



## **Social Media Use, Adolescent Emotion Regulation Factors, and Islamic Counseling Constructs: A Systematic Literature Review**

**Mursidin,<sup>1</sup> Gattan Rafani Azzam,<sup>1\*</sup> Muhammad Zikri Salihima,<sup>1</sup> Muhammad Fadly Nuril Arsy<sup>1</sup>**

<sup>1</sup>Program Studi Pendidikan Agama Islam, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Gunung Djati, Indonesia

Email: [mursidin@uinsgd.ac.id](mailto:mursidin@uinsgd.ac.id), [rafaniazzam19@gmail.com](mailto:rafaniazzam19@gmail.com),  
[zikrisalihima1104@gmail.com](mailto:zikrisalihima1104@gmail.com), [nuril26052005@gmail.com](mailto:nuril26052005@gmail.com)

\*Correspondence

**Article History:** Received: 30-05-2026, Revised: 05-07-2026, Accepted: 06-07-2026, Published: 30-07-2026

### **Abstract**

This study presents a systematic literature review of recent scientific evidence on the relationship between social media use and adolescent emotion regulation. It also identifies the factors that shape this relationship and proposes Islamic counseling as a conceptual framework for promoting healthy digital behavior. The review followed the PRISMA 2020 guidelines and examined Scopus-indexed publications published between 2021 and 2026. The literature search used two primary keyword combinations: “social media emotion regulation adolescents” and “adolescent emotion regulation social media,” supported by Boolean combinations related to social media, digital media, emotion regulation, emotion dysregulation, and adolescents. From 608 initial records, 171 duplicates, 93 articles outside the publication period, 67 articles published in journals outside Q1–Q3 categories, and 15 articles without abstracts were excluded. Following title and abstract screening, 187 articles were removed, while 22 reports could not be retrieved. A total of 53 studies were included in the final narrative-thematic synthesis. The findings indicate that social media is associated with adolescent emotion regulation through communication, self-expression, social support, self-validation, identity formation, social comparison, and emotional coping. This relationship is influenced by self-control, impulsivity, emotional intelligence, body esteem, family support, peer pressure, cyberbullying, fear of missing out, platform algorithms, and mental health conditions. Islamic counseling can be conceptualized through self-reflection, self-purification, patience, self-control, self-acceptance, digital ethics, moral responsibility, relational support, and inner peace. This review contributes to the development of Islamic guidance and counseling by providing a value-based conceptual response to adolescents’ emotional challenges in digital environments.

### **Keywords:**

adolescents; emotion regulation; Islamic counseling; social media; systematic literature review

### **Abstrak**

Penelitian ini bertujuan mensintesis bukti ilmiah terkini mengenai hubungan antara penggunaan media sosial dan regulasi emosi remaja, mengidentifikasi faktor-faktor yang memengaruhi hubungan tersebut, serta merumuskan konseling Islam sebagai kerangka konseptual untuk memperkuat perilaku digital yang sehat. Kajian ini menggunakan metode Systematic Literature Review (SLR) dengan mengikuti pedoman PRISMA 2020 dan menelaah publikasi terindeks Scopus yang terbit pada rentang tahun 2021–2026. Penelusuran literatur menggunakan dua kombinasi kata kunci utama, yaitu “social media

emotion regulation adolescents” dan “adolescent emotion regulation social media”, yang diperkuat dengan kombinasi Boolean terkait media sosial, media digital, regulasi emosi, disregulasi emosi, dan remaja. Dari 608 artikel awal, sebanyak 171 artikel duplikat, 93 artikel di luar rentang publikasi, 67 artikel dari jurnal di luar kategori Q1–Q3, dan 15 artikel tanpa abstrak dieliminasi. Setelah proses penyaringan judul dan abstrak, 187 artikel dikeluarkan, sedangkan 22 laporan tidak dapat diakses. Sebanyak 53 artikel memenuhi kriteria dan dianalisis menggunakan sintesis naratif-tematik. Hasil kajian menunjukkan bahwa media sosial berkaitan dengan regulasi emosi remaja melalui komunikasi, ekspresi diri, dukungan sosial, validasi diri, pembentukan identitas, perbandingan sosial, dan strategi koping emosional. Hubungan tersebut dipengaruhi oleh kontrol diri, impulsivitas, kecerdasan emosi, body esteem, dukungan keluarga, tekanan teman sebaya, cyberbullying, fear of missing out, algoritma platform, serta kondisi kesehatan mental. Konseling Islam dapat dikonseptualisasikan melalui muhasabah, tazkiyat al-nafs, sabar, pengendalian diri, penerimaan diri, adab digital, tanggung jawab moral, dukungan relasional, dan ketenangan batin. Kajian ini berkontribusi terhadap pengembangan bimbingan dan konseling Islam dengan menawarkan respons konseptual berbasis nilai terhadap tantangan emosional remaja di lingkungan digital.

#### **Kata Kunci:**

konseling Islam; media sosial; regulasi emosi; remaja; systematic literature review



This work is licensed under a Creative Commons Attribution 4.0 International License.

#### **Introduction**

Social media has become an integral part of adolescents’ daily lives. It is widely used for communication, self-expression, entertainment, identity development, information seeking, and access to social support. In the contemporary digital era, social media functions not only as a communication tool but also as a social and psychological environment where young people respond to social pressures, evaluate themselves in relation to others, seek validation, and regulate their emotions. Consequently, the relationship between social media use and adolescent emotion regulation has become an important topic of academic inquiry. Previous studies indicate that this relationship is multifaceted. Social media may promote social connectedness, emotional expression, and peer support. However, excessive, passive, or impulsive use may increase psychological distress, particularly when adolescents rely on social media to avoid negative emotions. Problematic social media use has been associated with social comparison, self-presentation, co-rumination, impulsivity, multitasking, and reduced self-control (Battaglini et al., 2021, 2024; Benedetto et al., 2024; Bottaro & Faraci, 2022). Difficulties in emotion regulation have also been linked to procrastination, stress, social media addiction, online gaming disorder, and challenges in goal-directed behavior (Giordano et al., 2023; Wartberg et al., 2021).

A growing body of evidence suggests that intensive social media use is associated with depression, anxiety, reduced social interaction, and poorer emotional regulation. Previous studies have linked problematic digital behavior to anxiety, depression, sleep disturbances, body dissatisfaction, cyberbullying, and suicidal ideation. Platforms such as YouTube and TikTok provide opportunities for entertainment and self-expression, yet they may also increase vulnerability to

anxiety, sleep problems, addictive behaviors, and negative body image (Chamarro et al., 2024; Charmaraman et al., 2025; Conte et al., 2025). Curle et al. (2026) further reported that increased social media use was associated with poorer mental health outcomes and reduced emotional control. These findings indicate that the effects of social media should not be evaluated solely on the basis of screen time. Instead, the relationship is shaped by a combination of individual, family, social, and digital factors. At the individual level, online behavior is influenced by emotion dysregulation, self-control, impulsivity, boredom, self-esteem, body esteem, emotional intelligence, mindfulness, resilience, and psychological flexibility. In addition, adolescents' emotional experiences in digital environments are shaped by family communication, parental modeling, parental media use, parental self-efficacy, peer influence, the need for belonging, cyberbullying, and cybervictimization (Guan et al., 2025; Pazdur et al., 2025; Pfetsch et al., 2022; Philippi et al., 2024; Torun et al., 2026).

