

THE PHENOMENON OF CYBERBULLYING BEHAVIOR AMONG TEENAGERS IN PADANG CITY: PRELIMINARY STUDY

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ABSTRACT

The phenomenon of cyberbullying is still something that continues to be discussed considering that the cases that occur are increasing every year. Currently, cyberbullying cases that occur among adolescents are of particular concern to many communities. It is feared that this can damage the developmental process in adolescents, especially with regard to their self-formation process. In Indonesia, research on cyberbullying has begun to develop, especially in big cities. Therefore, it is important to research the phenomenon of cyberbullying in other regions, one of which is Padang City. It is hoped that there will be a richness of information about the phenomenon of cyberbullying in Indonesia. The results showed that almost $\frac{3}{4}$ of the respondents knew the phenomenon of cyberbullying and about 22 percent of respondents had committed cyberbullying and less than 20 percent had been victims of cyberbullying. A more comprehensive study as well as interventions from the government and families are suggestions for this study. More research results will be explained in the discussion section.

KEYWORDS Adolescent, Anonymity, Cyberbullying, Internet, Media Social



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INTRODUCTION

The advantages of the internet for human life have made more and more people use the internet and continue to increase every year. The growth trend of internet users in Indonesia in 2023 amounted to 215.62 million people compared to 210 million people in the previous year (APJII, 2022; APJII, 2023). By the same year, Datareportal (2023) found that the average internet user spends almost a third of their time (7 hours 42 minutes) a day accessing the internet. The Indonesian APJII survey discovered that most internet users in Indonesia access the internet to

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explore social media such as Facebook, Twitter, Instagram, Whatsapp, Telegram, Line, Youtube, and so on. During the last three years (2022-2024), APJII also found that internet users in the age groups of 13-18 years and 19-24 years are the age groups that use the internet the most. The rise in internet users, which is also accompanied by the convenience and interesting content provided, not only makes a good impact on users but can also backfire on internet users.

Adolescence is a transitional period for humans from childhood to adulthood (Santrock 2007). During the period of adolescence, they deal with puberty and the growth process, encounter the growth process of secondary sexuality, build new cognitive abilities, establish a good self and sexual identity, build emotional stability, personality, and financial independence from parents (Christie & Viner 2005). Indeed, Muss (1968) in Sarwono (2012) said that adolescents usually have some behaviors that are very opposed to certain rules or norms and this is coupled with the marginalization of adolescents because they are in the transitional stage between childhood and adulthood. The potential for emotional tension in adolescents increases when there is a conflict of attitudes and ideologies that often occur in adolescents.

Kowalski et al. (2008) argued that the use of the internet or cyberspace that is free in expression can become a weapon to spread a lie or slander and cause aggressive behavior to bully on the internet. Behavior of bullying in cyberspace is commonly known as cyber bullying or cyber harassment through several available electronic media such as email, text messages, and social media (Hunter, 2012). Mcquade et al. (2009) said cyber bullying happens when someone uses information technology to humiliate, harass, intimidate, threaten or other activities that can threaten someone's safety.

Shariff (2008) revealed cyberbullying has several characteristics such as an unknown identity of the perpetrator, unlimited audience, permanent expression, and so on. The existence of anonymity for users in cyberspace is an appealing thing for users, especially young users (Shariff, 2008). This is an opportunity for some users, especially school-age users who usually target schoolmates or teachers without being easily detected (Shariff, 2008). Abusive behavior to harassment victims experience in cyberspace is visible to various people, because social media is a public space that is viewable. It is possible that some who see this cyberbullying also do the same to the victim, so that the number of bullies can increase (Shariff, 2008).

According to the Theory of Planned Behavior proposed by Ajzen (1985), we can predict a behavior if we look at how someone wants or intends to do this behavior. Therefore, cyberbullying behavior arises due to attitudinal views about cyberbullying and the subjective norms of the perpetrators related to this cyber bullying. Pabian and Vandenoock (2014) stated the attitudes of cyberbullying perpetrators in the form of a way of releasing emotions, benefits from peers, moral feelings of the perpetrator, and a sense of dislike from peers. The subjective norms that cyberbullies believe can be in the form of tolerance from parents and teachers regarding cyberbullying, the pressure the offender faces, acceptance from peers regarding cyber bullying to the descriptive norms of the offender (Pabian & Vandenoock, 2014). In the presence of attitudes and subjective norms that exist in

individuals towards cyber bullying behavior, this will form an effort to carry out this behavior with the intention to carry out this cyberbullying behavior and this is also accompanied by control over cyber bullying behavior. Pabian and Vandebosch (2014) conveyed the control of cyberbullying behavior in the perpetrator in the form of the surrounding internet environment and knowledge about the internet and technology.

