

# Understanding The Danger of Bullying: A Phenomenological Study on Female College Students As Victims of Cyberbullying

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**Abstract :** *Cyberbullying in social media until now is a problem that has not been appropriately resolved. The presence of social media certainly has consequences in human life, including shaping cyberbullying behaviour itself. Cyberbullying is an aggressive behaviour that is carried out deliberately and repeatedly by individuals and groups using telecommunication media to harm others emotionally and psychologically so that it has an impact on the lives of individuals as victims of cyberbullying. Therefore, this study seeks to explore how to describe the dangers of bullying for students who become victims of cyberbullying. This research uses a qualitative phenomenological approach. The subjects of this study are three students who are active on social media networks and have been victims of cyberbullying. Purposive sampling techniques are used to find research subjects. Data results are analyzed using phenomenological analysis. Research shows that three of the victims have been victims of cyberbullying. Besides that, sequentially, the psychological dynamics of the third subject start with the Subject's family state, the Subject, the personality of the Subject, the Subject's daily activities, cyberbullying, the dangers of cyberbullying, and the preventive efforts of cyberbullying.*

**Keywords :** *Bullying, Cyberbullying, phenomenology*

**Abstrak :** Cyberbullying di media sosial sampai saat ini merupakan permasalahan yang belum bisa diselesaikan dengan baik. Kehadiran media sosial tentunya memberikan akibat dalam celah kehidupan manusia termasuk membentuk perilaku cyberbullying itu sendiri. Cyberbullying merupakan perilaku agresif yang dilakukan secara sengaja dan berulang-ulang oleh individu maupun kelompok menggunakan media telekomunikasi dengan maksud membahayakan orang lain secara emosi dan psikologis sehingga berdampak pada sendi kehidupan individu sebagai korban cyberbullying. Oleh karena itu, penelitian ini berusaha untuk mengeksplorasi bagaimana memaknai bahaya bullying bagi mahasiswi yang menjadi korban cyberbullying. Penelitian ini menggunakan pendekatan kualitatif fenomenologi. Subjek penelitian ini adalah tiga mahasiswi yang aktif di jejaring sosial media dan pernah menjadi korban cyberbullying. Teknik sampel purposive digunakan untuk mencari subjek penelitian. Data hasil penelitian dianalisis menggunakan analisis data fenomenologi. Hasil penelitian menunjukkan bahwa, ketiga korban pernah menjadi korban cyberbullying. Selain itu secara sekuensial, dinamika psikologis ketiga subjek diawali dari keadaan keluarga subjek, kepribadian subjek, kegiatan



sehari-hari subjek, cyberbullying, bahaya cyberbullying, dan bagaimana upaya preventif cyberbullying.

**Kata kunci :** Perundangan, cyberbullying, fenomenologi.

## I. INTRODUCTION

Until now, the rapid growth in communication and information technology involving the internet, social networking services, and smartphones is a means that forms certain types of intimidation such as bullying, in this context then referred to as cyberbullying<sup>1</sup>.

The phenomenon of cyberbullying is often characterized by anonymity and publicity and can result in more negative consequences than other forms of bullying. Several previous studies have shown that victims of cyberbullying tend to experience more distress and have a high risk of suicide, which is a form of bullying in educational institutions.<sup>2</sup>

Meanwhile, the latest research study explains that cyberbullying is considered a problem that can be experienced by users of social media platforms, especially young people.<sup>3</sup> Usually, the cyberbullying behaviour carried out takes the form of flaming, harassment, denigration, cyberstalking, impersonation, outing, and exclusion.<sup>4</sup> They usually carry out these actions through online media, such as social media.<sup>5</sup>

Various cases that reveal cyberbullying include a survey conducted by The American Justice Department of Suicide, which stated that at least one in four school students throughout the United States had been bullied by their friends. Furthermore, research results show that suicide is the most significant cause of death in the United States, namely 4,400 cases per year.<sup>6</sup> Safari further explains the data.<sup>7</sup> This shows that the number of children and teenagers in Indonesia who are reported to be involved in cyberbullying is relatively high. The IPSOS survey institute surveyed 18,687 people in 24 countries, including Indonesia, where it was found that one in ten people reported that their children had been victims of bullying through online media. Cyberbullying behaviour

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<sup>1</sup>Wang, C.W., Musumari, P.M., Techasrivichien, T., Suguimoto, S.P., Chan, C.C., Ono-Kihara, M., Kihara, M., & Nakayama, T. (2019). "I felt angry, but I could not do anything about it": A qualitative study of cyberbullying among Taiwanese high school students. *BMC Public Health*, 19(1), 1–12. <https://doi.org/10.1186/s12889-019-7005-9>

<sup>2</sup>Schneider, S. K., O'Donnell, L., Stueve, A., & Coulter, R. W. S. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health*, 102(1), 171–177. <https://doi.org/10.2105/AJPH.2011.300308>

<sup>3</sup>Abaido, G. M. (2020). Cyberbullying on social media platforms among university students in the United Arab Emirates. *International Journal of Adolescence and Youth*, 25(1), 407–420. <https://doi.org/10.1080/02673843.2019.1669059>

<sup>4</sup>Balamurugan, G., & Jayabharathy, J. (2022). Cyberbully Classification Based on Tweet Texts for Detection of Phishing Links BT - Smart Data Intelligence (R. et al. (eds.); pp. 367–374). Springer Nature Singapore.

<sup>5</sup>Kurnia Pratiwi, SKP, & Kusuma, RS (2019). ). Perilaku Cyberbullying Mahasiswa Dengan Teman Sebaya. *Mediator: Jurnal Komunikasi*, 12(2), 165–177. <https://doi.org/10.29313/mediator.v12i2.4793>

<sup>6</sup>Mawardah, M., & Adiyanti, M. (2014). Regulasi Emosi dan Kelompok Teman Sebaya Pelaku Cyberbullying. *Jurnal Psikologi*, 41(1), 60. <https://doi.org/10.22146/jpsi.6958>

<sup>7</sup>Adawiyah, SR (2019). Faktor-Faktor yang Mempengaruhi Cyberbullying pada Remaja. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 398–403.

certainly cannot be underestimated as the numbers continue to rise; what is worrying is that as many as 90% of teenagers who have witnessed cyberbullying admit to being indifferent and indifferent.<sup>8</sup>

Cyberbullying behavior is closely related to aggressiveness, namely intentional behavior carried out by groups or individuals, simultaneously, and over time against the victim where the goal is to hurt other people. Usually, this behaviour is characterized by aggressive and pressing behavior, either in direct physical action or attacking through harsh words. Indeed, initially, bullying was a direct action between the perpetrator and the victim. However, in the current context, it is increasingly developing towards the cyber world, where perpetrators can freely use anonymity as an identity and use it as a weapon in preying on their victims.<sup>9</sup>

Based on the terminology, cyberbullying comes from the words cyber (internet) and bullying (bullying). Of these two equivalent words, cyberbullying is defined as online bullying, carried out in the digital world or cyberspace. Furthermore, explain that cyberbullying is cruel behaviour directed at other people by sending harmful material and engaging in other forms of social aggression either via the internet or other digital technology. Definition Cyberbullying is aggressive behaviour carried out intentionally and repeatedly by individuals or groups using digital technology where the aim is to harm other people..