Research on social media use and adolescent emotion regulation continues to expand. Nevertheless, most existing studies primarily focus on predictors, measurement instruments, risk factors, and psychological consequences of problematic social media use. Although these studies provide valuable evidence, they have not sufficiently explained how these findings can be translated into a counseling framework that is culturally and religiously relevant for Muslim youth. This gap is important because Muslim adolescents face digital challenges that involve not only emotion regulation but also identity development, ethical responsibility, social interaction, and spiritual well-being. In Indonesia, adolescents experience various mental health challenges related to academic pressure, body image concerns, emotional difficulties, and social media influences (Yani et al., 2025). Islamic counseling is particularly relevant in this context because it views human beings as psychological, social, moral, and spiritual entities. From this perspective, emotion regulation involves more than controlling impulses. It also includes self-awareness, self-purification, patience, moral discipline, ethical communication, self-acceptance, and inner peace. These principles may help adolescents reflect on their goals, regulate emotional responses, avoid harmful online trends, and develop responsible digital behavior.

The novelty of this review lies in its effort to integrate two areas of scholarship that are often examined separately. The first area focuses on empirical studies concerning social media use, emotion regulation, mental health, family support, peer relationships, and digital risks. The second area emphasizes Islamic counseling principles that support self-reflection, emotional regulation, ethical engagement, and meaning-making. Rather than merely summarizing previous studies, this review integrates findings from both domains to develop a conceptual framework for Islamic counseling in addressing adolescents' emotional challenges in digital environments. This study aims to synthesize recent evidence on the relationship between social media use and adolescent emotion regulation, identify the factors influencing this relationship, and develop a conceptual framework of Islamic counseling to strengthen adolescents' emotional regulation in digital environments. This review is important because existing studies are largely fragmented across psychology, media studies, and counseling, with limited integration into a culturally and religiously relevant counseling perspective. By integrating empirical findings with Islamic counseling principles, this study contributes a value-based conceptual framework that

can support future research and counseling practices for promoting adolescents' emotional well-being in the digital era.

## Methods

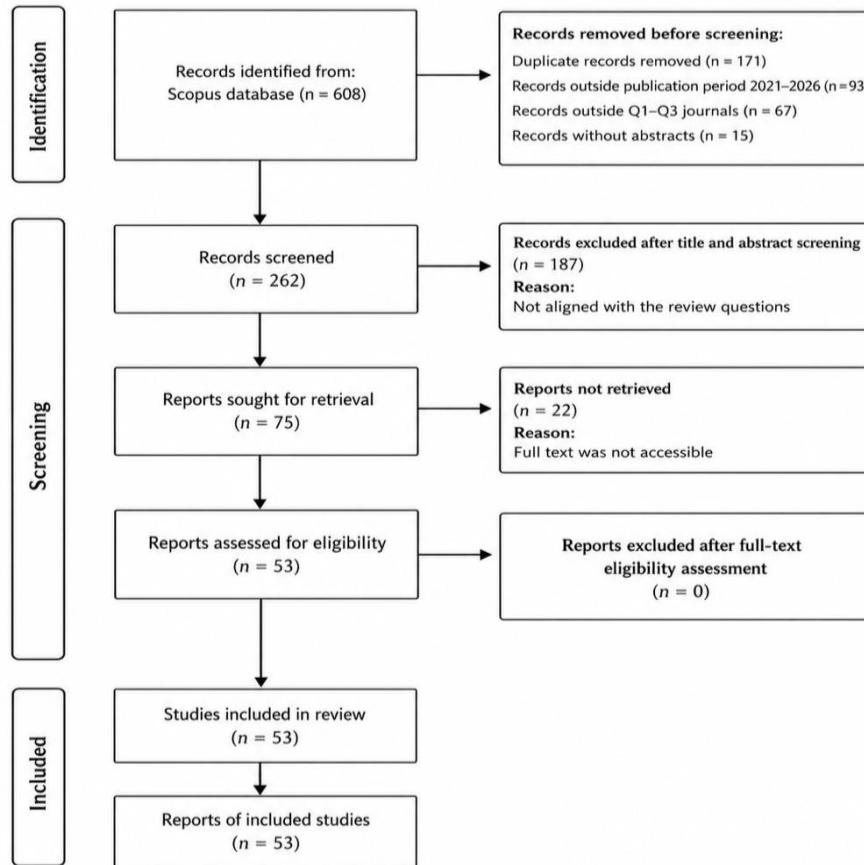
This study employed a Systematic Literature Review (SLR) design to synthesize research on social media use, adolescent emotion regulation, and Islamic counseling as a conceptual approach. The study followed the PRISMA 2020 framework, which organizes article selection into identification, screening, retrieval, eligibility assessment, and inclusion stages (Page et al., 2021). This design was chosen because the objective was to consolidate existing evidence, compare findings across diverse studies, and develop a conceptual synthesis rather than collect primary data. The study used Scopus as the primary database because it indexes high-quality peer-reviewed literature across psychology, education, counseling, media studies, mental health, and social sciences. The search focused on publications published between 2021 and 2026 to capture recent developments in adolescent digital behavior following the rapid expansion of platform-based and algorithm-driven social media.

Two primary keyword strings were used: “social media emotional regulation adolescents” and “adolescent emotion regulation social media.” These searches were refined using the Boolean expression: ("social media" OR "social networking sites" OR "digital media") AND ("emotion regulation" OR "emotional regulation" OR "emotion dysregulation") AND ("adolescent" OR "teenager" OR "youth") Studies were included when they met the following criteria: (1) published between 2021 and 2026; (2) indexed in Scopus; (3) published in Q1, Q2, or Q3 journals; (4) provided an abstract; (5) available in full text; and (6) directly relevant to at least one focus of this review. The review focused on social media use, adolescent emotion regulation, psychosocial and digital risk factors, mental health outcomes, and Islamic counseling concepts.

Studies were excluded if they were duplicates, published outside the selected time frame, published in journals outside the selected quartile categories, lacked abstracts, could not be retrieved, or were considered irrelevant after title and abstract screening. The initial database search identified 608 records. After removing 171 duplicate records, 93 articles outside the publication period, 67 articles from journals outside Q1–Q3 categories, and 15 articles without abstracts, 262 records remained for title and abstract screening. Following screening, 187 records were excluded because they did not address the review questions. Seventy-five reports were selected for retrieval; however, 22 reports were inaccessible. Consequently, 53 studies met all eligibility criteria and were included in the final synthesis. Data were extracted using a structured matrix containing author information, publication year, research design, study focus, key findings, and relevance to the review questions. Because the included studies employed heterogeneous methodologies, the analysis relied on descriptive relevance and transparency assessment rather than statistical quality scoring. Each study was evaluated according to clarity of objectives, methodological suitability, relevance to the review questions, and contribution to emerging themes.

The extracted data were analyzed through narrative-thematic synthesis. Findings were coded, compared, grouped into themes, and interpreted to address the three research questions. This process generated seven major themes connecting digital behavior, emotion regulation, psychosocial influences, platform-related risks, and Islamic counseling perspectives. To strengthen transparency, the PRISMA flow

diagram reports the number of studies included at each stage of selection. The empirical synthesis was derived from the 53 selected studies, whereas the Islamic counseling framework was developed by integrating empirical findings with relevant value-based and conceptual literature.