The behavior of cyberbullying has a negative impact on both the victim and the perpetrator. Alhadi (2017) further states that if this behavior is allowed to continue, it will not only have an impact on the victim but also on the perpetrator himself. Shariff (2008) revealed that cyberbullying behavior has a negative psychological impact on both victims and perpetrators such as depression, anxiety symptoms, low self-esteem, and impacts on physical health. Navvaro et al. (2015) similarly said that both perpetrators and victims of cyberbullying have a low level of subjective well-being compared to those who are not involved in cyberbullying. In addition to affecting subjective well-being, this cyberbullying behavior also causes cyberbullying perpetrators to carry out aggressive behavior and delinquency more proactively (Cowie, 2013; Marciano et al., 2016).

In Indonesia, the cases of cyberbullying, specifically in adolescents, have become many cases that occur, in particular in the last 10 years. According to KPAI (2020), 2473 complaints of bullying cases were received, including cyber bullying cases, and these cases are increasing every year. On the other hand, Safaria (2016) in his survey in Yogyakarta found that 80 percent of high school students experience cyberbullying almost every day. Adiyanti et al. (2019) also said that adolescents or students aged 12-18 years have a high risk of experiencing cyber bullying. U Report Unicef Indonesia (2019) found that almost half (45%) of Indonesian youth (14 - 24 years old) experienced cyberbullying. U Report Unicef Indonesia (2019) also found that according to young people, violence and even bullying are mostly experienced by them from social networks/social media.

As one of the capitals in Indonesia, Padang City has the potential for cyber bullying cases, especially among adolescents or school students. Afriyeni (2017) conducted a survey on the phenomenon of cyberbullying among junior high school students in Padang City and found that 21 percent of students had committed cyberbullying with frequent bullying in the form of ridicule, slander, threats, and becoming the object of gossip. The Integrated Service Center for the Protection of Women and Children (P2TP2A) in Padang City over the past 5 years (2017-2021) received very few complaints about bullying cases including cyber bullying. P2TP2A (2021) received 1 complaint about cyber bullying at the beginning of the year. The percentage of internet users in Padang City being a high internet user per population in the provincial capital in Sumatra in 2019-2020 by APJII (2020) of 93.3 percent allows the potential for cyber bullying cases, especially among adolescents in Padang City, to exceed existing cases recorded in protection agencies or through surveys. The limited deepening of the phenomenon of cyberbullying in Padang City, especially for adolescents, is the purpose of this research. This research is hopefully a comprehensive research on cyber bullying in Indonesia, especially in Padang City, as well as a basis for related parties to make regulations and interventions regarding cyberbullying cases, especially among adolescents.

RESEARCH METHOD

The research approach utilized was an online survey. This exploratory research design aims to explore the phenomenon of cyberbullying among adolescents in Padang City. The research used open and closed questionnaires. The collection of data collected was carried out online through the google form application. About one month of research was conducted starting from May 30 to June 30, 2021. Respondents in this study were adolescents who were at middle school to high school level with ages ranging from 11-18 years as many as 103 respondents with 19 male respondents and 84 female respondents. The average age of respondents was around 14.9 years. For closed questions, data analysis used descriptive analysis, namely looking at the demographic description of respondents, the frequency of respondents who experienced cyber bullying, the frequency who saw the phenomenon of cyberbullying, to the frequency of media that experienced the most cyberbullying. Descriptive analysis for closed questions used the help of the SPSS version 21 tool. For open-ended questions, an analysis of the answers to respondents' knowledge about the definition of cyberbullying, the forms of cyber bullying they encountered, and the impact of cyber bullying behavior, especially for victims. The answers to the open-ended questions were analyzed using a tabulation table for each question.

