

Social Media and Cyberbullying Behavior: (Case Study at SMA Negeri 6 Tangerang)

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<p>Article History: Received August 8th 2024 Revised Augusts 20th 2024 Accepted September 1st 2024</p>	<p>ABSTRACT</p> <p>Social media was created to enable people to communicate with each other without the limitations of distance, place, or time. However, irresponsible use, especially among teenagers under the age of 17, can lead to negative effects such as online harassment. Using social cognitive theory, this research aims to investigate the relationship between the intensity of social media use and cyberbullying behavior among students of SMA Negeri 6 Tangerang. Quantitative methods were used; social media was used as the independent variable and cyberbullying behavior as the dependent variable. Data were collected using the simple random sampling technique through questionnaires distributed to 38 students. A significant relationship between the two variables was found through data analysis using the product moment correlation test ($r = 0.754$; $p < 0.05$). The research results indicate that the frequency of social media use leads to more cyberbullying behavior due to the disinhibition effect, which gives people the freedom to express their aggression online. In the real world, this research emphasizes the importance of teaching students digital literacy; it is crucial for parents and educators to monitor their social media usage; and to create comprehensive policies to prevent cyberbullying.</p> <p>Keywords: <i>social media; cyberbullying; cognitive social theory</i></p> <p>ABSTRAK</p> <p>Media sosial dibuat untuk memungkinkan orang berkomunikasi satu sama lain tanpa batasan jarak, tempat, atau waktu. Namun, penggunaan yang tidak bijak, terutama di kalangan remaja di bawah usia 17 tahun, dapat menyebabkan efek buruk seperti pelecehan online. Dengan menggunakan teori kognitif sosial, penelitian ini bertujuan untuk menyelidiki hubungan antara intensitas penggunaan media sosial dan perilaku cyberbullying yang dilakukan oleh siswa SMA Negeri 6 Tangerang. Metode kuantitatif digunakan; media sosial digunakan sebagai variabel independen dan perilaku cyberbullying sebagai variabel dependen. Data dikumpulkan melalui teknik simple random sampling melalui kuesioner yang dibagikan kepada 38 siswa. Hubungan signifikan antara kedua variabel ditemukan melalui analisis data dengan uji korelasi product moment ($r = 0,754$; $p < 0,05$). Hasil penelitian menunjukkan bahwa frekuensi penggunaan media sosial menyebabkan lebih banyak perilaku cyberbullying karena efek disinhibisi, yang memberi orang kebebasan untuk menunjukkan agresi mereka secara online. Dalam dunia nyata, penelitian ini menekankan betapa pentingnya bagi siswa untuk diajarkan literasi digital; penting bagi orang tua dan pendidik untuk memantau penggunaan media sosial mereka; dan untuk membuat kebijakan yang menyeluruh untuk mencegah cyberbullying.</p> <p>Kata Kunci: <i>media sosial; cyberbullying; teori kognitif sosial.</i></p>
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INTRODUCTION

Teenagers use social media to interact and share information a lot. However, behind the benefits, there are threats, such as online harassment, which have become a significant social problem. For example, a junior high school student in Jakarta

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committed suicide due to online bullying. (BBC News Indonesia, 2020). A survey conducted by Tribunnews in 2023 found that 1,895 students were victims of online bullying, and another 1,182 students were identified as perpetrators. These facts show that social media is not only a tool for communication but also encourages aggressive behavior on the internet. Therefore, this study is very important to understand how the intensity of social media use correlates with cyberbullying behavior, especially in adolescents.

Adolescence is defined as the transition period from childhood to adulthood. Many people face challenges from within as well as from the outside in the process of growing up during adolescence (Prayitno, 2006). Adolescence is a great time to socialize with others psychologically. Adolescents now feel on an equal footing with their parents, especially when it comes to rights (Hurlock, 1980). Teenagers are people in the age range from 13 to 21 years old, according to psychology experts. Adolescence lasts from 13 years to 16 or 17 years, and the end of adolescence lasts from 17 years to 18 years. (Hurlock, 1980). During this time, people are not only required to socialize with their families, but also with society so that they can blend in and adapt to the norms of society. (Prayitno, 2006). Early signs of adolescence include the need to adapt to physical and mental changes, search for self-identity, and build new relationships (Santrock, 1998).

Teenagers use social media to interact and share information a lot. However, behind the benefits, there are threats, such as online harassment, which have become a significant social problem. For example, a junior high school student in Jakarta committed suicide due to online bullying (BBC News Indonesia, 2020). A survey conducted by Tribunnews in 2023 found that 1,895 students were victims of online bullying, and another 1,182 students were identified as perpetrators. These facts show that social media is not only a tool for communication but also encourages aggressive behavior on the internet. Therefore, this study is very important to understand how the intensity of social media use correlates with cyberbullying behavior, especially in adolescents. ICT users are assisted by technological developments in accessing information and communication (Fahyuni 2017). The development of technology has an effect on daily life. This is because technology provides various conveniences in living daily life (Kasiyatno, 2015). Internet users using a variety of social media to connect to communication from anywhere and anytime is one example of the various conveniences in question (Sumadi 2016). Dunia seakan-akan sudah tidak ada batas ruang dan waktu (Khairuni 2016). People feel lulled by the existence of social media. Both directly and indirectly, the community can communicate easily through various means (Marlina, 2018). The era of globalization provides promise in the form of breadth for humans, especially the influence on civilization provided by information technology and even the presence of information technology. The cause of rapid change is the rapid development of information technology. People can participate in new cultural patterns and can determine cultural mindsets and behaviors slowly due to the existence of social media. Any form of change that occurs in the social structure can have an impact on the lifestyle of individuals in this modern society. The existence of electronic media can cause encouragement/support for the audience to behave prosocially or antisocial (Sunarto, 2012).

There are other reasons in the process of disseminating information. In addition to technology that makes information easily spread, the process of disseminating information is also due to cultural interference (Rahman, 2019). Public can use it as best as possible but can also threaten someone (Pratiwi & Pritanova, 2014). This ability will develop into a social communication skill. Social communication has various forms of interaction, one of which is social communication that interacts through social media or through internet services. Taken from APJII which states that the statistical data of social media users in 2019 is as many as 171 million internet users, the majority of whom are still 15-19 years old and 20-24 years old. 150 million users out of the 171 million users mentioned in the data are users who use the internet to use social media.

Social media is an internet service that provides features to find friends without being limited by distance, region, and time, social media also provides services to communicate for 24 hours that can be used by its users. Social media consists of various types of applications whose purpose or use is tailored to the needs of their users. Some of these types of social media applications are such as Whatsapp, Instagram, Line, Twitter (X), and many other types of social media. The model of using social media that does not require someone to communicate face-to-face, makes some people more courageous in expressing their opinions, including expressing opinions about the ideas they see on social media pages, so that this can cause cyberbullying to social media users. Social media users often use sentences that contain ridicule, insults, threats, intimidation, sarcasm, and others in communicating (Suciartini and Sumartini 2018). Children to adults throw out these sentences which are included in verbal bullying regardless of their level of education, status, and position (Utami 2018). The inappropriate sentence includes cyberbullying with the help of social media (Anggraeni 2019). Indonesia is the country with the highest cyberbullying cases in the world below Japan according to the results of a survey reported by Latitude News (Maisarah, Noviekayati, and Pratitis 2018).

The OED dictionary added the term Cyberbullying in 2010. This term is aimed at the use of information technology to bully people by conveying or posting terror or threatening messages. In 1998, the OED used the term for the first time in Canberra. In a 1995 article from the New York Times, the term was first used. Besley, a native of Canada, who created a coining cyberbullying website in 2013, has many scholars and authors (Sheri Bauman dkk., 2013).

Cyberbullying is a term found in internet technology that refers to hurting others in a deliberate way that is done repeatedly (Arie Prabawati, 2013). Cyberbullying is a bad act carried out by perpetrators to harass victims through the use of technological tools. There are various ways done by the perpetrator so that the victim is injured. One way to do this is to attack the victim by sending messages and images that disturb the victim and then disseminate them with the aim of making the victim feel embarrassed in front of others (Terry Brequest, 2010).

Cyberbullying is an act of intimidating or throwing verbal violence against someone through the internet media or without face-to-face. Cyberbullying can be caused by many factors. The lack of parental supervision over the use of social media

by children also affects the occurrence of this problem. Both the victim and the perpetrator, if not supervised and directed by their parents in playing social media, can cause several unexpected actions. Therefore, as parents, they should inform and direct their children to be able to play and use social media wisely. This is supported by the amount of content that cannot be filtered for children, so it would be even better if parents could direct and supervise their children in playing their social media. Bullying behavior appears without knowing the place and someone who will be the victim. This behavior is common in schools and residential environments and does not recognize the identity of the victim in the form of age and gender (Korua, 2015). Cyberbullying is an act of intimidating or throwing verbal violence against someone through the internet media or without face-to-face. Cyberbullying can be caused by many factors. The lack of parental supervision over the use of social media by children also affects the occurrence of this problem. Both the victim and the perpetrator, if not supervised and directed by their parents in playing social media, can cause several unexpected actions. Therefore, as parents, they should inform and direct their children to be able to play and use social media wisely. This is supported by the amount of content that cannot be filtered for children, so it would be even better if parents could direct and supervise their children in playing their social media. Bullying behavior appears without knowing the place and someone who will be the victim. This behavior is common in schools and residential environments and does not recognize the identity of the victim in the form of age and gender (Craig dkk., 2020). Therefore, cyberbullying behavior is most likely to occur as an outcome of observational learning without critical feedback. Now, there is an assumption that one of the environmental factors that can influence a person's behavior is the use of social media.

Good knowledge about cyberbullying has been well conveyed through media literacy training intermediaries. This has been proven by the fact that a person's desire to engage in cyberbullying has diminished (Prihastuty et al., 2019). Meanwhile, a lack of understanding of the quality of media content, good or bad, can result in negative effects from internet access, including online harassment. Every individual must have awareness about cyberbullying in order for cyberbullying behavior to be prevented.

Based on the data presented by APJII, it can be concluded that the percentage of social media users is dominated mostly by teenagers, most of them only use social media to access conversation services and add friends with others, which is very unfortunate. Because they cannot open educational websites, they do not use the internet as an educational tool. This is really very unfortunate, because of the tendency to play social media in the wrong way. Based on the background presentation, the author wants to conduct research that raises this topic. The purpose of this study is to answer the problem of the relationship between the intensity relationship between the use of social media and cyberbullying behavior at SMA Negeri 6 Tangerang.

METHODS

Quantitative methods were used in this study to find the relationship between the intensity of social media use (independent variable) and cyberbullying behavior (dependent variable). Here's how to activate the variable: The amount of time spent on social media each day and the frequency of interactions made are two factors that determine the intensity of social media use. Indicators such as verbal insults, threats, and the spread of rumors can be used to measure cyberbullying behavior. Overall, 38 students from SMA Negeri 6 Tangerang became respondents, using a simple random sample method. Data was collected through a structured questionnaire that was disseminated online through Google Forms. The strength of the relationship between the two variables was measured through the product moment correlation test with a significance level of $p = 0.05$.

RESULT AND DISCUSSION

Quantitative methods were used in this study to find the relationship between the intensity of social media use (independent variable) and cyberbullying behavior (dependent variable). Here's how to activate the variable: The amount of time spent on social media each day and the frequency of interactions made are two factors that determine the intensity of social media use. Indicators such as verbal insults, threats, and the spread of rumors can be used to measure cyberbullying behavior. Overall, 38 students from SMA Negeri 6 Tangerang became respondents, using a simple random sample method. Data was collected through a structured questionnaire that was disseminated online through Google Forms. The strength of the relationship between the two variables was measured through the product moment correlation test with a significance level of $p = 0.05$. For example, cyberbullying perpetrators often use social media to spread insults or threats publicly, which can make victims feel isolated, depressed, and avoid social interactions. In addition, the study found that the disinhibition effect, when people feel unaffected by social norms, contributes to the normalization of aggressive behavior on social media. More than 54% of teens said they had seen cyberbullying on social media, according to a survey conducted by Cox Communications (2014). On the other hand, 88% of teens who use social media said they have seen aggressive behavior on the internet.