**Figure 1.** Flow Diagram of Literature Selection Based on PRISMA 2020  
Source: Adapted from Page MJ et al. (2021)

Illustrates the literature selection process following the PRISMA 2020 guidelines. The initial search of the Scopus database identified 608 records. After removing duplicate records and studies that did not meet the publication period, journal quality, and abstract availability criteria, 262 records remained for title and abstract screening. Following the screening process, 75 reports were retrieved for full-text assessment. Of these, 22 reports were unavailable, resulting in 53 eligible studies that were included in the final narrative-thematic synthesis

## Result and Discussion

### Results of Literature Selection and Article Characteristics

The literature selection process resulted in 53 eligible studies from an initial pool of 608 records. This outcome indicates that the final synthesis was developed from a carefully screened body of literature rather than from a broad collection of unscreened publications. The selected studies demonstrate that research on social media use and adolescent emotion regulation has expanded across multiple disciplines, including psychology, mental health, education, media studies, family

studies, and counseling. The included literature employed a wide range of methodological approaches. Quantitative surveys and cross-sectional studies were the most common designs. However, the dataset also included longitudinal studies, experimental research, qualitative studies, mixed-methods research, systematic reviews, scoping reviews, instrument validation studies, and conceptual analyses. This methodological diversity enriches the synthesis by providing evidence from different perspectives, although it also requires interpretation through a narrative rather than statistical approach.

Overall, the reviewed literature focused on four major areas. First, many studies examined the relationship between social media use and adolescent emotion regulation. Second, a substantial number of studies investigated individual, family, peer, mental health, and platform-related factors that influence adolescents' online behavior. Third, researchers explored psychological risks associated with social media use, including anxiety, depression, body dissatisfaction, cyberbullying, exposure to self-harm content, and suicidal ideation. Fourth, several studies provided conceptual foundations for Islamic counseling, digital ethics, meaning-making, and spiritual self-regulation. The diversity of topics and methodological approaches demonstrates that adolescent social media use is a multidimensional phenomenon that cannot be explained from a single disciplinary perspective. Instead, it requires an integrated understanding of emotional, psychological, social, familial, technological, and value-based dimensions. This broad evidence base provides a strong foundation for the thematic synthesis presented in the following sections.

**Table 1.** Characteristics of Included Studies and Their Key Findings

Author (Year)	Method	Key Findings and Relevance to the Review Questions
Ünlü et al. (2025)	Experimental	Mindfulness reduced social media fatigue and improved adolescents' well-being
Alsawalqa & Al-Zawahreh (2025)	Quantitative survey	Emotion dysregulation increased smartphone addiction and delinquent behavior
Alsuhaymi & Atallah (2025)	Conceptual analysis	Prayer strengthened self-control, patience, and self-awareness
Austermann et al. (2021)	Instrument validation	Parental evaluation proficiently identified harmful social media usage
Battaglini et al. (2021)	Diary study	Digital co-rumination correlated with diminished positive emotion
Battaglini et al. (2024)	Longitudinal	Communication mode influenced emotional outcomes differently
Benedetto et al. (2024)	Quantitative survey	Emotion regulation and impulsivity predicted internet addiction
Bottaro & Faraci (2022)	Scoping review	Social media has both positive and harmful emotional effects
Cao et al. (2025)	Quantitative model	FOMO and instant gratification triggered addiction relapse

Cebollero-Salinas et al. (2022a)	Survey (CFA)	Digital emotional competencies predicted online behavior
Cebollero-Salinas et al. (2022b)	SEM	Emotional self-control protected against problematic digital behavior
Chamarro et al. (2024)	Cross-sectional	Stress and weak emotion regulation were linked to higher suicide risk
Charmaraman et al. (2025)	Qualitative	YouTube functioned as emotional escape and anxiety trigger
Ciudad-Fernández et al. (2024)	Qualitative	Social media overuse was driven by emotional motives
Ciudad-Fernández et al. (2025)	Mixed methods	Emotional overvaluation strengthened problematic use
Conte et al. (2025)	Scoping review	TikTok influenced body image, addiction, and mental health
Curle et al. (2026)	Longitudinal	Increased social media use was associated with poorer mental health
Fadillah (2025)	Conceptual	AI algorithms intensified emotional comparison and anxiety
Galli et al. (2025)	Quantitative	Acceptance reduced problematic social media use
Giordano et al. (2023)	Predictive analysis	Inadequate emotion management forecasted social media addiction
Guan et al. (2025)	Mixed-methods	Reduced parental social media use improved adolescent behavior
Iannattone et al. (2024)	Cross-sectional	Boredom mediated emotional dysregulation and psychopathology
Kaluzeviciute et al. (2025)	Qualitative	Anonymous platforms provided emotional support
Kostyrka-Allchorne et al. (2023)	Systematic review	Digital space offered support but increased harmful exposure
Kramer (2021)	Conceptual analysis	Islamic media ethics provided moral guidance in digital life
Lea et al. (2025)	Mixed-methods	Emotional intelligence increased emotional sensitivity
Liu et al. (2026)	Longitudinal	Depression forecasted social media addiction
Lo Coco et al. (2022)	Quantitative	Excessive smartphone use was associated with lower body esteem
Malin et al. (2026)	Survey	Social support protected against distress better than restriction

Marano et al. (2025)	Narrative review	Passive use increased depression and suicidal ideation
Martin-Barrado & Gomez-Baya (2025)	Systematic review	Positive youth development reduced digital risks
Mohamed Nasir (2022)	Conceptual analysis	New media shaped Muslim youth identity
Monacis et al. (2026)	Path analysis	Emotion regulation strategies differed by gender
Negri et al. (2024)	Quantitative survey	Meaning-making and support improved mental health
Pérez-Wiesner et al. (2025)	Cross-sectional	Problematic internet use showed stable emotional dimensions
Paulus et al. (2022)	Survey	Negative emotion predicted problematic internet use
Pazdur et al. (2025)	Systematic review	Peer and emotional factors predicted problematic use
Pfetsch et al. (2022)	Online survey	Cyberbullying reduced emotional well-being
Philippi et al. (2024)	Longitudinal	Parental habits influenced adolescent digital behavior
Piccerillo & Digennaro (2025)	Systematic review	Low emotional intelligence increased problematic use
Quintana-Orts et al. (2026)	Prospective study	Problematic social media use predicted suicidal ideation
Quiroga-Garza et al. (2025)	Cross-sectional	Harmful content exposure increased self-harm risk
Rajhvajn Bulat et al. (2025)	Qualitative	Social media challenges were driven by belonging and popularity
Shankleman et al. (2021)	Systematic review	Social media shaped identity, connection, and emotions
Throuvala et al. (2021)	Qualitative	Emotional literacy protected adolescents online
Torun et al. (2026)	Cross-sectional	Social media addiction reduced well-being through cybervictimization
Wacks & Weinstein (2021)	Mini review	Excessive smartphone use was associated with poorer mental and physical health
Wang et al. (2026)	SEM	Psychological inflexibility predicted addiction
Wartberg et al. (2021)	Survey	Poor impulse control increased problematic social media use
Yang et al. (2025)	Cross-sectional	Social validation increased engagement in risky behaviors
Yani et al. (2025)	Qualitative	Indonesian adolescents faced emotional and digital pressures

Yildirim Demirdöğen et al. (2024)	Cross-sectional	Escapism strengthened social media addiction
Zhang & Zhao (2025)	PLS-SEM	Emotional competence supported healthy digital behavior

Sourche: Research Data, 2026

### Thematic Synthesis of Analyzed Studies

This review synthesized 53 studies using a narrative-thematic approach. The analysis identified seven major themes: emotion regulation as a protective factor, emotional dysregulation and social media addiction, psychological consequences of social media use, family influences as protective and regulatory mechanisms, social dynamics and the need for emotional validation, social media as a space for coping and emotional support, and Islamic counseling as an intervention framework. The themes were developed by identifying recurring concepts, patterns, and findings across the included studies. The synthesis shows that adolescents’ engagement with social media cannot be fully understood solely through measures such as frequency, duration, or intensity of use. Instead, social media functions as a platform for emotional expression, social interaction, identity development, and meaning-making.