RESULT AND DISCUSSION

The results indicated that the average time respondents use the internet in a day was about 6.5 hours. A total of 23 respondents (22.3%) spent 8 hours on the internet. Approximately 57.2 percent of respondents used less than 8 hours using the internet and as many as 20.5 percent of respondents used more than 8 hours using the internet. For accessing the internet, 100 respondents accessed the internet through smartphone devices (97.1%), 29 respondents went online through laptop devices (28.2%), 3 respondents were online through computer devices (2.9%).

According to the respondents' knowledge of the concept of cyber bullying, 72.82 percent of respondents (75 respondents) had heard and read about the concept of cyber bullying. Furthermore, about the respondents' comprehension of cyber bullying behavior, for the question of the definition of cyberbullying, as many as 78 respondents claimed to know the definition of the term cyber bullying by answering the definition of cyberbullying in their opinion. In addition, according to respondents, the most frequent places where they encountered cyberbullying were on social media such as Instagram (87.4%), Tik Tok (83.5%), Facebook (40.8%), and others.

Based on the tabulation of open questions regarding respondents' opinions regarding the definition of cyber bullying, 25 (24.27%) respondents could not identify the definition of cyberbullying. Around 27 respondents (26.21%) believed that cyberbullying is bullying behavior that exists in cyberspace or the internet. In addition, 18 respondents (17.48%) thought cyber bullying was an act of bullying or

intimidation through cyberspace, the internet or social media. A total of 12 respondents (11.65%) expressed their opinion that cyberbullying is aggressive behavior in cyberspace and this happens repeatedly.

Table 1. Tabulation of questions regarding the meaning of cyberbullying according to respondents

Meaning of Cyberbullying	Total
Bullying behavior in cyberspace or the internet	27 (26.21%)
Acts of bullying/intimidation via cyber media or the internet or social media	18 (17.48%)
Aggressive and repetitive behavior in cyberspace	12 (11.65%)
Actions that can make someone feel inferior, isolated, afraid, and have an impact on the victim's mental health are usually carried out by conveying words via social media or the internet or cyberspace.	9 (8.73%)
Violence or crime in cyberspace/internet/social media	8 (7.77%)
One form of bullying that lacks empathy	4 (3.88%)
Don't know/Blank answer	25 (24.27%)

There are many forms of cyber bullying, both written and verbal. The results showed that 92 respondents (89.32%) could answer about examples or forms of cyber bullying behavior. Respondents generally think that forms of cyberbullying occur through written messages or comments. As many as 57 respondents (55.34%) said that a common form of bullying in cyberspace is insulting/blaspheming/mock/degrading someone. In addition, 26 respondents (25.24%) said another form of cyberbullying was body shaming. Furthermore, as many as 9 respondents (8.74%) said that the form of cyber bullying that often occurs is spreading personal information usually in the form of pictures or videos of someone. And as many as 8 respondents (7.77%) said the form of cyber bullying that they often encountered was spreading fake news/hoax/bird news.

Table 2. Tabulation of questions regarding forms of cyberbullying behavior known to respondents

Forms of Cyberbullying	Total
Insult/blaspheme/mock/make fun of/put someone down	57 (55.34%)
Body Shaming/insulting someone's physical form	26 (25.24%)
Spreading someone's private information, pictures or videos	9 (8.74%)
Spreading fake news/hoaxes/gossip	8 (7.77%)
Racist towards a certain group	4 (3.88%)
Defamation	4 (3.88%)
Carrying out terror via private messages	4 (3.88%)

Bullying via verbal	2 (1.94%)
Creating a fake account/profile to bully someone	1 (1%)
Don't know the answer	11 (10.68%)

Regarding the impact of cyberbullying behavior through open questions asked to respondents, 94.17 percent of respondents claimed to know the impact of cyberbullying behavior for victims. The result of the tabulation of open questions regarding the impact of cyberbullying behavior shows that 68 respondents think that the impact of cyberbullying behavior for victims is the existence of mental or psychological disorders such as depression, anxiety, paranoia, and trauma (PTSD). In addition, about 31 respondents argued that the impact of cyberbullying on victims is that victims become depressed and prolonged stress. Meanwhile, 29 respondents believed that the impact of cyberbullying behavior on victims is a decrease and loss of self-confidence and the victim becomes embarrassed.

Table 4. Tabulation of questions regarding the impact of cyberbullying behavior according to respondents

The Impact of Cyberbullying	Total (n)
Psychological or mental disorders eg: depression, self harm, trauma (PTSD), anxiety, paranoia	68 (66.02%)
Causing stress or depression	31 (30.09%)
Lack of confidence, shy	29 (28.15)
Makes the victim afraid	9 (8.73%)
Desire to commit suicide	8 (7.77%)
Impairs social interaction abilities	6 (5.83%)
Causing heartache	6 (5.83%)
Causes feelings of hopelessness or loss of enthusiasm	3 (2.91%)
Physical impact on the victim	3 (2.91%)
Gives rise to feelings of disappointment	1 (1%)
Causing feelings of anger in the victim	1 (1%)

Regarding the respondents' experience of cyber bullying behavior, it was found that 72 respondents (69.9%) had encountered and heard of bullying incidents in cyberspace. In addition, the experience of being a victim of cyberbullying found as many as 23 (22.33%) respondents had been victims of cyber bullying. Among the 23 respondents who were victims of cyber bullying, 16 respondents (69.57%) did not know the perpetrators who bullied them in cyberspace. A total of 15 respondents (14.56%) claimed to have been the perpetrator of cyber bullying. The results also found respondents who claimed to be both perpetrators and victims of cyberbullying as many as 16 people (15.54%).

Based on education level and gender, of the 23 respondents who claimed to have been victims of cyberbullying, 17 respondents (73.91%) were high school

level respondents. Of the 15 respondents who admitted to being cyber bullying perpetrators, 11 of them were high school level respondents (73.33%). Respondents who claimed to be victims and perpetrators of both junior and senior high school were 8 respondents (50%).

Based on gender, more female respondents claimed to be victims of cyberbullying (82.61%) than male respondents (17.39%). This also happened to perpetrators, where more female respondents claimed to have been perpetrators of cyberbullying with 9 respondents (60%) compared to 6 male respondents (40%). This also happened to respondents who were both victims and victims of cyberbullying where more female respondents (68.75%) than male respondents (31.25%).

In terms of the types of bullying that respondents often see on the internet, the types of cyberbullying that often occur according to respondents include spreading rumors or gossip (78.6%), sending photos or videos without the permission of the owner (62.1%), using other people's accounts without asking permission from the account owner (44.7%), disclosing someone's personal information without permission (49.6%), inviting or inciting someone to hate someone else (51.5%). Moreover, through respondents' experiences, some respondents admitted to have committed several types of cyber bullying such as spreading gossip or bad news (14.6%), making bad comments (13.6%), sending pictures or videos without the permission of the video or picture owner (5.9%), using a name or account without the permission of the name or account owner (6.8%). From the respondents' experience, all victims have experienced bullying such as receiving bad comments (100%).

Discussion

The increase in internet users, especially in Indonesia, has many impacts both positively and negatively including teenagers who are one of the groups with the most internet users in Indonesia. There is freedom on the internet, so everyone can express themselves on the internet without seeing the bad impact on themselves and others. Some of the crimes that exist in cyberspace such as bullying are one example of the adverse effects of user freedom in playing the internet. In this study found regarding respondents' knowledge of cyberbullying behavior, more than half of the respondents knew the term cyberbullying. According to respondents, cyberbullying behavior is behavior in the form of bullying or bullying or intimidating behavior to aggressive behavior that occurs in cyberspace or the internet. It is also said by Shariff (2008) that cyberbullying behavior is bullying behavior that uses technology. Shariff (2008) also said that from various definitions of cyberbullying in general, it uses communication technology as a tool and medium to carry out intimidation or bullying online.

Being one of the largest internet users in Indonesia, adolescents are one of the groups prone to becoming victims and/or perpetrators of cyberbullying. According to respondents' findings, cyberbullying cases frequently occur through social media such as Instagram, Tik Tok, and Facebook. According to a survey conducted by Datareportal in February 2022, it found five social media platforms that are often used by Indonesians, namely Whatsapp, Instagram, Facebook, Tik Tok, and

Telegram. Furthermore, in a month the use of these 3 social media is the 5th longest use of social media such as the use of Facebook spending 15.2 hours / month, the use of Instagram spending 16 hours / month, and Tik Tok spending 23.1 hours / month (Datareportal, 2022). Thus, it is possible that many cases of cyberbullying occur through these three social media. Previously in 2014, Whittaker and Kowalski found that according to respondents, the average media that showed they were often the perpetrators through sms messages, Twitter, Facebook, Instagram, Youtube, instant messages, and in conversation rooms. Safaria (2016) revealed that social media, especially with the most users in Indonesia, such as Facebook, is a way or gate for someone, especially teenagers, to bully in cyberspace. Abaido (2019) through the results of a survey conducted found 90% of respondents thought that cyberbullying incidents often occurred on social media Instagram (55.5%) and Facebook (38%).

The findings of a recent study show variations in the results. In 2017, Afriyeni conducted research on cyberbullying behavior among junior high school students in Padang City, and the results showed that 49% percent of respondents had been victims of cyberbullying and 21% had been cyberbullying perpetrators. Wiguna et al. (2018) also found that adolescents in Jakarta, around 5.14 percent of adolescents claimed to have been victims of cyberbullying, and around 2.43 percent of them had also been cyberbullying perpetrators. Similarly, Lee and Shin (2016) found that 6.3 percent of students admitted to being bullies and 14.6 percent of students admitted to being victims of cyberbullying. On the other hand, Rice et al. (2015) also found that 6.6 percent of student respondents in America claimed to have experienced bullying on the internet, and 5 percent of student respondents claimed to have been bullied in cyberspace. Bergmann and Baier (2018) also said that around 2.4 percent of adolescents surveyed had been cyberbullied. The number of adolescents in the study who were both victims and perpetrators was also relatively high. Atsariyasing et al. (2019) found that adolescents who were both victims and perpetrators of cyberbullying were around 9.2 percent, higher than adolescents who were only perpetrators (5.2%) or victims of cyberbullying (7.7%). Atsariyasing et al. (2019) also added that adolescents who are both perpetrators and bystanders have a high risk of unsafe internet behavior.

About the types of bullying obtained by respondents such as spreading rumors, to getting bad comments. This is also in line with respondents' opinions regarding the forms or examples of cases of cyberbullying that they know in the form of comments or messages that demean a person, physically insulting comments to the spread of hoaxes and the spread of personal information in the form of photos or videos of a person to social media. In 2014, Muwarni and Dewi found forms of cyberbullying committed by teenagers both as perpetrators and victims in Jakarta in the form of spreading slander, flaming, and harassment. Meanwhile, Riadi and Hariani (2017) using data mining techniques found that there was some content in social media that referred to bullying by 86.7% and the average type of bullying that occurred on social media was bullying related to psychology such as bad calls such as "stupid", "idiot", and so on. This is also found in the research of Bergmann and Baier (2018) in Germany for the type of cyberbullying psychologically, mocking behavior and spreading rumors are the types of

cyberbullying that many perpetrators do. Abaido (2019) found according to 127 (63.5%) respondents cyber bullying activities that often occur on social media threats through the comments column. In addition, Afriyeni (2017) also discovered that the average bullying behavior in cyberspace that occurs a lot is in the form of giving negative nicknames, slanderous behavior or rumors, and spreading pictures without the owner's permission. Afriyeni (2017) added that the use of materials used by the perpetrator to bully through writing, pictures, videos, and sound is due to the ease for the perpetrator, especially for writing and the costs incurred by the perpetrator which are not so expensive for the perpetrator.

Afriyeni (2017) found that victims of cyberbullying in junior high school students (49%) were more than perpetrators of cyberbullying in junior high school students (21%). Rahmawati (2015) also found that adolescents aged 14-16 years have a high risk of engaging in cyberbullying behavior and will stop when they are over 18 years old. Barlett and Chamberline (2017) say cyberbullying behavior in humans begins in early adolescence and increases until adulthood, and when entering adulthood cyberbullying behavior tends to decrease. Beyazit et al. (2017) found that adolescent age is a strong factor in cyberbullying behavior in adolescents, with a significant positive influence. Cañas et al. (2020) found an increase in cyberbullying victims in middle school students, as well as an increase in the number of perpetrators in middle students but a decrease when students were at the final level.

