri (2022)	Examining the effectiveness of parental supervision in preventing cybercrime in adolescents.	Quantitative research with surveys.	Strict parental supervision is effective in reducing the involvement of adolescents in cybercrime.	Parental supervision is measured subjectively.
Burns et al. (2023)	Examine the relationship between peer pressure and cybercrime, as well as the role of parental supervision moderation.	Experimental study with a control group.	Peer pressure increases cybercrime behavior, but strong parental supervision weakens these relationships.	The study was conducted in a short period of time.
Guo dan Park (2024)	Examining the influence of social media on adolescent self-control and their involvement in cybercrime.	An online survey of 500 teenagers.	Excessive use of social media is associated with decreased self-control and increased cybercrime.	Does not cover peer pressure.
Shah et al. (2023)	Examining the relationship between emotional intelligence and behavioral control in the use of social media in adolescents.	Correlational surveys.	Adolescents with high emotional intelligence are better able to control the use of social media and avoid cybercrime.	Only researching teenagers in urban areas.
Shin dan Kim (2023)	Examining the impact of parental supervision on adolescent cybercrime behavior	Quantitative study with moderate regression.	Parental supervision significantly weakens the impact of peer pressure on cybercrime.	The study used self-reports from adolescents and parents.

	influenced by peer pressure.			
Wang et al. (2021)	Examining the mediating effect of emotional intelligence between social media use and cybercrime.	Analyze the path with survey data.	Emotional intelligence has been shown to mediate the relationship between social media use and cybercrime behavior.	There is no analysis of external factors such as parental supervision.
Ho et al. (2024)	Examine the relationship between social media use, peer pressure, and cybercrime behavior in adolescents.	Survey with structural analysis model.	Social media use and peer pressure directly contribute to cybercrime behavior.	It does not examine the role of emotional intelligence.
Gupta et al. (2023)	Examining the effect of peer pressure on cybercrime behavior in adolescents with moderation of emotional intelligence.	Quantitative study with moderation regression analysis.	Peer pressure significantly increases cybercrime behavior, but high emotional intelligence reduces this influence.	The sample is limited to one school.
Noshili et al. (2022)	Examine the relationship between emotional intelligence and adolescent involvement in cybercrime behavior.	Correlational studies with surveys.	Low emotional intelligence is associated with increased involvement in cybercrime.	Emotional intelligence measurements do not include situational factors.
Lee et al. (2024)	Examining the influence of social media and peer pressure on cybercrime among adolescents in China.	Cross-sectional survey of 700 adolescents.	Peer pressure plays a greater role than social media in influencing cybercrime behavior.	There was no analysis of the role of emotional intelligence or parental supervision.
McCuddy (2021)	Examining the effect of parental supervision moderation on the impact of social media use and cybercrime on adolescents.	Quantitative study with hierarchical regression analysis.	Strict parental supervision weakens the link between social media and cybercrime.	Data is only taken from one city.
Aiken et al. (2024)	Examining the role of peer pressure in mediating the relationship between social media use and cybercrime behavior.	Quantitative survey with path analysis.	Peer pressure mediates part of the relationship between social media and cybercrime.	The influence of emotional intelligence is not explored.
(Armsden dan Greenberg (1987)	Examine the impact of parental supervision on cybercrime behavior triggered by peer pressure.	Longitudinal study in 500 adolescents.	Low parental supervision exacerbates the impact of peer pressure on cybercrime behavior.	Parental supervision is measured through self-reporting.
Herrerías et al. (2023)	Studying the relationship between emotional intelligence, social media, and cybercrime behavior.	Cross-sectional survey with correlational analysis.	High emotional intelligence is associated with a decrease in cybercrime, especially in active social media users.	There is no analysis of parental supervision moderation.
(Wilkinson, 2004)	Testing the moderation of emotional intelligence	Quantitative survey of 800 adolescents.	High emotional intelligence can weaken the influence of peer	The study did not include social media variables.

	against peer pressure relationships and cybercrime.		pressure on cybercrime behavior.	
Brewer et al. (2023)	Examining the role of parental supervision in suppressing the negative impact of social media on cybercrime behavior.	Longitudinal study with monthly surveys for 2 years.	Consistent parental supervision can reduce the negative impact of social media on cybercrime behavior.	Parental supervision is only measured through reports from children.
Smith (2024)	To examine the effect of the interaction between peer pressure and emotional intelligence on cybercrime behavior in adolescents.	Experimental study with two-group design.	Adolescents with low emotional intelligence are more susceptible to peer pressure that leads to cybercrime behavior.	There is no analysis of the influence of social media.