The factors that encourage individuals to carry out cyberbullying are individuals who have high levels of traditional bullying, rejection from peers, attachment to parents, self-esteem, and low self-control. Meanwhile, according to, another factor that causes cyberbullying to occur is due to the anonymity of the perpetrator who bullies other people while hiding behind a screen. This means that there is a dependency on social media that causes someone to engage in cyberbullying. On the other hand, parents' negligence in monitoring their children is closely related to cyberbullying<sup>10</sup>.

Based on the problems above, it can be concluded that cyberbullying behaviour has a high prevalence and has various negative impacts because cyberbullying is closely related to social, physical and psychological problem. Meanwhile, victims of cyberbullying generally lack strict digital supervision from their parents, low social support, loneliness, and constant suffering.<sup>11</sup>

Research on cyberbullying in Indonesia has so far focused on victims of cyberbullying in junior high school students.<sup>12</sup>, cyberbullying behaviour in teenagers on

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<sup>8</sup>Mutma, F.S. (2020). Deskripsi Pemahaman Cyberbullying di Media Sosial pada Mahasiswa. *Jurnal Common*, 4(1), 32–55. <https://doi.org/10.34010/common.v4i1.2170>

<sup>9</sup> Priscilla, M., & Widjaja, Y. (2020) Gambaran pemilihan strategi coping terhadap stres pada mahasiswa Fakultas Kedokteran Universitas Tarumanagara. *Tarumanegara Medical Journal*, 2(1), 121–131.

<sup>10</sup> Gan, X., Qin, K.N., Xiang, G.X., & Jin, X. (2023). The relationship between parental neglect and cyberbullying perpetration among Chinese adolescents: The sequential role of cyberbullying victimization and internet gaming disorder. *Frontiers in Public Health*, 11(1). <https://doi.org/10.3389/fpubh.2023.1128123>

<sup>11</sup> Tomé-Fernández, M., Ortiz-Marcos, J.M., & Fernández-Leyva, C. (2022). Correlational study on cyberbullying and social abilities in intercultural teenagers. *Frontiers in Psychology*, 13(July), 1–14. <https://doi.org/10.3389/fpsyg.2022.848678>

<sup>12</sup>Hana, DR, & Suwanti, S. (2020) Dampak Psikologis Peserta Didik yang Menjadi Korban Cyber

social media<sup>13</sup>, self-disclosure in adolescent victims of cyberbullying, and understanding cyberbullying in students<sup>14</sup>. Psychological studies of this phenomenon also focus on teenagers as victims of cyberbullying. However, there is one study that focuses on students' experiences as victims of cyberbullying. However, there has been no research that focuses on female students' experiences as victims of cyberbullying. To enrich previous research, this research offers a phenomenological approach as an alternative to reveal the experiences of female students who have been victims of cyberbullying. This kind of approach is considered exciting and novel in this research.

## II. RESEARCH METHOD

To explore the experiences of female students who are victims of cyberbullying on social media, a valid method is needed to analyze this phenomenon more deeply. The method used is a qualitative approach. This method can understand humans as unique creatures with all their complexity but still focuses on individual meaning to be able to translate the complexity of a problem.<sup>15</sup> Meanwhile, the model used in this research is phenomenological. According to Moustakas<sup>16</sup> Phenomenological research is carried out to identify and understand the nature of human experience regarding certain phenomena. The subjects of this research were three people, namely female students with the initials VIS, MAR, and RH. Meanwhile, the sample collection used a purposive sampling technique. The reason for determining the sample using this technique is that the researcher already knows the characteristics of the research subjects. The criteria are female students who are active on social media and have been victims of cyberbullying, which has had an impact on their daily activities.

Data collection used in this research used in-depth interviews. Researchers also use semi-structured interviews, namely interview techniques that focus on open themes. However, there are limitations to themes flow of conversation and prioritising flexibility in asking questions to research subjects. Interviews were conducted five times, namely on May 12 2023, May 16 2023, May 19 2023, May 25 2023, and May 26 2023, with an average interview duration of 40 minutes. The second data collection technique uses participant observation, where researchers are directly involved in various activities carried out by research subjects.<sup>17</sup> The observation process is carried out when the Subject takes part in the learning process in the Qualitative Research Methodology Course, the Subject's

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Bullying. *Psisula: Prosiding Berkala Psikologi*, 1(11), 20–28. <https://doi.org/10.30659/psisula.v1i0.7685>

<sup>13</sup>Riswanto, D., & Marsinun, R. (2020). Perilaku Cyberbullying Remaja di Media Sosial. *Analitika*, 12(2), 98–111. <https://doi.org/10.31289/analitika.v12i2.3704>

<sup>14</sup>Mutma, F.S. (2020). Deskripsi Pemahaman Cyberbullying di Media Sosial pada Mahasiswa. *Jurnal Common*, 4(1), 32–55. <https://doi.org/10.34010/common.v4i1.2170>

<sup>15</sup>Creswell, J. W. (2009). *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*. In SAGE Publications. <https://doi.org/10.2307/1523157>

<sup>16</sup>Manzilati, A., Aulia, D., Mayangsari, ID, Nurudin, M., Morissan, Creswell, JW, Wiryanto, Hassan, MS, Shaffril, HAM, Samah, BA, Ali, MSS, Ramli, NS, Maulana, KAF, Sugiyono, Sahimi, NN, Wibowo, F., Nisa, K., Naratama, Nuansa, NB, Ibrahim. (2014). *Metodologi Penelitian Kualitatif: Paradigma, Metode, dan Aplikasi*. Jurnal Visi Komunikasi.

<sup>17</sup>Haris, H. (2013). *Wawancara, Observasi & Focus Groups sebagai Instrumen Penggalan Data Kualitatif*. RajawaliPers.<https://isbn.perpusnas.go.id/Account/SearchBuku?searchTxt=978-979-769-611-5&searchCat=ISBN>

activities outside of learning, and when the researcher interviews the Subject.