Victims of cyberbullying can experience significant consequences, including psychological disorders such as anxiety, depression, decreased academic performance, and even suicidal acts. Conversely, people who engage in online harassment may also experience prolonged guilt as a result of their behavior.

These results support previous research, such as those conducted by Kowalski et al. (2014), which found that emotional distress caused by cyberbullying affects students' concentration and academic performance. The following are the results of the data that has been processed by the researcher after conducting research at SMA Negeri 6 Tangerang with several tables produced,

there is a conclusion that each element of the x and y variables has a calculated r value (0.754) which is greater than the table r value (0.271), which shows that each element of the x and y variable statement is valid. Based on the results of the reliability test, it can be concluded that this questionnaire can be used safely and distributed to respondents. Below is a table of validity test results as follows:

Table 1 Validity test results

		Sosial Media	Perilaku Cyberbullying
Sosial Media	Pearson Correlation	1	.754**
	Sig. (2-tailed)		.000
	N	38	38
Perilaku Cyberbullying	Pearson Correlation	.754**	1
	Sig. (2-tailed)	.000	
	N	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

Meanwhile, the results of the autocorrelation test can be seen from the Durbin-Watson value below on the condition that the Durbin-Watson value must be more than the upper value (1.5340) and not less than (2.466). From the SPSS results that the author has processed, the results of the Durbin-Watson value (2.243) > the Upper Limit Value (1.5340) and the Durbin-Watson value < Value (2.466), the following are the results of the data processing of the autocorrelation & determination test R Square are:

Table 2 data processing of the autocorrelation & determination test R Square are

Model Summary ^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.754 ^a	.569	.557	.60477	2.243	

a. Predictors: (Constant), Sosial Media

b. Dependent Variable: Cyberbullying Behaviour

Based on the calculation results, the author can conclude that the distribution in this study has no autocorrelation symptoms or no problems. The results of the determination coefficient analysis from the processed data showed an R Square value of 0.569 or 56.9%. The above analysis shows that the influence of the intensity of social media use on cyberbullying behavior at SMA Negeri 6 Tangerang is 56.9%, which shows that there is a relationship between independent variables and dependent variables. The results of the simultaneous test f, or the statistical hypothesis test f, show that the calculated f value is 47.536. In addition, the value of the f table with the calculation f of the table $f = n-k-1$ ($38-2-1 = 35$) yields a value of 3.27 from the distribution table f of the table, so the value of the f calculation (47.536) is greater than the value of the f table of 3.27, which indicates

that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a simultaneous relationship between the intensity of social media use and cyberbullying behavior in SMA Negeri 6 Tangerang, with a significance value of $0.000 < 0.05$. The results of the simultaneous test f are as follows:

Table 3 results of the simultaneous test f

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.386	1	17.386	47.536	.000 ^b
	Residual	13.167	36	.366		
	Total	30.553	37			

a. Dependent Variable: Perilaku Cyberbullying

b. Predictors: (Constant), Sosial Media

The results of the study at SMA Negeri 6 Tangerang showed that there was an "Influence of the Intensity of Social Media Use on Cyberbullying Behavior at SMA Negeri 6 Tangerang". According to the results of the study, there is or is not an Influence of the Intensity of Social Media Use on Cyberbullying Behavior at SMA Negeri 6 Tangerang. This can be concluded based on the results of the following coefficient test analysis (t-test);

Table 4 Results of the coefficient test analysis (t-test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.501	.424		3.544	.001
	Sosial Media	.679	.098	.754	6.895	.000

a. Dependent Variable: Perilaku Cyberbullying

Using $df = n - k = 38 - 2 = 36$, the t-value of table 36 is 1.688 at the level of 10%, so (t calculate) 6.895 is greater than (t table) 1.688. showed that the intensity of social media use had an effect on cyberbullying behavior in students at SMA Negeri 6 Tangerang.