The reviewed studies indicate that adolescents use social media for various purposes, including seeking support, regulating emotions, expressing personal experiences, comparing themselves with others, obtaining validation, coping with emotional difficulties, and developing a sense of belonging. These functions illustrate that social media plays a complex role in adolescents’ emotional lives and cannot be categorized exclusively as either beneficial or harmful. It is important to note that the themes identified in this review are interconnected rather than independent. A single study may contribute evidence to multiple themes simultaneously. For example, research examining problematic social media use often discusses emotion regulation, family influences, peer relationships, and mental health outcomes at the same time. Therefore, the thematic categories should be understood as analytical tools that help organize the literature rather than as separate and unrelated dimensions.

**Table 2.** Thematic Synthesis of Analyzed Studies

Main Theme	Analytical Indicators/Emerging Patterns	Supporting Studies (n)	Synthesis Statement
Emotion Regulation as a Safeguarding Element	mindfulness, self-control, acceptance, emotional literacy, cognitive reappraisal	14	Adaptive emotion regulation consistently emerged as an important protective factor against the negative consequences of social media use. Adolescents with stronger emotion regulation skills demonstrated better impulse control, lower stress levels, and healthier patterns of social media engagement.

Emotional Dysregulation and Social Media Addiction	impulsivity, boredom, escapism, experiential avoidance, gratification seeking	16	Emotion dysregulation was consistently identified as a major predictor of problematic social media use. Many adolescents use social media to cope with psychological distress, boredom, and negative emotions, which may increase the risk of excessive dependence on digital platforms.
Psychological Consequences of Social Media Use	depression, anxiety, body dissatisfaction, suicidal ideation, psychological distress	18	Excessive and problematic social media use was associated with a range of psychological difficulties among adolescents, including depression, anxiety, body dissatisfaction, suicidal ideation, and emotional distress.
Family Factors as Protective and Regulatory Mechanisms	parental monitoring, parental modeling, family communication	6	Family-related factors played an important role in shaping adolescents' social media use. Parental monitoring, positive role modeling, and supportive family communication were consistently associated with lower levels of problematic social media behavior.
Social Dynamics and the Need for Emotional Validation	belongingness, peer pressure, validation seeking, co-rumination, social comparison	11	Adolescents' social media behavior was strongly influenced by social and emotional needs, including belongingness, peer approval, and validation seeking. These factors often increased emotional dependence on social media and encouraged greater engagement with digital platforms.
Social Media as a Coping Space and Emotional Support System	anonymity, emotional support, identity exploration, social connection	9	Social media was not solely harmful. In many situations, it provided opportunities for emotional expression, identity exploration, social connection, and emotional support, particularly for adolescents experiencing emotional vulnerability.

Islamic Counseling as an Intervention Framework	prayer, self-awareness, moral discipline, Islamic ethics, spiritual meaning-making	8	Islamic counseling principles, including muhasabah (self-reflection), sabr (patience), self-control, and ethical digital conduct, provide a relevant framework for helping adolescents regulate emotions and engage responsibly with social media.
---	--	---	--

Source: Research Data, 2026

### The Correlation Between Social Media and Adolescent Emotional Regulation

The reviewed studies indicate a strong relationship between social media use and adolescent emotion regulation. Social media provides opportunities for communication, self-expression, entertainment, social support, identity development, validation seeking, and emotional coping. Bottaro and Faraci (2022) explain that social networking platforms may influence adolescents' emotional well-being through both positive and harmful pathways, particularly through self-presentation and social comparison. Similarly, Shankleman et al. (2021) found that adolescents' engagement with social media is closely related to learning experiences, emotional states, identity development, and social connectedness. These findings suggest that social media should not be viewed solely as a technological platform. Rather, it functions as a social and psychological environment in which adolescents regulate emotions, build relationships, and construct their identities.

The literature also demonstrates a clear association between difficulties in emotion regulation and problematic digital behavior. Giordano et al. (2023) reported that poor emotion regulation may predict both social media addiction and online gaming disorder. Wartberg et al. (2021) found that problematic social media use was associated with stress, procrastination, weak impulse control, and difficulties in goal-directed behavior. Benedetto et al. (2024) showed that internet addiction among high school students was associated with emotion regulation difficulties, attentional impulsivity, multitasking tendencies, and behavioral problems. Likewise, Alsawalqa and Al-Zawahreh (2025) found that challenges in emotion regulation increased the likelihood of smartphone addiction and delinquent behavior among adolescents. Collectively, these findings indicate that the primary concern is not merely the amount of time adolescents spend online, but also how they manage emotions, impulses, social pressures, and validation needs within digital environments. Social media use is also associated with body image, mental health, and self-perception. Lo Coco et al. (2022) found that problematic smartphone use was associated with lower body esteem, particularly among adolescents who experienced difficulties in regulating emotions. Curle et al. (2026) reported that increased social media use was associated with depression, anxiety, reduced social connectedness, and poorer emotion regulation. Wacks and Weinstein (2021) showed that excessive smartphone use was associated with various mental and physical health concerns, including anxiety, depression, impulsivity, and sleep disturbances. These findings suggest that problematic digital behavior may simultaneously affect emotional well-being, social functioning, physical health, and body image.

Interpersonal processes further help explain the relationship between social media use and emotion regulation. Battaglini et al. (2021) found that co-rumination

can occur in both face-to-face and digital communication, with digital co-rumination often reducing positive emotions. Battaglini et al. (2024) further reported that the emotional consequences of co-rumination differ according to communication mode, including face-to-face interaction, texting, phone calls, and social media platforms. Although social media may provide emotional support, it can also intensify negative emotions when online interactions repeatedly reinforce worry, complaints, or self-critical thinking. Numerous studies suggest that adolescents frequently use social media as a strategy for managing emotions. Ciudad-Fernández et al. (2024) found that adolescents use social networking platforms for information seeking, social interaction, and emotion regulation. Ciudad-Fernández et al. (2025) showed that excessive reliance on social media for emotional regulation and entertainment was strongly associated with problematic use. Yildirim Demirdöğen et al. (2024) reported that problematic internet use was associated with social media addiction, virtual gratification, escapism, and problematic coping strategies. Iannattone and Mezzalira (2024) found that boredom mediated the relationship between emotion dysregulation and psychopathological symptoms. These findings indicate that social media may provide temporary relief from emotional distress; however, excessive dependence on digital platforms may hinder adolescents from developing healthier and more sustainable emotion regulation strategies.

Overall, the reviewed studies demonstrate that the relationship between social media use and adolescent emotion regulation is complex and multidimensional. Social media can provide opportunities for communication, emotional expression, social support, and identity development. At the same time, problematic or excessive use may increase vulnerability to anxiety, depression, body dissatisfaction, addictive behaviors, and emotional difficulties. The evidence suggests that emotion regulation functions as a key mechanism linking adolescents' digital experiences with their psychological well-being. Therefore, understanding how adolescents regulate emotions within online environments is essential for developing effective counseling interventions and preventive strategies.