The data analysis process was carried out using phenomenological analysis, consisting of three activity streams: First, data reduction related to selection, focusing attention, and simplifying notes written in the field. Second, they presented data on creating themes from narrative text and notes from interviews with research subjects and significant others. Third, verification is closely related to concluding various data collection activities; in this case, the researcher looks for the meaning of an event and its process.<sup>18</sup>

Data validity testing was conducted using source triangulation techniques, comparing information obtained through interviews with significant others.<sup>19</sup>. The significant other in this research is DY, a close friend of the three research subjects. DY is a student in a study program with three research subjects. He is also a survivor of cyberbullying.

### III. RESULT AND DISCUSSION

#### Result

In this research, three research subjects were obtained, all women who worked as students at Bhayangkara University, Jakarta Raya. Meanwhile, one research informant is a friend of the three subjects who is a member of the Student Executive Board at the Faculty level. Complete information on the Subject is in Table 1.

All subjects admitted that they had been bullied by other people, even their friends, on social media. On average, they are bullied when they are in junior high school (SMP) to senior high school (SMA). Even though he was bullied several times when he was in college, the intensity was not as much as when he was in high school. The perceived impact of cyberbullying varies, such as introversion, stress, depression, and even the emergence of suicidal thoughts. Meanwhile, efforts to restore his psychological condition were made by discussing with his peers, attaching himself to his parents, and playing an active role in carrying out anti-cyberbullying campaigns on social media.

Researchers discovered six themes during the data mining process in the field.

Next, the researchers arranged the themes sequentially, starting with the Subject's family situation, personality, daily activities, cyberbullying, the impact of cyberbullying, and preventing cyberbullying. Complete information is in Table 2.

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<sup>18</sup>Sudarman. (2014). , Fenomenologi Husserl Sebagai Metode Filsafat Eksistensial. *Jurnal Lintas Agama* 9(2), 103–113.

<sup>19</sup>Manzilati, A., Aulia, D., Mayangsari, ID, Nurudin, M., Morissan, Creswell, JW, Wiryanto, Hassan, MS, Shaffril, HAM, Samah, BA, Ali, MSS, Ramli, NS, Maulana, KAF, Sugiyono, Sahimi, NN, Wibowo, F., Nisa, K., Naratama, Nuansa, NB, Ibrahim. (2014). *Qualitative Research Methodology: Paradigms, Methods, and Applications*. Journal of Communication Vision.

Table 1. Characteristics of Research Subjects

	<b>VIS</b>	<b>MAR</b>	<b>RH</b>
<b>Subject Age</b>	19 years old	20 years	20 years
<b>Gender</b>	Woman	Woman	Woman
<b>Role in the family</b>	Second child	The first child	The first child
<b>Work</b>	Influencer/Student	Student	Student
<b>Interview length</b>	40 minutes	40 minutes	40 minutes

Table 2. Theme Categorization

<b>No</b>	<b>Theme</b>	<b>Sub-Themes</b>
1	Subject's Family Circumstances	<ul style="list-style-type: none"> <li>- Short Biography of the Subject</li> <li>- Family attachment</li> </ul> <p><i>VIS Subject</i></p> <ul style="list-style-type: none"> <li>▪ Divorce of parents</li> <li>▪ Communication is starting to improve</li> </ul> <p>Subject MAR</p> <ul style="list-style-type: none"> <li>▪ Expectations of both parents</li> <li>▪ Family support</li> </ul>
2	Subject personality	<ul style="list-style-type: none"> <li>- <i>Nervous</i></li> <li>- <i>Introvert</i></li> <li>- Peer relationships</li> </ul>
3	Subject's daily activities	<ul style="list-style-type: none"> <li>- <i>Influencers</i></li> <li>- Barista coffee</li> <li>- Private tutoring for junior high school students</li> <li>- Become a volunteer</li> </ul>
4	<i>Cyberbullying</i>	<ul style="list-style-type: none"> <li>- <i>Flaming</i></li> <li>- <i>Denigration</i></li> <li>- <i>Outing and Trickery</i></li> </ul>
5	The Impact of Cyberbullying	<ul style="list-style-type: none"> <li>- Fear, anxiety, and insecurity</li> <li>- Suicidal ideation</li> </ul>

### Subject's Family Conditions

#### *Short biography of Subject*

The first Subject is VIS, a woman who lives in an apartment in the Bekasi area. She is a fifth-semester student at a private university in Bekasi. He completed his High School (SMA) education in his hometown, Surakarta. He is the second of two children; his older sister is a woman who works in an industrial area in Bekasi. His father was an entrepreneur in the Surakarta area. Meanwhile, his mother works as a housewife who lives with him and his older brother.

Both parents bear VIS's tuition fees. Initially, he was supported by his mother. His father never paid for his family's support because his parents divorced long ago. Sometimes, his older brother helps with his tuition fees. From childhood until he graduated from high school, he spent more time with his grandparents in Wonogiri. After entering college, he lived with his mother and older brother.

*"My parents... Initially it was my mother because my father never gave us a living in the past. Because my mother and father have separated. That is it" (VIS Subject).*

The second Subject is MAR, the first child of two brothers. She works as a fifth-semester student at a private university in Bekasi. He studied high school at one of the multicultural high schools in Bekasi. MAR is the first child of two siblings. His father worked as a member of the police. Meanwhile, his mother is a midwife at a hospital in Jakarta. He has a younger brother who is currently in junior high school. His parents bear MAR's tuition fees. He is not allowed to work before graduating from college. For this reason, he is trying his best to ensure that the academic process on campus runs well so that he can graduate on time.

*"It is not allowed if I am with my parents. "Because my father, my mother, yes, my father wants his child to follow the police route." (Subject MAR).*

The third subject is RH; she is a seventh-semester student at a private university in Bekasi. He is MAR's close friend. RH's daily activities at home are helping his parents clean up the house. His parents always advised him to focus on his studies to achieve impressive academic achievements. Apart from that, he is also diligent in studying English in preparation for entering the world of work later.

His father is an entrepreneur, while his mother is a housewife. RH is close to his family, although there are times when he often fights with his younger brother, but this is only temporary and eventually gets better.

*"It is fine, but sometimes there are fights, like Tom and Jerry. "I have been fighting for at least a month, like fighting over something trivial, only to get better and get used to it, sir" (Subject RH).*

## ***Family Attachment***

### ***VIS Subject***

On the Subject of VIS, he communicates more often with his father because he has lived with his grandparents since childhood. Even though he lives in a different house from his father, he still tries to meet his father even though he often fails. Among the failures he experienced was when his father never greeted him, even though VIS always went ahead to greet him. However, he never felt hopeless in wanting to meet his father. Because his mother and older brother did not want to see his father since the divorce that happened to his parents, he only found out about his parents' divorce from his neighbours and peers.

*"I am the one who communicates often because I have been there since I was little, meaning in Wonogiri, even though we live in different houses, I still often see each other even though my father never*

*meets me. However, I often play at his house. It is like scolding each other, if you meet on the street, often scolding me, even though my father was never rich, oh, my son has never been like that, he has never been scolded, he has never been criticized, but I am still rich, Dad, he is asking for news, like that. As for the mother and sister, it is not true; it is disconnected. Eee...you know how it used to be, what happened before you separated, I do not know. I even learned from neighbours and school friends that it was my father. That is it. (VIS subject).*

VIS stated that the communication barrier began when he asked for his father's number. However, his father never gave it to him. However, in the end, his father gave him his WhatsApp number. However, when he tried to start communication, he always needed help. His father always refused to reply to any of his chats. He also tried to call his father, but often, he did not respond; his father even blocked his cellphone number. Whenever he tries to talk to his father, he always diverts the conversation, even if he wants to ask about his academic progress on campus and how his mother and brother are doing. However, the response given by his father was always unpleasant for VIS.

*"ee...the first one was given one number, ee but for me to call and I WA or chat to confide in it, it is like there is no response, sir, so you only check two lists, even if it looks like you have read it, it is like you did not reply, so you just read it. Then, after that, I was contacted almost every day, and I was trying to tell you what I had said in the chat. "I once tried to call, but there was no response or answer, but in the end, I didn't know if it was blocked or campused or if I had changed the number, I really could not get through to you again." (VIS Subject).*

At other times, unpleasant events happen again. When VIS returned home in 2022, he asked for his father's number again, then his father gave it to him. However, he often needed a response when he tried to communicate with his father. Even his father said that he no longer had a cellphone. In fact, he saw firsthand that his father had a cellphone. Nevertheless, he can still communicate with his father even though he is not allowed to enter his father's house and his father's current family for various irrational reasons. Despite this, VIS feels happy to be able to communicate with his father because he is the only representative from his mother and brother's family who can still communicate with his father.

*"I went back to my hometown again, last year I asked for the number again, I was given it but it was really the same, just the same as that again, nothing, no response, nothing, then finally yesterday before fasting I went home, I Asking for another number is like the reason why I don't have a cellphone like that... even though I saw it myself, the cellphone is like our cellphone, it's an Android that can do videos, it can do that and that. The reason is just the old Nokia cellphone. Even though the previous Nokia still has numbers like that, it can still make regular telephone credit, but the reason is that it doesn't have that. There are lots of reasons for meeting or if your child asks what they need or what they need." (VIS Subject).*

Referring to the incident above, VIS is always sad when he remembers the incident when his parents divorced. He also didn't dare ask his mother and sister, because he was worried that his mother and sister would remember the divorce case between his parents and make his family's situation even worse. Based on his mother's confession, his mother no longer wanted to have anything to do with his father, even at the time of this incident



his mother did not want to help VIS to pay for his studies. For his mother, his father must always be responsible for his child.

### **VIS's parents divorced**

In the VIS subject, his parents experienced a divorce when he was still a toddler. When he reached the fifth grade of elementary school, he did not understand that his parents had divorced. However, after his uncle and budhe told him about the problem, he understood.

*"That was in Class 5 or Class 6, I just explained that to Budhe and Pakdhe," (VIS Subject).*

Every time he returned to his hometown, he always felt like a stranger in his father's eyes. Doesn't feel any attachment from his father. Therefore, he always lived at his grandfather's house. Even though his peers in the village always reminded him to meet his father.

*"You often go home to your village; if it's Eid or a holiday, your sister and mother go home to your village. Visiting grandma, well, but she does not treat her like her own child, to her own younger sibling, like that, well, I'm a stranger. Why not be your own child, your own little sister? How come it's different, why don't you get closer, why don't you introduce yourself like that?" (VIS Subject).*

### **VIS family communication began to improve**

VIS's communication with his father improved when his neighbours reprimanded him. Because he often visits his father's house. Finally, his father started to reprimand VIS; in fact, often when he passed in front of his father's house, he would always be invited to stop by his house. Indeed, he visits him more often for the communication process with his father than his mother and father.

*"It is just my neighbours who say things like that, even though they think I am the one saying it, even though I am not, so I am taking advantage of my neighbours. That is it. Well, after I played that game a lot, my father wanted to scold me; well, there was a main road in front of his house, ma'am, so he often passed in front of his house. It is like that, hey little brother, stop by, like that, I also often stop by, hey, dad. Even if it's just saying hello, right?" (VIS Subject).*

VIS repeatedly visited his father's house, he always told his mother about the meeting between the two. Because of this, he and his mother cried while the two of them hugged each other; then he asked his mother why he often locked himself in his room. His mother admitted that she was not close to him because she often met with his father to restore the communication process between his father and his family. In the end, both of them felt they had to be closer together so that every problem their family and father experienced could be adequately resolved. As VIS admits below.

*"I even chatted with both mothers, until we were both crying, in the end, we hugged and cried, maybe mother felt, she said, why have you been in the room all the time." (VIS Subject).*

**Subject MAR**

On the MAR subject, his attachment style with his family members is quite good. Although sometimes there are conflicts that arise when interacting with his younger brother. For example, while teaching his younger sibling to do their homework (PR), there are always arguments between the two of them. He also had to fight over a motorbike with his younger brother, first come first served, he said.

*"When I fight, sometimes I'm too lazy to teach him, sir, because my mother and father have already taught his little brother, so there's homework. I taught him, but he's like that, sir, he doesn't know much. There's no way to do it like this, even though I've already said it. Yes, my brother has already experienced learning this way, but it's not like this. So that's fine; I'll stay. Then suddenly I'll cry and apologize, then I'll teach you again later, sir. So yes, the fighting is about something like that, sir. Or don't fight over taking a motorbike, right? When I go to campus, he goes to school in the morning with a motorbike and likes to fight over it; he likes using my motorbike because he can. My motorbike is dead." (Subject MAR).*

Apart from that, other daily activities, for example, when MAR goes to campus, his mother always accompanies him, even though he sometimes goes alone. Outside of these activities, he spends more time at home, although occasionally, he indulges in his swimming hobby.

*"For example, my father could not pick up my mother. I was the one who accompanied my mother. I would be rich if I went to college with my mother. So I took my mother straight to campus. Going home is the same. It's best to swim outside, sir." (Subject MAR).*

**MAR's Parents' Expectations**

MAR's father wants MAR to become a police officer. His parents hoped that he would continue the ideals of his father, who was a member of the police force. He remembered being asked by his father to register with the police but ended up failing because it was not his desire to become a member of the police.

*"Because my father, yes, my father wants his child to follow the police route, because I previously registered with the police, sir, before entering college here." (Subject MAR).*

In short, he enrolled at a private university in Bekasi, taking a psychology study program. However, when he had only been studying for two weeks, he was suddenly contacted to do an interview session at the police station. However, he refused because he was already a psychology student. Even though her father still insisted that she become a policewoman. He still refused because the rice had become porridge, for example, being a member and his rank was only a non-commissioned officer.

*"Well, when I finished studying here for 2 weeks, sir... I've already been to class for 2 weeks. Suddenly I got a call to say if I could continue the interview at the police station, that's all. Then I'm like this, ah, I've gone to college, I've paid too, right? Stupid ah, I said I was resigning myself; I did not want to. Then my father said, it's okay if I resign myself. However, in principle, during the 4th semester, I should have taken leave because I wanted to register for fish. Then I was there and said yes, but I didn't have that intention, sir. Because I thought like this, I registered again and in the end, I didn't want to be a non-commissioned officer. So, I'll leave it alone." (Subject MAR).*

Therefore, he wanted to avoid dragging on the polemic. So, MAR is trying to finalize his dreams by planning to continue his postgraduate studies. Because from the start, he was encouraged by his parents to become a member of the police. Furthermore, studying in the Psychology study program was his first step to start his career.

### **MAR Family Support**

Since childhood, MAR was supported by his parents to become a member. Even though he had a slight desire to pursue a career in the world of health, his mother refused, so he decided to major in Social Sciences (IPS) in high school. He once worked as a private tutor for middle and high school students to hone his social science skills, especially in teaching accounting subjects.

*"In the past, I had small dreams, sir. Now I think about what else I want to do because my mother does not agree with me becoming a doctor, like in the field of Hospital Health, my mother doesn't agree. That's why, at that time, I was told to go to IPS. I've just followed the path of my father's field with my father's family." (Subject MAR).*

### **Subject Personality**

#### ***Nervous***

One of the subjects in this research, VIS, is shy when dealing with other people. He admitted that he was always insecure in public, especially in front of the camera. As stated by VIS.

*"At first, I was not really confident when I was in public, especially when I was rich enough to perform; my mother even said that I was shy, especially in front of a camera or in front of people; I really didn't want to be photographed or even videotaped. , do not want to see lots of people like that" (VIS Subject).*

#### ***Introvert***

The VIS subject is also an introvert because he spends more time at home. For him, spending time alone is more exciting. He is actually more comfortable doing activities at home because of his profession as an influencer. It can be proven that he is more comfortable living in an apartment, feels free, and rarely interacts with other people.

*"I do not like crowds. In an apartment, it's not noisy; it is quiet, and there are no neighbours, so it just feels comfortable. Especially if I like staying at home rather than going out. My mother and sister often go out like that, right? Even though they both went, I was invited not to come. I prefer to be at home; I prefer to be alone; it's so exciting." (VIS Subject).*

Since living in his village, he is more comfortable reducing interactions with others. As he said.

*"No. Because I've been used to it since I was little when I was in the village too. I like being left behind like that; I'm used to being alone. It's more fun on your own, sir" (VIS Subject).*

Apart from the Subject of VIS, MAR also rarely leaves the house, let alone travels, because of things with no important essence.

*"It is rare, sir...I do not go anywhere...unless I have to" (Subject MAR).*

Subject RH is also an introvert. How could it not be? His mother often told him to socialize with the community; even his neighbours did not realize that his mother had a daughter? By RH's statement.

*"I'm happier at home, sir, sometimes even my mother gets annoyed, sir, like you, why don't you ever leave the house, I see... beh. even my neighbours think my parents only have one child. Yes, just me. Then, during Eid al-Fitr, when the new greetings were greeted, I was surprised, oh, I have a daughter, how come I never saw that, sir?" (Subject RH).*

### **Peer relationships**

If studied in the context of peer relationships, the three subjects had different experiences regarding relationships with their friends.

For example, in VIS's case, he works as an influencer on TikTok, so he needs to keep his distance when making friends. He was very traumatized by the cybercrime incident that happened to him. As a result, he always travels wearing a mask so that other people don't recognize him at all. He concluded that a friendship cycle always drains energy physiologically and psychologically.

*"That was before that incident, sir. So do not forget to bring a mask, right? After the incident, I often wore a mask for a long time, covering myself more and more. At first, I wanted to go to the ABCD circle, and now I am like, I will go home first; I often do that. Because if you have (circles), it is like you are just tired, sir. If A wants to come here, we all have to come here. It is like it is better to be alone if it is nice to be alone. If you eat, eat. Want to pray, pray. So no one is teasing you like that, sir." (VIS Subject).*

The subject MAR also expressed the same statement; in the context of a friendship relationship, he had limits in making friends. For this reason, he does not have a special relationship with his friends because he wants to focus on academic activities first.

*"No sir. Just focus on college, sir. Focus on pursuing your goals." (Subject MAR).*

However, he recalled that when he was in high school with his friends, he liked watching feature films. This is evident from his narrative.

*"I used to watch high school a lot, sir, so I got into high school because of the culture at high school, sir, so on Fridays, I would always watch it. I don't know whether the film is good or not; I watched it... in XXI again... during those three years." (Subject MAR).*

Similar to RH, he tends to limit his friendship categories because of the cyberbullying case that happened to him. He admitted that the perpetrators of bullying have a very strong friendship cycle so they don't need to be confronted.

*"There is more mass, right... the circle is like that, the circle is like that, ma'am. Then my mother also said that rich people are like that, you don't have to fight them, just let them be, that's how it is." (Subject RH).*

## **Subject's daily activities**

### ***TikTok Influencers***

He tends to spend more time on campus studying in the VIS subject. Furthermore, he was also active in a student organization and became a volunteer when taking part in humanitarian activities. Apart from that, he is also an influencer on TikTok. He often creates video content to attract his followers. As a result, he has hundreds of thousands of followers and always gets endorsements because of his creative appearance, so he can make money. VIS can ultimately use the money to finance its studies.

*"Yes. That is right, that is right for snacks, sir, alhamdulillah. Enter endorsements, even if it is not much." (VIS Subject)*

*"Well, what are you up to? "I also make content like that on TikTok; I started making it often when I started college because making one video made it busy; until now, I have finally made it continuously, and there are endorsements which make me enthusiastic." (VIS Subject).*

Because of his creativity, VIS always makes his own videos, doing his own editing through the applications he downloads. His video content focuses more on lipsyncing Javanese songs because he is originally from Surakarta. As a result, many of his followers on TikTok appreciated his creativity.

*"Because I am Javanese, then there were Javanese songs, so I lip-synced it like that, ma'am, that is it, thank God it was busy... However, I did try to lip-sync songs that were trendy, but they were not Javanese; it seemed quiet, too; it's the same. When I was in Java again, it was busy again. "So, I have my own personality, especially the dances, which are really exciting; I only make videos with half my body, ma'am, not full." (VIS Subject).*

### ***Barista Coffee***

Another profession that VIS has undertaken is being a Coffee Barista. Apart from that, his brother also invited him to collaborate with one of the wedding event organizers. The rest of the time, he spends most of his time at home, although occasionally, he has time somewhere to relieve his fatigue.

*"At least, just stay at home, sir. During semesters 1 and 2, I worked to fill the semester holidays in cafes, sir, and coffee shops like that. The barista also continues to cook. Yes, it's fried; the cashier is also there." (VIS Subject).*

### ***Private tutoring for junior high school students***

Different from VIS, MAR tells about his experience as a Private Teacher. He teaches middle and high school students accounting subjects because his scientific basis is social studies, so he is interested in teaching this Subject.

*"I taught middle school and high school students, first, middle school, then high school. So, when he was in high school, his son asked to teach accounting. When I was in high school, I couldn't do accounting...hhhhhh. keep getting rich, accounting again. In the end, I studied and finally understood accounting; I taught it to you two or three times a week." (Subject MAR).*

### ***Become a volunteer***

On the Subject of RH, he once volunteered at an institution that focused on educational development, which had a network from Sabang to Merauke.

*"My volunteers are like social media, sir. It's called a sand house." (Subject RH).*

*"Everywhere, sir, so those who teach are from Sabang to Merauke. That is how it feels to teach, right? Yes, I will teach children in Central Java. and in East Java". (Subject RH).*

Apart from that, the VIS subject has also volunteered for social service events organized by student organizations on his campus.

*"Continue with Volunteers if there is an event at BEM, and for daily life, there are at least no assignments or anything like that, sir." (VIS Subject).*

## **Cyberbullying**

### ***Flaming***

Both VIS, MAR, and RH subjects. All three had experienced cyberbullying related to flaming.

On the Subject of VIS, he explained that his body shape was not proportional; he was aware that it was tough to gain weight alone. Indeed, he had tried to increase his weight but did not gain significantly. This situation makes him vulnerable to bullying.

*"It is just like this. It is tough to gain weight, ma'am, even though it went up and fasted yesterday, it continues to hurt like this, then it hurts, it has gone down quite a lot." (VIS Subject).*

Another proof of flaming experienced by VIS was when his body was said to be thin. Apart from that, he was also bullied when his followers watched his videos on TikTok.

*"There are videos that use filters like that, bro, there are some that don't, so if you don't, definitely comment on them. It turns out it is different if you use a filter; it's automatically different, right, ma'am? I want to look beautiful like that, don't I? "It turns out it's different from this one; if you put it on a filter, it's definitely beautiful; it's different from using a filter." (VIS Subject).*

MAR also experienced a flaming incident when his friends insulted his face, which resembled the Annabelle doll in the film *The Conjuring*. Due to what happened to him, he did not want to watch the film.

*"Yes it is, ma'am, Annabelle. I've never wanted to watch the film The Conjuring which has Annabelle in it, I've never wanted to see what happened." (Subject MAR).*

Feeling depressed due to the bullying he received, he then moved to a high school which prioritized a multiculturalism approach. However, what happened was that he was increasingly bullied by his middle school friends. Even the sentences uttered by his school friends were very hurtful, they said that he was an apostate because he went to school where non-Muslims lived.

*"Then suddenly he made a comment like 'oh you go to school here, oh you deserve to be accepted because the school is non-Muslim, oh you've changed religions, oh you're an apostate'. Until digitized, ma'am?". (Subject MAR).*

RH also experienced flaming when he was bullied on social media by his school friends. He once posted a photo on his Instagram account, and he realized that his body was fat. Then his senior also said that his body was fat and his shoulders were wide; it was inappropriate for his photo to be posted on social media until he finally cried.

*"I have posted photos in cyberspace, but I look fat. Well, someone commented; the one who commented was my classmate from junior high school. It was said like, 'What are you doing? Why are you so PD taking photos like this?' 'So broad shoulders, fat' a mother, I want to cry." (Subject RH).*

This problem certainly caught the attention of his close friend RH. They empathized by defending him, that he should not be bullied. However, his friends' sense of empathy became an object of ridicule for the bullies. For them, things like that are normal, so there's no need to get emotional, especially in the form of anger, so they just accept their treatment patiently.

*"So, some of my friends defended it, but they got criticized like that. It is like, 'What are you doing with your mother's daughter so much?' said the classmate, 'You just say it like that, it is just like that,' that is how it is, isn't it? Then after that, he made SG, ma'am, ugly and made me ugly." Subject RH).*

RH also had another experience when he posted a photo with his girlfriend. However, he actually became an object of ridicule for the bullies because he was not suitable for being with his girlfriend. If you want to post a photo, you must first pay attention to your body image.

*"Well, then, I also got close to a guy. Well, then, I will post a photo. He said something like try dieting; your shoulders are really wide; digitize them. Then I need clarification, so what happens if the shoulders are wide? Yes, it's just bad, when a girl has wide shoulders, for example, if her shoulders are wide from the bone, ma'am, what should I do if, for example, her shoulders are wide? (Subject RH).*

Realizing that he was often bullied, he then tried to go on a diet so that his body met ideal body standards. He once went on a diet to lose weight, for example by doing regular exercise, cardiovascular training, and consuming healthy food.

*"It's just that the diet is wrong, ma'am. So, if I am not mistaken, I've been on a diet since January 2021, ma'am, then I've been on a diet until March. At first, I wasn't on a diet, just normal. Rich in exercise and cardio, then rich in eating low-calorie foods. "Even though I have lost a few kilos, from 61 to 53, I feel like I am still not satisfied, I feel like I'm still fat and this person still likes to call me fat" (Subject RH).*

Learning from what happened to him, RH then blocked their number, but strangely, he was still the target of bullying because his body was fat and his shoulders were wide. In fact, RH's parents have repeatedly conveyed the problems that befell their children to their parents so that they should not bully their children. But in fact, they are still bullying RH.

*"My parents have also told their parents that they shouldn't be like this, especially since he's older, but he just started blaspheming me even more, ma'am." (Subject RH).*

### **Denigration**

VIS has experienced a traumatic incident, namely being a victim of denigration on TikTok by another influencer. At that time, an influencer misused his name to use it for video content related to violating norms. As stated by VIS.