The results of the data analysis showed a significant positive correlation between the intensity of social media use and cyberbullying behavior ($r = 0.754$; $p < 0.05$). This suggests that the likelihood that a person engages in cyberbullying behavior increases as the intensity of social media use increases. These results are in line with social cognitive theory, which states that observation of a person's environment influences their behavior. On social media, anonymity and the disinhibited effect allow users to behave aggressively without fear of consequences. For example, cyberbullying perpetrators often use social media to spread insults or threats publicly, which can make victims feel isolated, depressed, and avoid social

interactions. In addition, the study found that the disinhibition effect, when people feel unaffected by social norms, contributes to the normalization of aggressive behavior on social media. More than 54% of teens said they had seen cyberbullying on social media, according to a survey conducted by Cox Communications (2014). On the other hand, 88% of teens who use social media said they have seen aggressive behavior on the internet. Victims of cyberbullying can experience significant consequences, including psychological disorders such as anxiety, depression, decreased academic performance, and even suicidal acts. Conversely, people who engage in online harassment may also experience prolonged guilt as a result of their behavior. These results support previous research, such as those conducted by Kowalski et al. (2014), which found that emotional distress caused by cyberbullying affects students' concentration and academic performance.

Many studies have investigated the variety of aspects of online communication and the ways in which they relate to cyberbullying. A study proved there was a link between the escalation of time completed for virtual activities and cyberbullying behavior. The study has evidence. The results of the study showed that it was found that the estimated perpetrators of cyberbullying were individuals who were addicted to social media had higher scores and significantly greater use of time on the internet (Giordano et al., 2021). The survey showed that respondents spent more than 7 hours daily participating in social media and spending more than 12 hours daily on the internet. There is a possibility that the more often you use social media, the more information the user will get from it. The more information that has been obtained, the more opportunities for users to be involved in cyberbullying.

One of the problems that arise regarding the use of social media is excessive use. The emergence of individual, family, and work problems is the result of excessive internet use (Rodgers, 1998). Another consequence of excessive internet use is that it can invite other problems that disturb it. Regarding this, there is a possibility for social media users to be repeatedly exposed to cyberbullying behavior if they access social media indirectly more often. The disinhibition effect is another impact as a result of repeated exposure to cyberbullying behavior on social media (Craig et al., 2020). This effect means that aggressive behavior can become normal for individuals over time so that it can tend to increase the likelihood of individuals engaging in cyberbullying. According to a report from the Cox Survey conducted in 2014, there are respondents (teenagers) who claim to have seen cyberbullying behavior on social media as many as more than half (54%). There is another report from the PEW Internet Research Center conducted in 2011 stating that 88% of teenagers have seen people act badly and cruelly to others on social media and 90% of teenagers who have seen such cruelty stated that they behave in ignorance of various malicious behaviors on social media. The report that has been listed above provides evidence that the effect of disinhibition can occur in line with the frequent use of social media. The majority of respondents in this study related to knowledge about cyberbullying are very good. The discovery provides evidence that an important element that can spur a person to

take an action is knowledge. This is reinforced by a statement that knowledge is a crucial realm in the formation of human behavior (Notoatmodjo, 2011).

Social media, also known as social media is the most frequent place for cyberbullying (Balakrishnan, 2015). Relationships formed on social media can lead to cyberbullying. It is possible that social media can make people exchange ideas and share feelings anonymously, which allows excessive malicious behavior to be carried out online. Because they don't think about the impact of their behavior, cyberbullying perpetrators may experience remorse or empathy.

In adolescents and children, cyberbullying has become a bad phenomenon in society. The level of cruelty of cyberbullying behavior is higher than bullying behavior in general. The reason for the high level of cyberbullying cruelty is because digital traces such as photos, videos, and writings will be stored forever (N. E. Williard, 2007). Cyberbullying behavior will have a heartbreaking impact on the victim. For example, the victim will cry, feel embarrassed, lose friends at school, be depressed, and experience insomnia (Sukmawati et al., 2020). Cyberbullying perpetrators will also be affected. The results of research from Permatasari (2020) stated that perpetrators felt guilty for a long time with a percentage of 41.57%. Corcoran (2012) ran a study that found the difference between traditional harassment and online harassment. A person who commits bullying behavior has a negative self-concept, as indicated by anxiety and fame.