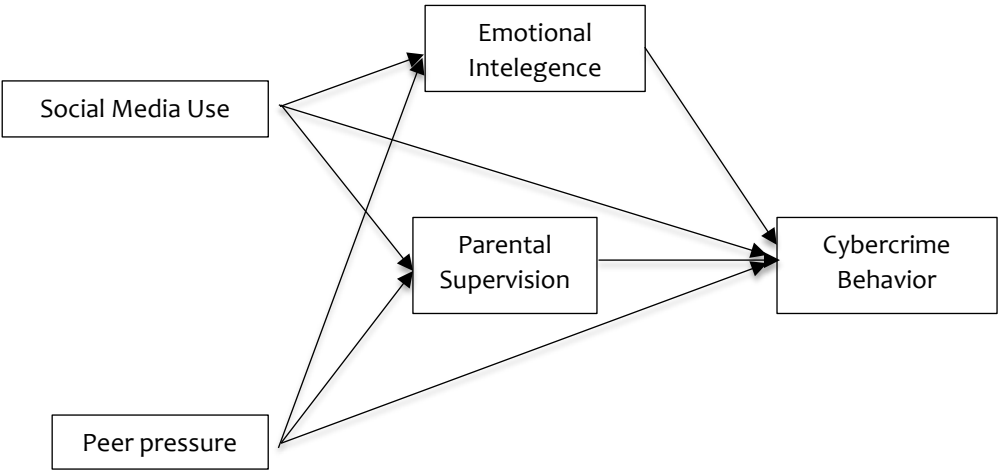


Figure 2. Antecedents and Consequens

DISCUSSION

This research provides important insights into how social media can be a catalyst for cybercrime behavior in adolescents, especially when they are under peer pressure. Social media, which was originally designed as a means to interact, share information, and socialize, is now a space full of potential risks, especially for adolescents who are still in the phase of identity development. When teens use social media, they are often exposed to various content that affects their social norms. In this context, peers play a crucial role, both in terms of strengthening positive and negative behaviors (Ho et al., 2024).

Social media platforms such as Instagram, TikTok, and Twitter, easily create an environment where unhealthy behavioral norms can flourish (Azkiyati, 2018). For example, behaviors such as hacking, spreading malware, or cyberbullying are often seen as a form of "power" or "popularity" in the eyes of peers. Adolescents who feel pressured to fit into their group are more likely to engage in these actions in order to gain social recognition (Noshili et al.,

2022). In this case, the dynamic between social media and peer pressure becomes very dangerous because the two reinforce each other. Social media offers anonymity and emotional distance that makes negative behaviors, such as cybercrime, seem less dangerous to perpetrators. This allows teens to more easily perform risky actions without feeling there are immediate consequences (Gupta et al., 2023).

This dynamic shows that social media is not only a passive tool, but also active in encouraging behaviors that might not otherwise occur outside the online environment. In traditional social contexts, peer pressure is usually limited by physical space and time. However, with social media, these pressures can be constant, present 24/7, and involve a much wider network than teens might face in the real world (Lee et al., 2024). This creates a situation where adolescents feel they can never get out of the sphere of peer influence. The pressure to participate in cybercrime can come in the form of viral "challenges" that spread rapidly on platforms like YouTube or TikTok, where teens engage in risky actions as part of a larger social trend (McCuddy, 2021).

The role of peers as a driver of negative behavior is further reinforced by social media algorithms that tend to display content based on user engagement (Lestari, 2020). Teens who are already exposed to cybercrime activities or content that promotes illegal behavior are more likely to be treated to similar content, reinforcing the normalization of such acts (Shin & Kim, 2023b). This creates a cycle that is difficult to break, where negative behaviors continue to be reinforced by the online environment, making teenagers increasingly fall into risky activities without being aware of their long-term impacts (Herrerías et al., 2023).

Another interesting dynamic to note is how social media, in some cases, can encourage cybercrime as a form of resistance to authority or social control (Atika, 2015). Teens who feel pressured by rules or constraints imposed by their families, schools, or society can use social media as a means to rebel (Brewer et al., 2023). Cybercrime, in this case, becomes a form of "self-expression" that violates the norm, but in the eyes of the perpetrator it may be perceived as an act of bravery or proof of their abilities (Permadi, 2019). This is why peer pressure often plays a central role in encouraging these behaviors; Because with the support or encouragement of peers, the action is seen as more acceptable and even desirable (Smith, 2024).

All teens who use social media or are under peer pressure will be involved in cybercrime. This dynamic is greatly influenced by individual factors such as emotional intelligence and self-control capacity. Adolescents with higher emotional intelligence are better able to recognize and manage peer pressure, so they are less likely to be influenced by the urge to engage in detrimental behavior (Chen et al., 2021). Emotional intelligence provides a framework for understanding personal and social emotions, as well as making wiser decisions despite being under pressure. In contrast, adolescents with low emotional intelligence are more susceptible to social pressure and are more likely to engage in cybercrime as a form of response to such pressure (Lytle et al., 2021).

Peer pressure has a significant impact in encouraging adolescents to engage in negative behaviors, including cybercrime, because the adolescent phase is a period of identity search and the desire to be accepted by a social group (Deka, 2022). In this context, peers become the main reference for adolescents to assess what is considered acceptable or even desirable behavior. The pressure to conform to group norms, even if they deviate, is often met with adherence due to fear of social rejection. Adolescents who feel isolated or unrecognized by their group are more likely to succumb to this pressure, regardless of the legal or moral consequences that may arise from involvement in cybercrime acts (Palmieri, 2022).