*"The account told me as if I was the main character in the sex story, and in the same month, the account also made up the same story as the video on my TikTok. So that is all taken. Some are screenshots; some are original videos. But what if you usually download the video, it's in whose name TikTok is. Well, this no longer exists, sir. So download the video without using the name like that." (VIS Subject).*

VIS felt very embarrassed and depressed due to several videos uploaded by irresponsible people. What's more, the video was misused by the perpetrator, what made him even sadder was when the perpetrator changed the title of the video to refer to online sexual harassment.

*"My story. and it includes my name, then there are a lot of videos of mine, there are tens of them, so every story must have a video of me like that. There are only 2 stories, maybe because there are 2 themes, sir. The first one was, Finally, on August 15 2022, with the title of an adult story, I was tricked by my own fans with the title "My kindness was rewarded by being used as a place to throw sperm, like that." (VIS Subject).*

Reflecting on the incident above, VIS is always careful when posting photos or videos on social media networks. Apart from that, he also tried to reprimand the perpetrator via social media, but his response was deemed useless because for the perpetrator, it was just a joke and did not have a significant impact.

### **Outing and Trickery**

Subject MAR had experienced incidents of cyberbullying related to outings and trickery, he was bullied by his school friends because he did not wear a headscarf. When he posted a photo without a veil on social media. He became an easy target for bullying, the photo was then spread on the online application.



*"Then suddenly I came there not wearing a veil, I was immediately judged like 'I'm not wearing a veil' and I didn't know if they were taking photos. Take photos, then share them with class groups, on Line. Then I tried to just ignore it, no, I don't care. Then I made an Instagram upload of a photo, ma'am, with my family. I took a photo with my family, I was commented on, like eee ee it's useless like ee what does it mean to wear a headscarf at school but don't wear a headscarf outside." (Subject MAR).*

It doesn't stop there, the perpetrators of bullying actually get worse by printing MAR's photo and then displaying it on the school wall magazine.

*"Then at one point the most I was like, because I posted a photo of myself, I didn't wear a headscarf, ma'am. But my clothes are polite, and they print them, ma'am. It was posted on the school's wall like that, ma'am, it was written like this. I still remember this: I wore a headscarf at school, but I did not wear a headscarf outside." (Subject MAR).*

What's worse is that the perpetrators of bullying don't seem to get bored of bullying their victims. The same thing happened to MAR, his school friends heavily criticized him until he finally closed his Instagram account.

*"Then I was there for a long time, so as long as I was in grade 7, ma'am, during grade 1 of junior high school, I was... really seriously insulted. I closed my Instagram account, I don't play on Instagram at all." (Subject MAR).*

## **The Impact of Cyberbullying**

### ***Fear, anxiety, and insecurity***

Based on the incident experienced by VIS, he admitted that the impact of cyberbullying could affect his daily life both in the family environment, social environment and his peers. Reflecting on the denigration incident that happened to him, he did not report the incident to the authorities because he understood all the consequences and consequences. Although close friends suggested that the case should be reported to Komnas HAM and Komnas Perempuan. However, he refused because he was worried about the various consequences. Therefore, it is better for him to just keep quiet and try to forget about this case slowly.

*"Then I also asked several of my close friends to tell me the story, like that. Actually, I also want to report it to the National Commission on Human Rights and Women. I want to follow up again, I'm just... I'm afraid it's like I don't have the courage to tell or report it. So it's like, it's like you're just being alone, so you're getting more and more afraid, the more people know or something, like that. "Then the process is also long and long, that's how it is." (VIS Subject).*

Furthermore, the impact of cyberbullying experienced by MAR was that she was summoned by her school principal because the bullies displayed a photo of her not wearing a hijab on the school's wall magazine. He certainly felt very sad when he was called to the principal's office. He only told what was happening about the case that happened to him. Apart from that, when he was in the 9th grade of junior high school, he met his old classmates again. However, he was still bullied by the perpetrators, as a result of their treatment, he did not want to go to school and rarely left the house. Even

though he left the house, he was forced to wear a mask to cover his face because he was afraid of meeting the perpetrators.

*"I was sad, ma'am, that I was called to the principal's office, it was like being asked 'what's wrong with you, why aren't you wearing a headscarf'." (Subject MAR).*

*"Well, when I was in grade 9, my class was close to theirs, right? Then suddenly they came, ma'am, went to class and said something like 'oh now I'm wearing a headscarf', like 'I'm really wearing a headscarf'. I even bought a headscarf that was so big, it was so traumatic, right? I never want to leave the house, I'm already rich if I go out with my family, I always wear a mask, I'm never rich... I'm so scared, ma'am, if I meet them." (Subject MAR).*

RH also experienced the same experience, he was always worried when uploading photos on Instagram. He is afraid that his friends will cyberbully him again. He also often deletes his photo posts on Instagram, at least he continuously checks his Instagram account regularly until he finally deactivates his Instagram account.

Furthermore, he also did not want to report the case to the authorities because he did not want to prolong the problem. He realized the various impacts that would result if he reported the case.

*"Then I posted a photo, then said something like 'what's so ridiculous, why did you post a photo like this, how come PD is such a bad photo' like that. Then since then I have often deleted my IG account, deactivated it, activated it, deactivated it, activated it. Then I also didn't join in, ma'am, what is it called posting a photo, I was afraid of being said because even a close friend of mine once said that when I posted an IG photo, I was afraid, ma'am. Well, my friend kept saying that you're beautiful here, but your real face isn't like that." (Subject RH).*

*"Never, ma'am. "Because my mother said what it's like, there's no need to prolong the problem like that." (Subject RH).*

### **Suicidal ideation**

From the incident experienced by MAR, the idea of suicide emerged in his mind. It was as if he was in his lowest phase because he felt very tired, feeling unappreciated by the perpetrators of cyberbullying.

*"But I did, ma'am. When I was in junior high school, I was at my lowest point, and I thought about it like, 'Oh, I just want to kill myself', ma'am, I think I'm tired, what's wrong with me, like I'm always being rich like that, and then after that I was ostracized by my friends." (Subject MAR).*

### **Discussion**

Referring to the results of this research, most of the factors that trigger cyberbullying are caused by gender and the individual's physical weakness. This means that the subjects VIS, MAR, and RH are women and have weaknesses as a woman. This finding is in line

with the statement<sup>20 21</sup> that the target of cyberbullying is closely related to jealousy, intolerance of sexual orientation, ethnicity, race, gender, religion, physical weakness, disability, sexual orientation and physical appearance. Then research from Nor Hazlyna et al also shows that female students are more often exposed to cyberbullying on social media because they are social media activists and are more insecure and sensitive to the words spoken on social media.