### **Determinants Affecting the Correlation Between Social Media and Adolescent Emotional Regulation**

The relationship between social media use and adolescent emotion regulation is influenced by multiple interconnected factors, including individual characteristics, family environments, social dynamics, mental health conditions, and platform-related features. At the individual level, frequently examined variables include emotion dysregulation, self-control, impulsivity, boredom, self-esteem, body esteem, emotional intelligence, resilience, mindfulness, psychological flexibility, and emotional awareness. Cebollero-Salinas et al. (2022b, 2022a) reported that socio-emotional digital competencies, including e-awareness, e-autonomy, e-regulation, e-self-control, and social e-competence, may function as protective factors against problematic online behaviors such as phubbing, cybergossip, and media multitasking. Mindfulness, acceptance, and psychological flexibility consistently emerged as important protective factors. Ünlü et al. (2025) found that mindfulness-based interventions in educational settings reduced social media fatigue and improved adolescents' well-being. Galli et al. (2025) showed that acceptance-related dimensions of mindfulness were associated with lower levels of problematic social media use. Wang et al. (2026) reported that psychological inflexibility contributed to

social media addiction and online gaming disorder through avoidant coping strategies. These findings suggest that reducing screen time alone is insufficient. Adolescents also need the ability to recognize internal experiences, understand emotional responses, and make conscious decisions when interacting with digital platforms.

Emotion regulation skills play an important role in shaping adolescents' online experiences. Monacis et al. (2026) found that expressive suppression and cognitive reappraisal were associated with social media addiction through depression and social anxiety, with different pathways observed across gender groups. Liu et al. (2026) showed that depression predicted social media addiction, particularly among adolescents who experienced difficulties expressing emotions and relied on avoidance-based coping. Lea and Davis (2025) found that even adolescents with higher emotional intelligence remained vulnerable to certain forms of emotionally stimulating social media content. Piccerillo and Digennaro (2025) reported that problematic social media use was associated with lower emotional intelligence, particularly in relation to emotion regulation and self-esteem. Mental health conditions further highlight the importance of emotion regulation in digital environments. Paulus et al. (2022) found that problematic internet use following the pandemic was associated with negative emotions, age, gender, and duration of online activity. Pazdur et al. (2025) identified multiple risk factors for problematic social media use, including poor self-regulation, negative emotional experiences, personality characteristics, mental health problems, and peer-related pressures. Pérez-Wiesner et al. (2025) showed that problematic internet use could be explained through patterns of positive and negative emotion regulation, obsessive engagement, and adverse outcomes. Together, these findings demonstrate that problematic social media use is a multidimensional phenomenon involving emotional, behavioral, social, and psychological processes.

Family factors also play a significant role in shaping adolescents' digital behavior. Austermann et al. (2021) showed that parent-report measures can effectively identify problematic social media use among adolescents. Guan et al. (2025) found that reduced parental social media engagement improved family communication and lowered the risk of adolescent social media addiction. Philippi et al. (2024) reported that parental media habits and parental self-efficacy were associated with problematic gaming and social media use among adolescents. These findings emphasize that adolescents' online behavior should be understood within the broader context of family communication, parental modeling, supervision, and emotional support. Social factors likewise influence how adolescents regulate emotions in digital environments. Pfetsch et al. (2022) found that well-being was influenced by belongingness needs, loneliness, emotion regulation, and experiences of cyberbullying. Torun et al. (2026) showed that cyberbullying and cybervictimization reduced well-being through their association with social media addiction. Rajhvajn Bulat et al. (2025) reported that participation in social media challenges was influenced by sensation seeking, emotion regulation, popularity concerns, and online identity construction. Kaluzeviciute et al. (2025) found that anonymous online platforms such as Reddit may provide supportive spaces for adolescents experiencing anxiety and stigma-related concerns. However, Kostyrka-Allchorne et al. (2023) warned that digital environments may also increase exposure

to harmful content, particularly among adolescents experiencing anxiety, depression, eating disorders, and self-injury-related difficulties.

Platform design and algorithmic systems should also be considered important determinants. Cao et al. (2025) found that fear of missing out (FOMO), separation anxiety, immediate gratification, and perceived irreplaceability contributed to relapse in social media addiction. Fadillah (2025) argued that AI-driven social media systems may intensify anxiety, body dissatisfaction, social comparison, and continuous content consumption. Yang et al. (2025) showed that positive feedback on social media could influence risky behavior through cognitive bias and negative emotional responses. These studies suggest that social media should not be viewed as a neutral environment. Features such as notifications, algorithms, personalized content, likes, comments, and online trends actively shape adolescents' emotional experiences and behavioral decisions. The psychological risks identified across the reviewed studies further reinforce the importance of emotion regulation within counseling interventions. Chamarro et al. (2024) found that stress was associated with suicide risk through emotion regulation difficulties and gaming disorder. Marano et al. (2025) showed that passive and obsessive social media engagement was associated with body dissatisfaction, anxiety, depression, and suicidal ideation. Quintana-Orts et al. (2026) found that self-blame moderated the relationship between problematic social media use and suicidal thoughts. Quiroga-Garza et al. (2025) showed that exposure to self-harm and suicide-related content increased the risk of self-injury among adolescents experiencing emotion dysregulation, peer pressure, and traumatic experiences. Malin et al. (2026) further found that emotion regulation and social support functioned as stronger protective factors during crises than simple restrictions on social media use.

### **Construction of the Islamic Counseling Perspective**

The findings of this review suggest that Islamic counseling can serve as a conceptual framework for strengthening adolescents' emotion regulation in social media use. This framework is supported by two complementary sources of evidence. First, studies in digital psychology indicate that adolescents' social media behavior is influenced by emotion regulation, self-control, identity development, peer influence, social validation, family support, and platform characteristics. Second, Islamic counseling emphasizes self-awareness, self-purification, patience, moral responsibility, ethical conduct, family support, and inner peace. The integration of these perspectives allows Islamic counseling to function not merely as a religious complement to psychological interventions but as a value-based framework for understanding and guiding adolescents' digital behavior. Alsuhaymi and Atallah (2025) reported that prayer is associated with moral identity, self-discipline, self-awareness, patience, and personal responsibility. These dimensions are closely related to emotion regulation because adolescents require not only the ability to control impulses but also the capacity to reflect on internal experiences and respond in ethically appropriate ways. Similarly, Kramer (2021) emphasized the need to include religious values, moral considerations, and digital environments within contemporary media ethics discussions. Mohamed Nasir (2022) further explained that modern media influences the identity formation and consumption patterns of Muslim youth. In addition, Negri et al. (2024) found that adolescent mental health was associated with social support, emotion regulation, meaning-making, and

patterns of social media use. Collectively, these findings suggest that social media use should be understood through the interconnected dimensions of emotion, identity, values, and social responsibility.

Additional evidence from positive youth development and digital resilience research further supports this perspective. Martin-Barrado and Gomez-Baya (2025) found that family environments, emotional self-regulation, and positive youth development protected adolescents from digital risks. Throuvala et al. (2021) highlighted the importance of media literacy, emotional literacy, self-regulation, digital resilience, and social-emotional competencies in reducing online harms. Likewise et al. (2025) reported that emotion regulation, self-control, empathy, body appreciation, and healthy social media use were associated with positive well-being outcomes. These findings indicate that Islamic counseling should focus not only on preventing problematic digital behavior but also on fostering character development, empathy, self-control, emotional maturity, and responsible digital engagement. Based on the thematic synthesis, the Islamic counseling perspective can be organized into four interconnected components. The first component is muhasabah (self-reflection), which encourages adolescents to examine their intentions, emotions, impulses, and digital behavior before posting content, commenting, seeking validation, or responding to provocative information. The second component is tazkiyat al-nafs (self-purification), which helps adolescents reduce jealousy, excessive social comparison, validation dependence, emotional escapism, and unhealthy forms of self-presentation. The third component is sabr (patience and self-restraint), which supports adolescents in managing anger, resisting fear of missing out (FOMO), avoiding risky online trends, and responding constructively to negative interactions. The fourth component is digital adab (digital ethics), which includes empathy, responsibility, respect for others, awareness of moral consequences, and the avoidance of cyberbullying and other harmful online behaviors.

This framework positions Islamic counseling as a preventive, developmental, and supportive approach. Preventively, it helps adolescents recognize emotional and digital risks before they develop into problematic behaviors. Developmentally, it promotes self-awareness, empathy, emotional maturity, digital literacy, and moral responsibility. As a supportive approach, it assists adolescents in managing anxiety, social comparison, validation pressures, impulsive behavior, and other emotional challenges associated with social media use. Through this integration, Islamic counseling provides a conceptual foundation for helping Muslim adolescents engage with digital environments in healthier, more balanced, and more responsible ways.

### **Significance, Implications, and Limitations**

This review contributes to the growing literature on adolescent social media use by positioning emotion regulation as a central mechanism for understanding digital behavior. Social media should not be viewed solely as an external risk factor or as a phenomenon determined only by screen time. The reviewed studies indicate that adolescents use social media to regulate emotions, construct identities, seek social support, obtain validation, compare themselves with others, and cope with emotional difficulties. Therefore, future research should move beyond measuring the quantity of social media use and place greater attention on emotional motivations, family relationships, peer influences, platform characteristics, mental health conditions, and value-based factors that shape adolescents' online experiences. A key contribution of

this review is the integration of research on adolescent emotion regulation, social media use, and Islamic counseling. Previous studies have primarily focused on predictors, measurement instruments, risk factors, and consequences of problematic social media use. This review extends the existing literature by synthesizing these findings through the perspective of Islamic counseling principles, including muhasabah (self-reflection), tazkiyat al-nafs (self-purification), sabr (patience), self-control, self-acceptance, digital ethics, moral responsibility, relational support, and inner peace. This perspective provides a conceptual foundation for developing counseling approaches that are responsive to the emotional and social challenges experienced by adolescents in digital environments.

Several limitations should be acknowledged. First, this study employed a systematic literature review design and did not collect primary data from adolescents, parents, teachers, counselors, or other stakeholders. Second, the findings depend on the selected database, search strategies, publication period, journal inclusion criteria, and the availability of full-text articles. Third, because Scopus served as the primary database, the findings should be interpreted as a Scopus-based synthesis rather than a comprehensive review of all available databases. Fourth, although many reviewed studies examined social media use, emotion regulation, and mental health outcomes, empirical studies directly connecting Islamic counseling with adolescents' social media behavior remain limited. Consequently, the Islamic counseling framework proposed in this review should be regarded as a conceptual model that requires further empirical validation. Future studies should evaluate Islamic counseling interventions that focus on emotion regulation in digital environments using qualitative, quantitative, experimental, or mixed-methods approaches. Researchers may also develop assessment instruments that measure digital emotion regulation, digital resilience, self-control, family support, spiritual awareness, and adolescent well-being. In addition, further studies focusing on specific platforms such as Instagram, YouTube, TikTok, and Reddit would be valuable because each platform presents distinct algorithms, interaction patterns, social feedback mechanisms, and emotional challenges that may influence adolescents' experiences in different ways

## Conclusion

This systematic literature review demonstrates that social media use and adolescent emotion regulation are closely interconnected. The reviewed studies indicate that social media serves not only as a platform for communication and entertainment but also as a space where adolescents regulate emotions, seek social support, construct identities, and respond to social pressures. While social media may provide opportunities for emotional expression, connectedness, and support, problematic or excessive use is associated with anxiety, depression, body dissatisfaction, social comparison, addictive behaviors, and difficulties in emotion regulation. The findings further show that the relationship between social media use and emotion regulation is influenced by multiple factors, including self-control, emotional intelligence, mindfulness, resilience, family support, peer relationships, mental health conditions, and platform-related characteristics. These factors interact to shape adolescents' emotional experiences and behavioral responses within digital environments. Therefore, understanding adolescent social media use requires a multidimensional perspective that considers emotional, psychological, social, familial, and technological influences.

A major contribution of this review is the integration of empirical findings on social media use with the perspective of Islamic counseling. The synthesis suggests that Islamic counseling principles such as muhasabah (self-reflection), tazkiyat al-nafs (self-purification), sabr (patience), self-control, and ethical responsibility provide a relevant conceptual framework for strengthening adolescents' emotion regulation in digital contexts. Through this perspective, counseling interventions may support adolescents in developing healthier emotional responses, more responsible online behavior, and greater resilience when facing digital challenges. Overall, this review highlights the importance of approaching adolescent social media use not only as a technological issue but also as an emotional, social, moral, and developmental concern. Future studies should examine the effectiveness of Islamic counseling interventions in supporting emotion regulation and digital well-being among adolescents through empirical research conducted in diverse educational, cultural, and social settings.

## References

- Alsawalqa, R. O., & Al-Zawahreh, H. A. R. (2025). The mediating role of smartphone addiction in the relationship between emotion regulation difficulties and juvenile delinquency. *Frontiers in Psychiatry, 16*, 1695691. <https://doi.org/10.3389/fpsy.2025.1695691>.
- Alsuhaymi, A. O., & Atallah, F. A. (2025). The Role of Ritual Prayer (Ṣalāh) in Self-Purification and Identity Formation: An Islamic Educational Perspective. *Religions, 16*, 1347. <https://doi.org/10.3390/rel16111347>.
- Austermann, M. I., Thomasius, R., & Paschke, K. (2021). Assessing Problematic Social Media Use in Adolescents by Parental Ratings: Development and Validation of the Social Media Disorder Scale for Parents (SMDS-P). *Journal of Clinical Medicine, 10*, 617. <https://doi.org/10.3390/jcm10040617>.
- Battaglini, A. M., Rnic, K., Jopling, E., Tracy, A., & LeMoult, J. (2024). Communication modality matters: Co-rumination via in-person versus digital modalities has different prospective associations with depression and friendship quality. *Journal of Adolescence, 96*, 645–658. <https://doi.org/10.1002/jad.12289>.
- Battaglini, A. M., Rnic, K., Tracy, A., Jopling, E., & LeMoult, J. (2021). Co-rumination across in-person and digital communication: Associations with affect and relationship closeness in adolescents. *Journal of Adolescence, 89*, 161–169. <https://doi.org/10.1016/j.adolescence.2021.04.011>.
- Benedetto, L., Rollo, S., Cafeo, A., Di Rosa, G., Pino, R., Gagliano, A., Germanò, E., & Ingrassia, M. (2024). Emotional and Behavioural Factors Predisposing to Internet Addiction: The Smartphone Distraction among Italian High School Students. *International Journal of Environmental Research and Public Health, 21*, 386. <https://doi.org/10.3390/ijerph21040386>.
- Bottaro, R., & Faraci, P. (2022). The Use of Social Networking Sites and Its Impact on Adolescents' Emotional Well-Being: A Scoping Review. *Current Addiction Reports. https://doi.org/10.1007/s40429-022-00445-4*.
- Cao, X., Gao, S., & Najaf, M. (2025). Psychological triggers and behavioral mechanisms of relapse in social media addiction. *Scientific Reports, 15*, 40858.

<https://doi.org/10.1038/s41598-025-24592-6>.

- Cebollero-Salinas, A., Cano-Escoriaza, J., & Orejudo, S. (2022a). Are emotional e-competencies a protective factor against habitual digital behaviors (media multitasking, cybergossip, phubbing) in Spanish students of secondary education? *Computers & Education*, *181*, 104464. <https://doi.org/10.1016/j.compedu.2022.104464>.
- Cebollero-Salinas, A., Cano-Escoriaza, J., & Orejudo, S. (2022b). Social Networks, Emotions, and Education: Design and Validation of e-COM, a Scale of Socio-Emotional Interaction Competencies among Adolescents. *Sustainability*, *14*, 2566. <https://doi.org/10.3390/su14052566>.
- Chamarro, A., Díaz-Moreno, A., Bonilla, I., Cladellas, R., & Griffiths, M. D. (2024). Stress and suicide risk among adolescents: the role of problematic internet use, gaming disorder and emotional regulation. *BMC Public Health*, *24*, 326. <https://doi.org/10.1186/s12889-024-17860-z>.
- Charmaraman, L., Smucker, R., Theran, S. A., Dam, S., & Anthony, J. (2025). The Benefits and Challenges of the Parental Monitoring of YouTube in Adolescents' Lives: A Qualitative Study of Emotion and Sleep Regulation. *Behavioral Sciences*, *15*(6), 805. <https://doi.org/10.3390/bs15060805>.
- Ciudad-Fernández, V., Zarco-Alpuente, A., Escrivá-Martínez, T., Gomis-Vicent, E., Espejo, B., Lecuona, Ó., Perales, J. C., Lopez-Fernandez, O., & Baños, R. (2025). The seven deadly sins: measuring overvaluation of social media with the Plan-net 25 scale. *BMC Psychology*, *13*, 569. <https://doi.org/10.1186/s40359-025-02801-1>.
- Ciudad-Fernández, V., Zarco-Alpuente, A., Escrivá-Martínez, T., Herrero, R., & Baños, R. (2024). How adolescents lose control over social networks: A process-based approach to problematic social network use. *Addictive Behaviors*, *154*, 108003. <https://doi.org/10.1016/j.addbeh.2024.108003>.
- Conte, G., Di Iorio, G., Esposito, D., Romano, S., Panvino, F., Maggi, S., Altomonte, B., Casini, M. P., Ferrara, M., & Terrinoni, A. (2025). Scrolling through adolescence: a systematic review of the impact of TikTok on adolescent mental health. *European Child & Adolescent Psychiatry*, *34*, 1511–1527. <https://doi.org/10.1007/s00787-024-02581-w>.
- Curle, M., Hunter, S., Leatherdale, S. T., Patte, K. A., Faulkner, G., Goldfield, G., Ferro, M. A., Turcotte-Tremblay, A. M., & Carson, V. (2026). The Cross-Sectional and Longitudinal Associations Between Social Media and Mental Health Among a Large Sample of Adolescents, Inclusive of Transgender/Gender-Diverse Adolescents. *Journal of Adolescence*, 1–13. <https://doi.org/10.1002/jad.70151>.
- Fadillah, D. (2025). The need for research on AI-driven social media and adolescent mental health. *Asian Journal of Psychiatry*, *108*, 104513. <https://doi.org/10.1016/j.ajp.2025.104513>.
- Galli, E., Sannino, M., Dridi, Z., & Giancola, M. (2025). Unravelling the Association Between Trait Mindfulness and Problematic Social Media Use in

- Youth. *International Journal of Environmental Research and Public Health*, 22, 1479. <https://doi.org/10.3390/ijerph22101479>.
- Giordano, A. L., Schmit, M. K., & McCall, J. (2023). Exploring adolescent social media and internet gaming addiction: The role of emotion regulation. *Journal of Addictions & Offender Counseling*, 44, 69–80. <https://doi.org/10.1002/jaoc.12116>.
- Guan, P., Xu, X., Huang, P., & Shen, M. (2025). Disconnecting to reconnect: a mixed-methods exploration of parental social media disengagement and adolescent social media addiction in China. *Humanities and Social Sciences Communications*, 12, 1433. <https://doi.org/10.1057/s41599-025-05732-9>.
- Iannattone, S., & Mezzalira, S. (2024). Emotion dysregulation and psychopathological symptoms in non-clinical adolescents: The mediating role of boredom and social media use. *Child and Adolescent Psychiatry and Mental Health*, 18, 5. <https://doi.org/10.1186/s13034-023-00700-0>.
- Kaluzeviciute, G., Moreton, J. P. I., & Jackson, J. E. (2025). Remember, You Are Not Alone: A Qualitative Internet-Mediated Study of Anxiety Among Adolescents on Reddit. *International Journal of Mental Health Nursing*, 34, e70183. <https://doi.org/10.1111/inm.70183>.
- Kostyrka-Allchorne, K., Stoilova, M., Bourgaize, J., Rahali, M., Livingstone, S., & Sonuga-Barke, E. (2023). Review: Digital experiences and their impact on the lives of adolescents with pre-existing anxiety, depression, eating and nonsuicidal self-injury conditions – a systematic review. *Child and Adolescent Mental Health*, 28(1), 22–32. <https://doi.org/10.1111/camh.12619>.
- Kramer, M. (2021). Plural media ethics? Reformist Islam in India and the limits of global media ethics. *Dialectical Anthropology*, 45, 275–296. <https://doi.org/10.1007/s10624-021-09626-5>.
- Lea, R. G., & Davis, S. K. (2025). Ability emotional intelligence amplifies affective responses to social media content in young people. *Current Psychology*, 44, 15237–15252.
- Liu, P., Wang, J., Zuo, Q., Han, T., & Zhang, J. (2026). Depression and social media addiction among teenagers in a longitudinal study with dual moderation. *Scientific Reports*, 16, 8569. <https://doi.org/10.1038/s41598-026-38729-8>.
- Lo Coco, G., Salerno, L., Giordano, C., Di Blasi, M., & Rodgers, R. F. (2022). Understanding the smartphone generation: is problematic smartphone use associated with low body esteem among adolescent girls and boys? *Current Psychology*, 41, 3173–3184. <https://doi.org/10.1007/s12144-020-00847-5>.
- Malin, Y., Gardyn, Y., & Asterhan, C. S. C. (2026). Mental health during war: Social media use and protective factors among adolescents and young adults. *Computers in Human Behavior*, 180, 108936. <https://doi.org/10.1016/j.chb.2026.108936>.
- Marano, G., Lisci, F. M., Rossi, S., Marzo, E. M., Boggio, G., Brisi, C., Traversi, G., Mazza, O., Pola, R., Gaetani, E., & Mazza, M. (2025). Connected but at Risk: Social Media Exposure and Psychiatric and Psychological Outcomes in