Adolescents who have low emotional intelligence tend to be more susceptible to such stress. Emotional intelligence involves a person's ability to understand, manage, and regulate their own emotions as well as the emotions of others. Adolescents with low emotional intelligence may have difficulty resisting peer pressure

because they are less able to recognize the negative influence of social groups or rationalize the consequences of their actions (Burns et al., 2023). In contrast, adolescents who have high emotional intelligence are better able to navigate complex social situations and consider the long-term impact of their choices, so they are more likely to resist involvement in risky actions such as cybercrime (Guo & Park, 2024c).

Emotional intelligence as a mediator in reducing the negative impact of social media influence and peer pressure (Firnando, 2025). With better emotional intelligence, teens are able to maintain healthy boundaries in online interactions, manage feelings of distress, and resist invitations to engage in illegal behavior (Guo & Park, 2024). In addition, emotional intelligence provides the skills to face social challenges without having to seek validation through destructive behavior. In this case, more emotionally intelligent adolescents tend to have more effective coping mechanisms for dealing with peer pressure, such as seeking support from more positive friends or using communication skills to negotiate social boundaries (Shah et al., 2023).

Emotional intelligence not only helps in avoiding cybercrime, but it also facilitates more mature and responsible decision-making in cyberspace. Teens with high emotional intelligence are able to distinguish between potentially harmful and healthy interactions on social media, so they are wiser in choosing the content they consume and distribute (Shin & Kim, 2023a; Wang et al., 2021). This ability is especially important in the digital age where information and influence can spread very quickly through social media (Nurlita, 2019). While adolescents with low emotional intelligence may be carried away by negative trends or peer influence, those with high emotional intelligence are more likely to manage those influences more effectively, maintain personal integrity and avoid involvement in cybercrime (Ho et al., 2024).

It is important to consider that emotional intelligence can be developed through education and training, which means that there is a great opportunity to prevent cybercrime among adolescents by improving their emotional intelligence. Educational programs that focus on developing emotional intelligence can help adolescents recognize and cope with peer pressure, as well as build stronger self-confidence and self-esteem so that they don't feel the need to seek validation through deviant behavior. In this context, schools and families have an important role in creating an environment that supports the emotional development of adolescents (Gupta et al., 2023).

Excessive use of social media is associated with a decline in emotional intelligence, which in turn affects adolescents' ability to control their impulses. Consistent peer pressure further exacerbates the situation, leading teens to cybercrime with greater intensity. In this case, parental supervision is a very important protective factor (Noshili et al., 2022). Parents who actively monitor and engage in their children's online activities have been shown to be able to weaken the negative impact of social media and peer pressure. Strict surveillance reduces adolescents' access to

harmful content and provides moral guidance, which ultimately lowers their involvement in cybercrime acts (Lee et al., 2024).

Another dynamic found was that adolescents with high emotional intelligence were better able to resist peer pressure and avoid cybercrime behavior, even if they were exposed to social media. Good emotional intelligence allows adolescents to better assess risks and respond to social situations more adaptively (Aiken et al., 2024). In contrast, adolescents who have low emotional intelligence tend to be more impulsive and more easily affected by social pressures in an online environment. In this context, emotional intelligence not only serves as an individual's protector from the negative influences of social media, but also as a factor that reduces involvement in cybercrime behavior, even when peer pressure is high (Shin & Kim, 2023b).

Parental supervision has also been shown to be effective in reducing the impact of peer pressure. Adolescents who receive guidance and supervision from their parents are more able to resist invitations to engage in risky actions. This supervision provides a strong value framework and increases self-control, so adolescents are not easily influenced by group behavior (Herrerías et al., 2023).

In some cases, peer pressure plays a greater role than social media in influencing cybercrime behavior, as a strong social drive to fit in with a group can go beyond the influence of digital content. Therefore, the combination of high social media use and peer pressure results in a significant risk for cybercrime, but these negative effects can be minimized through good emotional intelligence and consistent parental supervision (Brewer et al., 2023).

The findings also show that adolescents with low emotional intelligence who lack parental supervision are more prone to impulsive behavior and cybercrime. Meanwhile, low parental supervision exacerbates the negative impact of social media and peer pressure. In cases where parental supervision is low, the influence of social media on the decline in emotional intelligence is much stronger, so adolescents lose the ability to manage emotions and self-control. In contrast, teens who have high emotional intelligence are able to navigate social media interactions more wisely and reject risky behaviors.

CONCLUSION

Excessive social media use and peer pressure can increase the risk of cybercrime behavior in adolescents, with low emotional intelligence as a major triggering factor. Emotional intelligence plays an important role as a mediator in reducing the negative impact of social media, while parental supervision can weaken the influence of peer pressure. Further research can examine the role of interventions based on emotional intelligence and parental supervision in reducing the impact of social media use and peer pressure on cybercrime behavior in adolescents with a longitudinal experimental approach. The implications of these findings emphasize the need for collaboration between families, schools, and the government in developing educational programs that target emotional management

and healthy social media use, to prevent the involvement of adolescents in illegal activities in cyberspace.

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