### *Flaming*

Reflecting on the events experienced by the VIS subject, he revealed that his body shape was thin. MAR subjects also admitted that their facial shape was disproportionate, making them vulnerable to cyberbullying. Furthermore, subject RH also felt that his body was fat and his shoulders were wide, so he was often bullied by his friends.

The events experienced by the three subjects were related to flaming, this form of cyberbullying had a hazardous impact on the research subjects. This is in accordance with research (Smokowski & Evans, 2019); (Ningrum, 2018) that one dangerous form of cyberbullying is flaming.

### *Denigration*

This is in line with research which shows that cyberbullying and online harassment are considered problems that can be experienced by users of social media platforms, especially young people.

Even though VIS realizes that her appearance is always covered with a hijab, she often experiences bullying on social media, the majority of internet users always give rude comments to her. According to Ningrum<sup>22</sup> Cyberbullying behavior consists of various forms such as flaming, harassment, denigration, cyber-stalking, impersonation, outing, and exclusion. They usually do these forms through social media.

Therefore, he tried to reprimand the perpetrator via social media, but his response was deemed useless because for the perpetrator, it was just a joke and did not have a significant impact. So, VIS took down the accounts of these perpetrators. In line with what was explained by Ragasukmasuci & Adiyanti<sup>23</sup> Like information, if irresponsible people use personal video content, it can be misused.

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<sup>20</sup>Markogiannaki, M., Biniari, L., Panagouli, E., Thomaidis, L., Sergentanis, T.N., Bacopoulou, F., Babalis, T., Psaltopoulou, T., Tsofia, M., Martens, H., & Tsitsika, A. (2021). Adolescent Perspectives About Online Hate Speech: Qualitative Analysis in the SELMA Project. *Acta Medica Academica*, 50(2), 264–276. <https://doi.org/10.5644/ama2006-124.342>

<sup>21</sup>Reason, L., & Boyd, M. (2016). Cyberbullying in Rural Communities: Origin and Processing through the Lens of Older Adolescents (pp. 2331–2348). *The Qualitative Report*.

<sup>22</sup>Ningrum, AI (2018). Bullying dan Kekerasan ( Studi Kualitatif Ospek Fakultas di Universitas Airlangga ). *Jurnal Sosiologi Universitas Airlangga*, 37.

<sup>23</sup>Ragasukmasuci, LB, & Adiyanti, MG (2019). Kecenderungan Remaja menjadi Pelaku Perundungan-Siber: Kontribusi Harga Diri dan Kesepian. *Gajah Mada Journal of Psychology (GamaJoP)* , 5(2), 187. <https://doi.org/10.22146/gamajop.48450>

### *Outing and Trickery*

Subject MAR has experienced this form of outing and trickery, she was bullied by her school friends when she posted a photo without wearing a hijab on one of the social media. As a result, he felt very embarrassed and was summoned by his teacher because of this incident.

Research from Nor Hazlyna et al supports MAR's experience that female students tend to be targets of cyberbullying on Instagram, Facebook and Twitter.

### **The Impact of Cyberbullying**

*Cyberbullying* can have an impact on a person's mental health because it can affect relationships and social reputation and ultimately contribute to a decline in a person's well-being<sup>24,25</sup>.

As experienced by subjects VIS, MAR, and RH, cyberbullying can have an impact on their psychological dimensions. According to<sup>26</sup>, cyberbullying impacts individual mental health both socially and contextually, and well-being.

Apart from that, another impact felt by VIS, MAR, and RH was the emergence of feelings of fear, anxiety, stress, and depression that haunted their daily activities. In line with research which shows that depression experienced by students at school is one of the results of cyberbullying, so they feel rejection by their peers.

A more dangerous impact is the emergence of suicidal ideation in victims of cyberbullying, as experienced by the MAR subject, due to various ridicule, incitement, and even labeling related to religious contexts, giving rise to suicidal ideation. This incident is in line with the statement<sup>27</sup> that victims of cyberbullying tend to have a high risk of suicide.

In this regard, cyberbullying can be prevented in various ways, such as deleting inappropriate posts and blocking and deactivating social media. Apart from that, victims of cyberbullying must be active and brave enough to tell their parents or teachers at school about the incident. This is in line with the research results<sup>28</sup> that victims of bullying must actively notify teachers or parents if they are victims of bullying. In addition, blocking

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<sup>24</sup>Ferreira, P. da C., Barros, A., Pereira, N., Marques Pinto, A., & Veiga Simão, A.M. (2021). How Presenteeism Shaped Teacher Burnout in Cyberbullying Among Students During the COVID-19 Pandemic. *Frontiers in Psychology*, 12(October). <https://doi.org/10.3389/fpsyg.2021.745252>

<sup>25</sup>Spears, B.A., Taddeo, C.M., Daly, A.L., Stretton, A., & Karklins, L.T. (2015). Cyberbullying, help-seeking and mental health in young Australians: implications for public health. *International Journal of Public Health*, 60(2), 219–226. <https://doi.org/10.1007/s00038-014-0642-y>

<sup>26</sup>Carvalho, M., Branquinho, C., & de Matos, M. G. (2021). Cyberbullying and Bullying: Impact on Psychological Symptoms and Well-Being. *Child Indicators Research*, 14(1), 435–452. <https://doi.org/10.1007/s12187-020-09756-2>

<sup>27</sup>Schneider, S. K., O'donnell, L., Stueve, A., & Coulter, R. W. S. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health*, 102(1), 171–177. <https://doi.org/10.2105/AJPH.2011.300308>

<sup>28</sup>Sittichai, R., & Smith, P. K. (2018). Bullying and cyberbullying in Thailand: Coping strategies and relation to age, gender, religion, and victim status. *Journal of New Approaches in Educational Research*, 7(1), 24–30.

messages/identities or changing email addresses or telephone numbers is the most effective way to prevent cyberbullying in the context of cyberbullying.

#### **IV. CONCLUSION**

Based on the research results above, it can be concluded that the three research subjects have been victims of cyberbullying. The forms of cyberbullying are flaming, denigration, and outing and trickery. Apart from that, the three subjects also felt the impact of cyberbullying, such as fear, anxiety, feelings of insecurity, and thoughts of committing suicide.

This research shows that the three subjects in this study felt the bitter experience of cyberbullying such as flaming, denigration, and Outing and Trickery, so that it had an impact on their daily activities, the emergence of fear, anxiety, stress, feelings of insecurity, depression, even ideas. Suicide is proof that cyberbullying behavior is hazardous, especially for the victim.

#### **SUGGESTIONS**

For this reason, there is a need for preventive efforts in the form of recovery for victims of cyberbullying. Apart from that, due to the limited number of research subjects, researchers suggest a broader study of the factors that influence the psychological condition of cyberbullying victims and the psychological impacts that arise from cyberbullying.

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