Various cases that occurred due to cyberbullying included 1,895 students who experienced bullying through social media. According to this information, the perpetrators of bullying were 1,182 students. This information is contained in a Tribunnews news story written by Fahdi Fahlevi and editor Eko Sutriyanto. (Fahdi Fahlevi, 2023). In addition to this incident, there was also news from BBC News Indonesia stating that a junior high school student in Jakarta committed suicide due to bullying through social media (BBC News Indonesia, 2020).

In this study, it was found that cyberbullying has a significant impact on the psychological well-being of victims. This finding is in line with research conducted by Tokunaga (2010), who found that victimization of cyberbullying often leads to deep depression and anxiety. This is exacerbated by the fact that these attacks have no time limit, so the victim has no room to escape.

Furthermore, this study also shows a decline in academic performance among students who are victims of cyberbullying. This is consistent with the results of a study by Kowalski et al. (2014), which found that emotional distress due to cyberbullying can affect students' concentration and academic performance, as they are constantly overshadowed by the fear and stress of the online attacks they experience.

The study also indicates that victims of cyberbullying tend to isolate themselves and experience difficulties in social relationships. Smith et al. (2008) found that the shame and fear felt by victims discourage them from interacting socially, which in turn exacerbates the psychological impact of cyberbullying. This research reveals that harassment through text messages, spreading rumors, as well

as defamation are the most common forms. This is in line with Li's findings (2007), which also found that cyberbullying can occur in many forms, each with the potential for significant negative impacts on the victim. Additionally, Slonje and Smith (2008) emphasize that cyberbullying, which can occur at any time and anywhere, makes it much more difficult to overcome than traditional bullying. These findings support our research results, which show that victims often feel trapped in a continuous situation with no respite or safe place to escape.

On the other hand, our study also found a correlation between excessive social media use and increased incidents of cyberbullying. This is reinforced by Erdur-Baker research (2010), which found that adolescents who are active on social media have a higher risk of engaging in cyberbullying, both as perpetrators and victims. The anonymity provided by the internet is also a factor that exacerbates the situation. Pieschl et al. (2014) showed that the anonymity of perpetrators made them feel freer to commit aggressive actions without fear of repercussions, which is in line with our findings about the high rates of cyberbullying in poorly controlled environments. The social norms that are developing in cyberspace, where aggressive behavior often goes unsanctioned, have also contributed to the increase in cyberbullying incidents, as discovered by Barlett and Gentile (2012). This reflects the reality found in our research, where perpetrators often feel untouched by the rules and norms that apply in the real world.

However, there are differences in the characteristics of cyberbullying perpetrators based on gender. Barlett dan Coyne (2014) found that men were more likely to engage in this behavior than women, although this tendency declined with age. This study provides an additional perspective relevant to our findings that show variations in cyberbullying behavioural patterns among different age groups and genders.

Hinduja dan Patchin (2015) found that prevention programs that involve the entire school community can be an effective tool to reduce the incidence of cyberbullying. This shows the importance of a more collaborative and comprehensive approach to addressing this issue, which is in line with the recommendations proposed in this study.

CONCLUSION

The study found that there was a significant relationship between social media use and cyberbullying behavior. One of the main factors that drive aggressive behavior is the disinhibition effect in online interactions. As a result, to address this problem, strategic action is needed, which includes: Digital literacy: Teachers must teach students how to use social media wisely. Parents and teachers should supervise the use of social media by adolescents to prevent deviant behavior. Prevention policies: The government and schools can build programs that involve the entire school community to prevent cyberbullying. By implementing these measures, it is hoped that cyberbullying behavior can be reduced, and social media can be used as a positive and useful communication tool.

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