Based on gender, female respondents were more likely to be perpetrators of cyberbullying and victims of cyberbullying as well as perpetrators and victims. Chen (2020) in reviewing several journals on cyberbullying, found several articles that said more female teenagers were victims of bullying on social media than male teenagers. Connel et al. (2014) found that female adolescents have a high risk of becoming perpetrators or victims of cyberbullying. Coelho et al. (2016) said that victims of cyberbullying are more common among female adolescents, while male adolescents are more likely to be victims of direct bullying. Cañas et al. (2020) found that female adolescents have a fairly high frequency of being victims and perpetrators of cyberbullying compared to male adolescents who are more likely to bully directly or physically. Bergmann and Baier (2018) found that female adolescents were more likely to engage in psychological cyberbullying than male adolescents. Bergmann and Baier (2018) said that low empathy, continuous negative media consumption, and being a victim of bullying behavior on the internet are several factors for adolescents to become perpetrators in bullying.

The anonymity of users in cyberspace and virtual worlds, especially social media, is one of the characteristics of cyberbullying (Shariff, 2008). Thus, it distinguishes traditional bullying from cyberbullying and becomes an advantage of cyberbullying for the perpetrators. Sticca and Perren (2013) said that anonymity in bullying cases, especially through electronic media, has a very bad impact compared to the type of bullying where the perpetrator can be known. Wang and Ngai (2020) found that although anonymity does not directly cause bullying behavior, it is through moral disengagement so that it then predicts cyberbullying actions. Barlett (2017) also said that anonymity is one of the predictions of the frequency of someone committing cyberbullying. Barlett (2017) also added that

anonymity in cyberbullying cases is a driving factor in increasing the quantity of cyber bullying behavior. In 2017 Barlett and Chamberline found in accordance with the BGCM (Barlett and Gentile Cyberbullying Model) theory that anonymity is closely related to cyberbullying behavior because it has a significant positive correlation with cyberbullying attitudes and behavior. Safaria (2016) said a survey conducted in Yogyakarta on teenagers showed that more than half of the victims in the survey did not know the perpetrators who bullied the victims.

Limitation

When conducting the research, limitations of the study cannot be avoided. Since the data collection process was conducted online, the researcher did not obtain optimal survey results since there were several open-ended questions that required a complete explanation from the respondents. In addition, in this data collection process, there was no test of the relationship between the length of time respondents play the internet on the tendency of respondents to become perpetrators or victims in cyberbullying. Respondents in the study were adolescents who were currently attending school, so it did not include adolescents who were not students.

CONCLUSION

The research results can be concluded that in general, adolescents in Padang City are familiar with the term cyberbullying and applications that are often encountered by teenagers such as Facebook, Instagram, and new applications such as Tik Tok. Teenagers in Padang City have knowledge about the forms or types of bullying that exist in cyberspace such as spreading fake information / hoaxes, using someone's account without permission, spreading bad comments to threatening messages. Respondents also know the impact of cyberbullying, especially for victims such as experiencing stress, mental disorders, until the victim becomes insecure and can threaten the victim physically. In relation to experience, respondents who claimed to be victims were almost a third of respondents. There were 15 respondents who had been perpetrators and 16 respondents who had been both perpetrators and victims. More than half of cyberbullying victims do not know the perpetrators.

The results showed that the knowledge of adolescents in Padang City related to cyberbullying behavior began to develop. Adolescents also admitted that they often see cyberbullying in cyberspace and they understand that the impact of cyberbullying behavior is very detrimental, especially to victims. Teenagers also know the various types of bullying that usually occur in cyberspace, especially on social media. However, on the one hand, there are some respondents who claim to have been bullied, been victims of bullying and both. It indicates that adolescents still do not understand the latent danger of this bullying behavior not only for the victim but also for the perpetrator. There are still many teenagers who do not know the negative impact of this aggressive behavior on the perpetrator. So the suggestion for this research is that it is hoped that there will be special research on cyberbullying perpetrators starting from the motives they do, the types of bullying they do, and whether there is an impact they feel after they do this bullying. Anonymity is one identification that distinguishes cyberbullying behavior from

other bullying. The results also showed that many of the victims did not know the perpetrators of cyberbullying. Thus, it is recommended that there be more in-depth research on anonymity in cyberbullying behavior in Indonesia, especially in Padang City.

In addition, the results of this study can be a reference for several stakeholders to make policies or programs that can intervene and handle cyberbullying cases, especially in adolescents, starting from regulations outlined in the law, rules for safe internet use especially for adolescents to counseling for victims or perpetrators. Apart from stakeholders, this problem must also receive attention from parents so that parents maintain intensive communication with their teenage children. Parents not only give authority to teenagers but also provide limits on appropriate behavior or attitudes.

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