

# CYBERBULLYING'S FORMS AND IMPLICATIONS AMONG STUDENTS WITH PESANTREN BACKGROUND AND ACTIVE SOCIAL MEDIA USERS

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## Abstract

As internet users in Indonesia increased by 11% from the previous year, Indonesians are getting more immersive with digital environment. In addition, the pandemic may be one of the drivers of the increase. The trend of using social media has a significant impact on people's social life, including the occurrence of bullying through online media, known as cyberbullying. The study aims to identify forms and impacts of cyberbullying among students of Faculty of Islamic Studies, Universitas Islam Indonesia with pesantren background and active social media users. With the descriptive qualitative method, the researchers applied purposive sampling in determining the respondents. The results of this study indicate that 84.6% of respondents know the definition of cyberbullying. 61.5% of respondents stated that they experienced at least 2 of 7 types of cyberbullying. The interview shows 3 forms of cyberbullying, such as, online harassments, flaming, and exclusion. The informants' reactions to cyberbullying are feeling annoyed, angry, hurt, disappointed, afraid, shock, overthinking, insecure, anxious, embarrassed, sad, concerned, retaliation to the perpetrators, and suicidal attempt. The informants' coping mechanisms are meeting a professional,

remaining silent, suppressing their feelings, holding back their anger, blocking any communication access to the bully, and conducting activities to distract them from the occurred cyberbullying (e.g., playing games, journaling, relaxing, and sleeping). The interview also indicates negative and positive consequences of cyberbullying. Finally, the informants believe that social media ethics promoted via digital literacy campaign to young adults will be a solution which will significantly contribute to preventing cyberbullying.

**Keywords:** Social media, Young Adults, Cyberbullying

### Abstrak

Seiring dengan peningkatan pengguna internet di Indonesia sebesar 11% dari tahun sebelumnya, masyarakat Indonesia semakin menyatu dengan lingkungan digital. Selain itu, pandemi mungkin menjadi salah satu pendorong peningkatan ini. Tren penggunaan media sosial berdampak signifikan terhadap kehidupan sosial masyarakat, termasuk terjadinya bullying melalui media online yang dikenal dengan istilah *cyberbullying*. Penelitian ini bertujuan untuk mengidentifikasi bentuk dan dampak *cyberbullying* pada mahasiswa Fakultas Ilmu Agama Islam, Universitas Islam Indonesia yang berlatar belakang pesantren dan pengguna aktif media sosial. Dengan metode deskriptif kualitatif, peneliti menerapkan *purposive sampling* dalam menentukan responden. Hasil penelitian ini menunjukkan bahwa 84,6% responden mengetahui definisi *cyberbullying*. 61,5% responden menyatakan bahwa mereka mengalami setidaknya 2 dari 7 jenis *cyberbullying*. Wawancara menunjukkan 3 bentuk *cyberbullying*, seperti pelecehan secara daring, amarah, dan pengucilan. Reaksi informan terhadap *cyberbullying* yang menimpanya adalah perasaan kesal, marah, sakit hati, kecewa, takut, shock, *overthinking*, *insecure*, cemas, malu, sedih, prihatin, rasa balas dendam terhadap pelaku, dan percobaan bunuh diri. Mekanisme koping informan adalah bertemu dengan profesional, berdiam diri, menekan perasaan, menahan amarah, memblokir akses komunikasi apa pun dengan pelaku, dan melakukan kegiatan untuk mengalihkan perhatian mereka dari *cyberbullying* (misalnya, bermain game, membuat jurnal, bersantai, dan tidur). Hasil wawancara juga menunjukkan dampak negatif dan positif dari *cyberbullying*. Terakhir, para informan meyakini bahwa etika bermedia sosial yang disosialisasikan melalui kampanye literasi digital kepada kaum muda akan menjadi solusi yang akan berkontribusi signifikan dalam mencegah *cyberbullying*.

**Kata kunci:** Media sosial, Dewasa Muda, *Cyberbullying*

## A. Introduction

Data from the Directorate General of APTIKA, Ministry of Communication and Information, Republic of Indonesia, shows that internet users in Indonesia increased by 11%

from the previous year to 202.6 million users. COVID-19 pandemic may be one of the main causes, considering the fact that cyberspace can accommodate face-to-face activities or interactions as a step to prevent the transmission of COVID-19<sup>1,2</sup>. Unfortunately, adequate literacies related to activities in the digital space has not thoroughly learnt by Indonesians who are active in cyberspace.

The development of the internet and social media platforms is particularly influential to young adults or millennials in Indonesia<sup>3,4,5</sup>. Their internet and social media use takes the highest portion among other user groups. The internet can accommodate their needs to access quick information and the convenience of fast, global, and secure interaction. The trend of using social media has a significant impact on people's social life, positively and negatively, including the occurrence of bullying through online media. Additionally, it can trigger the emergence of cyberbullying which is commonly understood as a form of bullying through the internet, where both victims and perpetrators are actively involved in this platform, especially young groups (adolescents and young adults).

Cyberbullying is an act of intimidation that occurs directly through information and communication technology in the form of electronic mail, short messages, social media platforms, online games, or digital messages or images sent via digital devices<sup>6,7</sup>. Each social media user has different characteristics in responding to the information obtained and making information disseminated on social media. Those who are still low in literacy tend to easily hurl insults to information givers. Millennial is an active internet-user group, especially on social media. Students as part of the youth group become an interesting subject to be studied, related to internet use and experiences related to cyberbullying that they have experienced.

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<sup>1</sup> Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. *Journal of Education for Teaching*, 00(00), 609–611. <https://doi.org/10.1080/02607476.2020.1755205>

<sup>2</sup> Serhan, D. (2020). Transitioning from Face-to-Face to Remote Learning: Students' Attitudes and Perceptions of using Zoom during COVID-19 Pandemic. *International Journal of Technology in Education and Science*, 4(4), 335–342. <https://doi.org/10.46328/ijtes.v4i4.148>

<sup>3</sup> Briandana, R., & Dwityas, N. A. (2019). Media Literacy: An Analysis of Social Media Usage among Millennials. *International Journal of English Literature and Social Sciences*, 4(2), 488–496. <https://doi.org/10.22161/ijels.4.2.44>

<sup>4</sup> Silvana, H., & Darmawan, C. (2018). Pendidikan Literasi Digital Di Kalangan Usia Muda Di Kota Bandung. *Pedagogia*, 16(2), 146. <https://doi.org/10.17509/pgdia.v16i2.11327>

<sup>5</sup> Syam, H. M., & Nurrahmi, F. (2020). "I Don't Know If It Is Fake or Real News" How Little Indonesian University Students Understand Social Media Literacy. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(2), 92–105. <https://doi.org/10.17576/JKMJC-2020-3602-06>

<sup>6</sup> Kowalski, R. M., Toth, A., & Morgan, M. (2018). Bullying and cyberbullying in adulthood and the workplace. *Journal of Social Psychology*, 158(1), 64–81. <https://doi.org/10.1080/00224545.2017.1302402>

<sup>7</sup> Whittaker, E., & Kowalski, R. M. (2015). Cyberbullying Via Social Media. *Journal of School Violence*, 14(1), 11–29. <https://doi.org/10.1080/15388220.2014.949377>

Studies describe the convenience obtained by teenagers today in terms of communication, especially technology-based ones<sup>8,9,10</sup>. One form of communication that currently teenagers like is social media. Apart from being a means of communication, social media has developed into a means of building self-image and existing in cyberspace. Unfortunately, teenagers do not consider ethics in social media, so the freedom from this platform leads to negative actions, one of which is cyberbullying. This action can impact many things, for example, the emergence of psychological problems, psychological problems, and even ending in suicide. Cyberbullying is very easy because the victim and perpetrator most likely do not know each other (anonymously). However, cyberbullying can be prevented by teaching social media ethics to young people.

Cyberbullying is understood as an act that is detrimental and tends to emerge through electronic media<sup>11</sup>. The media that are often used as a means of bullying are smartphones and the internet. Unlike traditional bullying, cyberbullying tends to have a more severe and massive impact. It can also result in serious psychological and psychological injuries. Cyberbullying becomes a threat when two or more people who don't know each other can freely exchange opinions or comments. Chisholm and Day added that the psychological and psychological pain experienced by victims of cyberbullying did not even know the bullies. The fast-paced culture of social media supports its users to react quickly as well. In addition, the condition of both the perpetrator and the victim being anonymous makes verbal attacks easily occur.

Traditionally, bullying commonly happens in women than in men. However, studies indicate that cyberbullying has gone beyond traditional gender boundaries. In the past, the culture of masculinity shaped the image of boys being naughtier than girls. Thus, culture is widely acceptable when boys grow up to be naughty or reckless. Both men and women play a role in cyberbullying cases. The reasons and methods used by men and women in cyberbullying cases are quite different. Men tend to be more aggressive in carrying out bullying, by direct threats or threats through online media, and these actions tend to be motivated on revenge. Meanwhile, women tend to be more passive in their actions, for instance, bullying spread via rumors or gossip that can damage the victim's reputation. In addition, massive flow of information in the internet has increased the number of cases of cyberbullying perpetrated by girls.

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<sup>8</sup> Afriyeni, N. (2017). Perundungan Maya (Cyber Bullying) Pada Remaja Awal\*. *Jurnal Psikologi Insight Departemen Psikologi*, 1(1), 25–39. <https://ejournal.upi.edu/index.php/insight/article/view/8442/5299>

<sup>9</sup> Chris Natalia, E. (2016). REMAJA, MEDIA SOSIAL DAN CYBERBULLYING. In *Jurnal Ilmiah Komunikasi* (Vol. 5). <https://doi.org/10.33508/jk.v5i2.991>

<sup>10</sup> Pandie, M. M., & Weismann, I. Th. J. (2016). Pengaruh Cyberbullying Di Media Sosial Terhadap Perilaku Reaktif Sebagai Pelaku Maupun Sebagai Korban Cyberbullying Pada Siswa Kristen SMP Nasional Makassar. *Jurnal Jaffray*, 14(1), 43–62. <https://doi.org/10.25278/jj.v14i1.188.43-62>

<sup>11</sup> Chisholm, J. F., & Day, S. K. (2013). Current trends in cyberbullying. *Journal of Social Distress and the Homeless*, 22(1), 35–57. <https://doi.org/10.1179/1053078913z.0000000007>

There are many motives behind the current cases of cyberbullying. According to Li and Willard<sup>12</sup>, in general, there are seven types of cyberbullying: flaming, online harassment, cyberstalking, denigration, masquerading, trickery and outing, and exclusion. First, flaming is the act of sending messages online to other people, either personally or massively, containing swearing or harsh words, insults, or expressions of disapproval. Second, online harassment is sending messages whose purpose is to attack other people. Third, cyberstalking is a follow-up action from online harassment. This action indicates the bully is attacking the victim through multiple messages online. Fourth, denigration (defamation) is an act of bullying to spread messages online with the content of misleading messages or hurt the victim's heart. Fifth, masquerading is an act of bullying, a mixture of online harassment and denigration. In this type of bullying, the bully pretends to be someone else, then spreads fake news that can potentially threaten or injure the victim. Sixth, trickery and outing are acts of bullies who trap their victims with messages or news that are personal, embarrassing, and sensitive. Lastly, exclusion is the act of excluding the victim in an online group or community, which then causes the victim to get a bad label from members of that group or community.

A study by Siwi et al.<sup>13</sup> found that social media influenced cyberbullying behavior in adolescents. The results of the study indicate that social media has a fairly strong influence on cyberbullying behavior. Another finding showed that of the seven types of cyberbullying, harassment was the most dominant. In addition, a study by Winarni et al.<sup>14</sup> aims show bullying in a boarding school in Jombang, East Java. The study focuses on finding forms of bullying behavior and how students react to bullying occurrences in *pesantren* (Islamic boarding school). The results indicate that eight themes explain the phenomenon of bullying in *pesantren* are a never-ending conflict, disruptive actions, ranking (from senior to junior) among *santri* (students in *pesantren*), the emergence of pressure, loss of motivation, seeking self-security, seeking help, and no solution to the problem. The study does not specifically discuss the act of verbal bullying (in the form of cyberbullying), which is most likely related to the rules at the Islamic boarding school regarding the use of gadgets).

These studies discuss cyberbullying in Indonesia with the subject of teenagers using social media. On the other hand, the current study lies in the research subject, who are university students actively using social media with a background education of *pesantren*. Thus, the study aims to identify forms of cyberbullying to students using social media with *pesantren* background and currently study at the Faculty of Islamic Studies, Islamic University of Indonesia. The study also describes the impact of bullying on students who are bullying victims.

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<sup>12</sup> Watts, L. K., Wagner, J., Velasquez, B., & Behrens, P. I. (2017). Cyberbullying in higher education: A literature review. In *Computers in Human Behavior* (Vol. 69, pp. 268–274). Elsevier Ltd. <https://doi.org/10.1016/j.chb.2016.12.038>

<sup>13</sup> Siwi, A., Utami, F., & Baiti, N. (2018). *Pengaruh Media Sosial Terhadap Perilaku Cyber Bullying Pada Kalangan Remaja*. 18(2), 257–262. <https://doi.org/10.31294/jc.v18i2.3680>

<sup>14</sup> Winarni, I., Lestari, R., Kedokteran, F., & Brawijaya, U. (2018). Eksplorasi Fenomena Korban Bullying Pada Kesehatan Jiwa Remaja Di Pesantren. *Jurnal Ilmu Keperawatan*, 4(2), 99–113. <https://jrik.ub.ac.id/index.php/jrik/article/view/98>

**B. Methods**

The study carried out descriptive qualitative method and purposive sampling in determining the respondents. The researchers focus on students' experiences in the Faculty of Islamic Studies, Universitas Islam Indonesia, who actively use social media with *pesantren's* educational background. The research was carried out in October and November 2021. The data collection techniques were short survey and in-depth interviews as primary data and literature study as secondary data. The researchers determine respondents for this research through Google Forms, designed to determine the respondents' experiences regarding cyberbullying they have experienced in their position as victims of bullying. This short survey through Google Forms focuses on the respondent's ability to identify the types of cyberbullying, the forms of cyberbullying experienced, the response to cyberbullying experienced, and the impact of bullying (psychologically, emotionally, and physically) on the respondents. The data analysis technique used in this research is data transcription, data reduction, data interpretation, and data presentation. Then the data will be elaborated and interpreted to be presented in the findings and discussion.

**C. