

The Forms of Cyberbullying Behavior among Teenage Students: A Systematic Literature Review

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ABSTRACT

This study aims to collect and analyze articles related to the various causes and forms of cyberbullying among adolescents in the age range of 13-19 years and to identify more deeply the forms of cyberbullying behavior. This study uses the SLR method, namely Systematic Literature Review. These results were carried out by analyzing 15 journals related to cyberbullying in adolescents with the Google Scholar electronic database and Publish or Perish with the keyword cyberbullying. The 15 journals were taken from previous forms of cyberbullying research in the range of 2017 to 2022 and filtered according to the intended category. There are various kinds of causes and forms of cyberbullying behavior in adolescents in the form of the development of social media which are increasingly developing in their forms, lack of information and assistance from those closest to them. The emergence of jealousy which is manifested by retaliation and approval of someone to be able to achieve that satisfaction. The forms of cyberbullying behavior that often occur in adolescents are Flaming, Harassment, Denigration, impersonation, Outing and Trickery.

Keywords: behavior; cyberbullying; teenager; student, SLR



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INTRODUCTION

The term cyberbullying has become a hot topic in today's era. According to Terry Brequet (2010:37), cyberbullying is a form of intimidation in which the perpetrator harasses the victim through technology. The perpetrator wants to see the victim hurt with various forms of attacks through messages or images that disturb the victim, which are then spread to make the victim feel ashamed and the perpetrator feels pleased when people see it (Kowalski: 2008). Many methods are used to intimidate people in the virtual world, not much different from real-life intimidation. The growth of cyberbullying is becoming more popular with new technologies. For example, Facebook was founded in 2004, but has hundreds of millions of users, many of whom are teenagers (Utami & Baiti, 2018). The term cyberbullying was introduced by Bill Balsey of Canada, and this term began to develop rapidly and was easy to do because it did not directly confront the victim or target. The forms of intimidation or harassment carried out can be done in various ways such as sending continuous bad messages, attacking with nasty comments and insults with the aim of humiliating the victim to those who see it (Rifauddin, 2016). For example, a case study conducted by Nick Hunter in his book entitled "cyberBullying-Hot Topic" in 2012 involved a teenage girl named Phoebe who was only 10 years old when she was tortured by harassing phone calls and text messages every night (Hunter: 2012). The percentage of cyberbullying among teenagers is quite high, Patchin & Hinduja (2006) found in their research on 384 teenagers that 11% of them have engaged in cyberbullying and 29% have been victims. In the same year (2007), a study conducted on 461

junior high school students in Canada and China found that 55.6% of boys and 54.5% of girls knew someone who had been bullied online (Sakban, 2020).

Cyberbullying is difficult to trace, as the perpetrator is not physically visible but only through the virtual world to carry out their actions. According to Vanderbosch and Van Cleemput (2008), because cyberbullying is carried out through technology, this assumption may not be relevant in the online world. Based on a case that occurred, according to Agus (kumparan.com 2018), a cybercrime expert from the West Nusa Tenggara police stated "that someone who experiences cyberbullying generally has also experienced the same bullying, but with traditional bullying methods." In addition, 32% of cyberbullying victims are traditional bullying victims, and there is no gap for cyberbullying victims because they can be bullied anywhere and through any means (social media). Anderson et al. (2014) in their research showed that cyberbullying has a negative impact on teenagers in terms of various aspects of mental health such as depression, social anxiety, low self-esteem, lack of confidence, suicide, and behavior that can disrupt family or social relationships. This is in line with the research conducted by Barlet in 2017 which explained that depression is a common occurrence as a result of bullying (Barlett et al., 2017). A study on the impact of cyberbullying on teenagers at STIKES Widya Husada Semarang proved that the impact of cyberbullying is an increase in depression levels among teenagers (Syah, 2018).

Factors that cause cyberbullying behavior in carrying out their actions are family, individual, and environmental factors that have a significant influence on the victim's behavior (Jalal, 2020). This is also in line with research by Abdul Sakban & Sahrul (2019) that found several individual factors that influence cyberbullying, such as jealousy (the perpetrator's habit of looking for opportunities to target the victim), lack of achievement, and the desire to humiliate without being noticed (by using social media that is a common target). Data from the Indonesian Ministry of Communication and Information Technology show that Indonesia is among the top 10 countries in the world with a high number of cybercrime cases. Efforts to reduce cyberbullying among teenagers can be carried out in schools by improving the curriculum with anti-bullying campaigns, such as the one in Finland that includes classroom activities using computer technology and providing support to victims through their friends (Vandebosch & Green, 2019). Although this is done through traditional bullying, evaluations so far have shown that this campaign is quite effective in preventing various forms of harassment on social media (Pratama, 2017).

Prevention of various crimes on teenagers in social media or cyberbullying can maximize the ethics of using social media, and the role of parents as mediators in socializing and spreading information about cyberbullying and various social organizations, such as internet ethics (Netiquette), function to guide interaction in providing comments or messages by maximizing filtering features for harsh words that exist on Facebook, Instagram, email, and Twitter (Mustomi & Puspasari, 2020). The role of parents is more intensive in giving freedom to teenagers to access the internet. Steps that can be taken include setting limits on cellphone use and study time, providing an understanding of living respectfully on the internet, and having a critical attitude in using accounts on the internet that can create opportunities for

threats, insults, and hatred. Limits on internet use need to be given as an understanding that bullying on social media is something wrong (Sari Rumra & Agustina Rahayu, 2021). Cyberbullying behavior is still a difficult behavior to trace in all of its forms, and there is a need for understanding and encouragement from oneself and the role of the family to provide information as a preventive measure that can be taken to reduce the increasing cyberbullying behavior among teenagers. Based on the above problems, this study aims to identify the forms of cyberbullying, the causes, effects, and efforts that can be made to reduce cyberbullying behavior among teenagers. The hope is that every teenager can understand and implement all available efforts to reduce cyberbullying behavior among teenagers. Of course, there are many efforts that will continue to be made to reduce cyberbullying behavior. Therefore, based on the background and findings of various theories, the researcher is interested in conducting a more in-depth study on the forms of cyberbullying, especially among teenagers.

METHOD

The type of research conducted in this study is a systematic literature review. It is defined as a process of evaluating and interpreting all available research evidence with the aim of providing answers as specific researcher statements (Kitchenham et al., 2009). The systematic review in this study was conducted by gathering various sources of articles and journals on cyberbullying behavior from 2017 to 2022. Most of the sources in this study were from counseling and character education journals, both national and international. The collected articles included those from Blackwell Publishing, PKS Journal 2018, JPHK Journal 2020, JPPM, Library Science and Information and Archives UIN Sunan Kalijaga, Applied Research Journal, Capstone Global Library, Basic Education Journal, and the Scientific Journal of Mental Health 2021, Cakrawala Humaniora Bina Sarana Informatika Journal, and IKRA-ITH Humaniora Journal 2021. The steps of literature research according to (Kitchenham et al., 2009) are as follows:

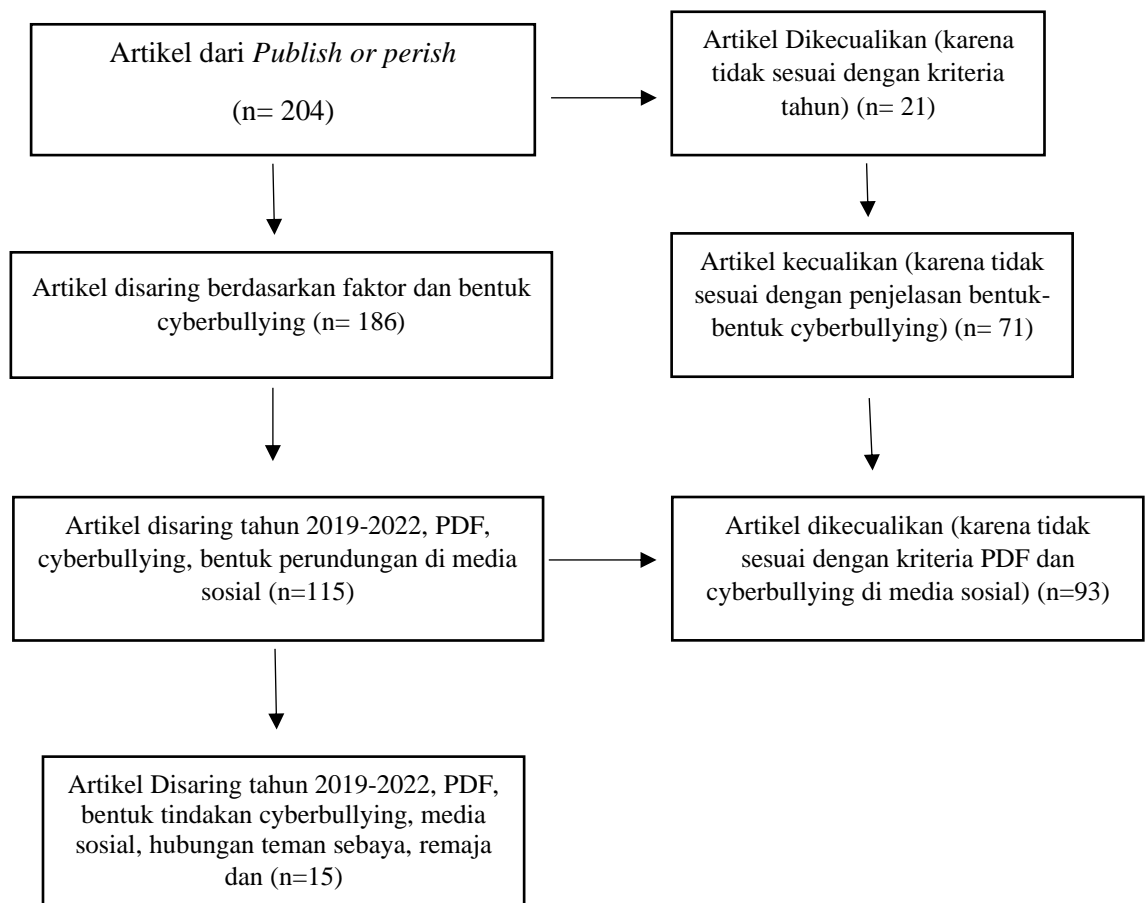


Figure 1. Literature Search Flowchart

This study analyzes 15 articles that are in accordance with the focus on the problem of cyberbullying in adolescents on the Google Scholar and Publish or Perish electronic database with the keywords forms of cyberbullying. This study has the main objective of summarizing and synthesizing the existing literature and understanding the influence of forms of cyberbullying on adolescents.