- Youth. *Children*, 12, 1322. <https://doi.org/10.3390/children12101322>.
- Martin-Barrado, A. D., & Gomez-Baya, D. (2025). The association between the use of digital technologies and positive youth development: a systematic review. *Frontiers in Psychology*, 16, 1552128. <https://doi.org/10.3389/fpsyg.2025.1552128>.
- Mohamed Nasir, K. (2022). Islamic Revivalism and Muslim Consumer Ethics. *Religions*, 13, 747. <https://doi.org/10.3390/rel13080747>
- Monacis, L., Colledani, D., Mortali, C., Anselmi, P., Gomez Perez, L. J., Genetti, B., Fassinato, D., Mastrobattista, L., & Minutillo, A. (2026). Emotion Regulation Strategies and Social Media Addiction: Gender-Specific Pathways Through Social Anxiety and Depression in Youth. *Human Behavior and Emerging Technologies*, 2026, 5824160. <https://doi.org/10.1155/hbe2/5824160>.
- Negri, A., Barazzetti, A., Rinzivillo, A., Mariani, R., & Di Monte, C. (2024). Cognitive and Relational Processes Associated to Mental Health in Italian High School Students during COVID-19 and Russian-Ukrainian War Outbreaks. *International Journal of Environmental Research and Public Health*, 21, 508. <https://doi.org/10.3390/ijerph21040508>.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Journal of Clinical Epidemiology*, 134, 178–189. <https://doi.org/10.1016/j.jclinepi.2021.03.001>.
- Paulus, F. W., Joas, J., Gerstner, I., Kühn, A., Wenning, M., Gehrke, T., Burckhart, H., Richter, U., Nonnenmacher, A., Zemlin, M., Lücke, T., Brinkmann, F., Rothoef, T., Lehr, T., & Möhler, E. (2022). Problematic Internet Use among Adolescents 18 Months after the Onset of the COVID-19 Pandemic. *Children*, 9, 1724. <https://doi.org/10.3390/children9111724>.
- Pazdur, M., Tutus, D., & Haag, A.-C. (2025). Risk Factors for Problematic Social Media Use in Youth: A Systematic Review of Longitudinal Studies. *Adolescent Research Review*, 10, 237–253. <https://doi.org/10.1007/s40894-025-00264-4>.
- Pérez-Wiesner, M., Bühler, K.-M., & López-Moreno, J. A. (2025). Problematic Internet Use: Measurement and Structural Invariance Across Sex and Academic Year Cohorts. *European Journal of Investigation in Health, Psychology and Education*, 15(8), 145. <https://doi.org/10.3390/ejihpe15080145>.
- Pfetsch, J. S., Schultze-Krumbholz, A., & Lietz, K. (2022). Can Acting Out Online Improve Adolescents' Well-Being During Contact Restrictions? A First Insight Into the Dysfunctional Role of Cyberbullying and the Need to Belong in Well-Being During COVID-19 Pandemic-Related Contact Restrictions. *Frontiers in Psychology*, 12, 787449. <https://doi.org/10.3389/fpsyg.2021.787449>.
- Philippi, J., Sc, M., Simon-kutscher, K., Sc, M., Austermann, M. I., Sc, M., Thomasius, R., & Paschke, K. (2024). Investigating Parental Factors for

- Adolescent Problematic Gaming and Social Media Use: A Cross-sectional and Longitudinal Approach. *Journal of Adolescent Health*, 75(4), 626–634. <https://doi.org/10.1016/j.jadohealth.2024.06.012>.
- Piccerillo, L., & Digennaro, S. (2025). Adolescent Social Media Use and Emotional Intelligence: A Systematic Review. *Adolescent Research Review*, 10, 201–218. <https://doi.org/10.1007/s40894-024-00245-z>.
- Quintana-Orts, C., Yudes, C., Sánchez-Moreno, V., & Rey, L. (2026). When social media hurts: a nine-month prospective study on self-blame as a mediator between problematic social media use and suicidal ideation in adolescents. *European Child & Adolescent Psychiatry*, 1-11. <https://doi.org/10.1007/s00787-026-03015-5>.
- Quiroga-Garza, A., Ochoa Vera, F., de la Garza Chapa, A. L., Ibarra Almaguer, P. A., Becerra Perez, E., Hernández Hernández, M., & Durán Treviño, A. G. (2025). Risk of self-injurious behavior increases in adolescence: new findings. *Frontiers in Psychology*, 16, 1563027. <https://doi.org/10.3389/fpsyg.2025.1563027>.
- Rajhvajn Bulat, L., Dželalija, S., Kurevija, A., Saliu, K., Sastić, P., & Svetec, P. (2025). Challenge Accepted: Adolescents' Perception of Motivation Behind Social Media Challenges. *Društvena Istraživanja*, 34(1), 43–63. <https://doi.org/10.5559/di.34.1.03>.
- Shankleman, M., Hammond, L., & Jones, F. W. (2021). Adolescent Social Media Use and Well-Being: A Systematic Review and Thematic Meta-synthesis. *Adolescent Research Review*, 6, 471–492. <https://doi.org/10.1007/s40894-021-00154-5>.
- Throuvala, M. A., Griffiths, M. D., Rennoldson, M., & Kuss, D. J. (2021). Psychosocial Skills as a Protective Factor and Other Teacher Recommendations for Online Harms Prevention in Schools: A Qualitative Analysis. *Frontiers in Education*, 6, 648512. <https://doi.org/10.3389/feduc.2021.648512>.
- Torun, G., Akgenç, F., & Öz, Y. C. (2026). The mediating effect of cyber victimization and cyberbullying on the relationship between social media addiction and emotional and psychological well-being in adolescents. *BMC Psychology*, 14, 355. <https://doi.org/10.1186/s40359-026-04148-7>.
- Ünlü, S., Uzun, K., & Arslan, G. (2025). Mindfulness-Based Intervention in Schools: Addressing Social Media Burnout and Enhancing Well-Being in Adolescents. *Children*, 12(7), 826. <https://doi.org/10.3390/children12070826>.
- Wacks, Y., & Weinstein, A. M. (2021). Excessive Smartphone Use Is Associated With Health Problems in Adolescents and Young Adults. *Frontiers in Psychiatry*, 12, 669042. <https://doi.org/10.3389/fpsyg.2021.669042>.
- Wang, Y., Li, Q., Su, J., & Yang, X. (2026). The Role of Psychological Flexibility in Adolescent Internet Gaming Disorder and Social Media Addiction: Emotional Regulation and Stress Coping Mechanisms. *International Journal of Mental Health and Addiction*. <https://doi.org/10.1007/s11469-026-01644-0>.

- Wartberg, L., Thomasius, R., & Paschke, K. (2021). The relevance of emotion regulation, procrastination, and perceived stress for problematic social media use in a representative sample of children and adolescents. *Computers in Human Behavior*, *121*, 106788. <https://doi.org/10.1016/j.chb.2021.106788>.
- Yang, L., Zhao, Z., Zhang, M., & Peng, L. (2025). Social media positive feedback and its impact on adolescents' health risk behaviors: the chain mediation role of cognitive bias and emotions. *BMC Public Health*, *25*, 4096. <https://doi.org/10.1186/s12889-025-25428-8>.
- Yani, D. I., Chua, J. Y. X., Wong, J. C. M., Pikkarainen, M., Goh, Y. S. S., & Shorey, S. (2025). Perceptions of Mental Health Challenges and Needs of Indonesian Adolescents: A Descriptive Qualitative Study. *International Journal of Mental Health Nursing*, *34*, e13505. <https://doi.org/10.1111/inm.13505>.
- Yildirim Demirdöğen, E., Akinci, M. A., Bozkurt, A., Bayraktutan, B., Turan, B., Aydoğdu, S., Ucuz, İ., Abanoz, E., Yitik Tonkaz, G., Çakır, A., & Ferahkaya, H. (2024). Social media addiction, escapism and coping strategies are associated with the problematic internet use of adolescents in Türkiye: a multi-center study. *Frontiers in Psychiatry*, *15*, 1355759. <https://doi.org/10.3389/fpsy.2024.1355759>.
- Zhang, L., & Zhao, F. (2025). Enablers of students' health-promoting lifestyle: evidence from PLS-SEM and fsQCA. *Frontiers in Public Health*, *13*, 1667920. <https://doi.org/10.3389/fpubh.2025.1667920>.