Table 1. Literature/Articles that have passed the selection stage for review

Writer	Article Title	Year	Journal Name	Publisher
Anastasia Siwi, Nur Baiti.	Pengaruh Media Sosial Terhadap Perilaku cyberbullying pada kalangan Remaja	2018	Jurnal Humaniora Bina Sarana Informatika	LPPM Universitas Bina Sarana Informatika
Rahmat Syah, Istiana Hermawan	Upaya Pencegahan kasus Cyberbullying bagi remaja pengguna media sosial di Indonesia	2018	Jurnal PKS (Penelitian Kesejahteraan Sosial)	Pusat Penelitian dan Pengembangan jasa Kesejahteraan Sosisal, kementerian Sosial, Yogyakarta
Rahmiwati Marsinun, Dody Riswanto	<i>Youth Cyberbullying Behavior in Social media</i>	2020	Jurnal Magister Psikologi UMA	Universitas Medan Area
Laila Farzy, Nurliana Cipta	Pengaruh Sosial Terhadap Perilaku Cyberbullying di Kalangan Remaja	2021	Jurnal Pengabdian dan Penelitian Kepada Masyarakat (JPPM)	UNPAD
Listiyani, Wijayanti, dan Putrianti	Mengatasi Perilaku Cyberbullying pada remaja melalui optimalisasi kegiatan tripusat pendidikan	2020	Journal UNJ	Lembaga Penelitian dan Pengabdian Masyarakat Universitas Negeri Jakarta
Rujiani	Pendidikan Karakter untuk Meminimalisir Bullying pada generasi Milenial	2018	Jurnal Pendidikan Dasar : Jurnal Tunas Nusantara	Universitas Islam Nahdlatul Ulama Jepara
Febrizal, Mukhtar Z, Heri Purwanto	Faktor Penyebab Cyberbullying yang dilakukan oleh remaja di Kota Yogyakarta	2020	JPHK (Jurnal Penegakan Hukum dan Keadilan)	Universitas Muhammadiyah Yogyakarta
Nurlaila Sari, Bety Agustina. 2021	Perilaku Cyberbullying Pada Remaja	2021	Jurnal Ilmiah Kesehatan Jiwa	RSJD Dr. Amino Gondohutomo
Christoper Barlett, Kristina C, Zachary W	<i>Predicting Cyberbullying Perpetration in Emerging Adults</i>	2016	<i>Journal Aggressive Behavior</i>	<i>wileyonlinelibrary</i>
Peter K Smith.	<i>Research On Cyberbullying: Strengths and Limitations</i>	2019	<i>Narratives in Research and Interventions on Cyberbullying among Young People</i>	<i>Springer Nature Switzerland AG</i>

Writer	Article Title	Year	Journal Name	Publisher
Lu Cheng, Jundong Li, Yasin N, Deborah L, Huan Liu	<i>Cyberbullying Detection Within a Multi-Modal Context</i>	2019	<i>Journal Networks and Social Behavior</i>	<i>Association for Computing Machinery</i>
Kee and Al- Anesi	<i>Cyberbullying on social media under the influence of Covid-19</i>	2022	<i>wileyonlinelibrary journal</i>	<i>Wiley Periodicals LLC</i>
Novita Maulidya, Miftah Indris, Maulina	Faktor-faktor Cyberbullying Pada Remaja	2021	Jurnal IKRA-ITH Humaniora	Universitas Persada Indonesia Y.A.I
Travis N, D. Brayden Jensen, Joseph D.Hovey, Michelle E. Roley-Robert	<i>Collage students and Cyberbullying: How social Media use affects social anxiety and social comparison</i>	2023	<i>Heliyon</i>	<i>Elsevier Ltd</i>
Imam riadi, Sunardi, Panggah Widiandana	Invertigasi Cyberbullying WhatsApp Menggunakan <i>Digital Forensics Research Workshop</i>	2020	Jurnal Resti (Rekayasa Sistem Teknologi Indormasi)	Ikatan Ahli Informatika Indonesia (IAII)

RESULT AND DISCUSSION

The results of this discussion are obtained from 15 articles that have been filtered and there are five forms of cyberbullying including flaming, harassment, denigration, impersonation and outing and trickery. In this article, there are four forms of flaming, two utterances and two posts on social media which are classified as harassment and two utterances are classified as denigration, two forms of cyberbullying impersonation and two other forms of outing and trickery. And there are three articles that are taken as a solution that is analyzed, the following are described as follows.

Flaming

Flaming is a behavior in the form of sending text messages with harsh words and this treatment usually occurs in social media grub chat (Shariff & Hoff, 2007). This behavior occurs because of disputes between individuals or groups in a social network. This action was carried out with the aim of threatening and insulting the victim (Hango, 2016). In research (Sari Rumra & Agustina Rahayu, 2021) the flaming form was carried out by MTs Almahalli students with a presentation value of 60.5%. Willard's theory (2007) states that cyberbullying is carried out in the form of slander, and oppression or discrimination. More specifically, Willard stated that flaming is a dispute or argument in the short term between 2 or more people who use vulgar and harsh words. This explains the fight between teenagers or students who behave like this and the victims are annoyed because of vulgar remarks, demeaning and oppressive impressions that are publicly accepted. However, as a person who can understand and respect other people's

feelings, it is better not to disclose this in the form of public words that can hurt someone's heart and feelings and end in a fight.

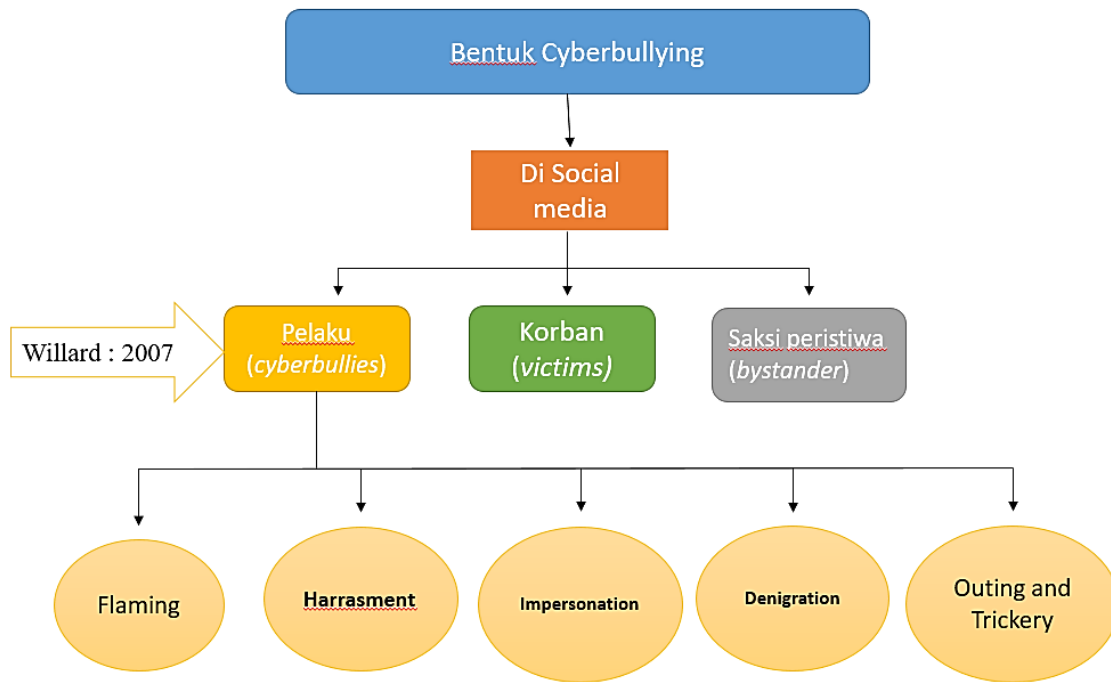


Figure 2. Conceptualization of Literature Review Results

Harrasment

Harrasment is words that are sent personally in the form of insults and insults that are carried out continuously. Harasment was once carried out by Mts Almahalli students with a percentage of 39.5% (Sari Rumra & Agustina Rahayu, 2021). The results of the research findings (Marsinun et al., 2020) are harrasments carried out by adolescents regarding a person's personal or personal life by looking at the way they dress, body language, or ownership of one's belongings. Some social media account owners responded to the satire with continuous insults. This behavior makes the victim uncomfortable, and if done continuously it can interfere with his activities. Therefore a real world ethics is needed (Shah, 2018) the perpetrator is given a good understanding of wrong behavior and what he is doing is not good and will make the victim feel very miserable.

Impersonation

Impersonation is the disguise of being someone else to be able to hoodwink (Vandebosch & Green, 2019). This act of impersonation is often done with the aim of damaging the person's reputation. Sometimes the behavior that is carried out is based on a sense of revenge, this behavior is successful if it makes the account owner feel sad and comfortable. (Dwipayana et al., 2020) Perpetrators feel motivated by committing crimes to show their strength, when perpetrators are bored and looking for entertainment. This perpetrator is the most mature of all types of cyberbullying, usually in Mens Girl bullying situations often occur among young girls. is a girl.

Denigration

Denigration is the posting of one's rumors and cruel lies to damage one's good name. (Sakban, 2020) in his research the denigration group was motivated to carry out this behavior because they wanted to feel recognized by the desired identity by exposing someone's bad things which were not necessarily true. With the intention to damage the reputation and good name of others. (Hango, 2016) The behavior of spreading rumors or what can be called slander is included in fraud. Humans as social beings are free to provide comments or statements to others (Siregar, 2015). But anything that can hurt other people must be paid attention to, because this will lead to revenge and lead to cyberbullying.

Outing and Trickery

Outing is a behavior that spreads other people's secrets in the form of pictures, personal videos belonging to someone. Meanwhile, trickery is a trick to persuade someone to get someone's secret to get personal pictures and videos belonging to the target (Hango, 2016). Victims who are provoked by the treatment of the perpetrator will get problems in the form of outings as previously described, victims will feel sorry for what has been told to the perpetrators and depression can occur if they are not mentally strong because the secrets they have are difficult to overcome (C. M. Kowalski et al., 2021). This is evidenced by (Sari Rumra & Agustina Rahayu, 2021) teenagers in Bantul Yogyakarta have done trickery as much as 10.5% and outings as much as 5.3%. Based on the results presented above, the forms of cyberbullying that most often occur in adolescents are analyzed along with the solutions written by the researcher.

Character

Challenges related to self-knowledge and peer influence are things that are always experienced by every teenager, controlling cyberbullying behavior can be reduced by introducing behavior in adolescents with various roles outside and inside school towards victims or perpetrators (Cheng et al., 2019). (Tlogowungu et al., 2018) argues that character education is an effort that can be made to reduce the presence of new actors that can lead to forms of cyberbullying. Researchers compared the efforts made (Sakban, 2020) by maximizing collaboration with parents as the role of the family and government as social outreach to reduce cyberbullying. The existence of these two sources can be regarded as information in reducing forms of cyberbullying based on the results of trials by several experts.

Education in Social Media

Excessive social media use is the main cause of cyberbullying, it is important to highlight the frequency of social media use in adolescents (R. M. Kowalski & Limber, 2007). (Mustomi & Puspasari, 2020) in the case of cyberbullying, it is stated that there are more young girls than boys who do this form of cyberbullying. (Sari Rumra & Agustina Rahayu, 2021) explains whatshap social media is the media most often used. Social media education can be carried out with various information dissemination activities, group guidance and classical groups (Marsinun et al., 2020). Group counseling can be carried out as a prevention tool for

adolescents in schools by utilizing existing services and techniques to invite all students to see and express their opinions about the phenomenon of cyberbullying. (Shariff & Hoff, 2007) argues that internet education can be carried out in the classroom by explaining the meaning of social media violence with the government by explaining the applicable legal rules. develop. (Yuliasri Oliva, Robe Marselinus, 2022) conducted research on the need for character education from an early age to help reduce the emergence of cyberbullying behavior in the future.

CONCLUSION

Cyberbullying is a behavior that cannot be completely controlled, but seen from the forms that exist, including flaming (sending passionate and frontal messages), harassment (continuous sending of malicious messages), denigration (spreading slander on social media networks), impersonation (disguise) and outing & trickery (obtaining and then spreading the secrets of the target by trickery). The form that has the most effect on victims is denigration, because fake news made up can make other people feel vengeful which in turn can lead to flames. Not only involved one actor but also can involve many individuals. There needs to be an effort made as a solution that can be developed for its effectiveness to reduce cyberbullying. For future researchers, it is suggested to be able to develop several ways that are more innovative and efficient which can then be used as solutions to existing forms of phenomena.

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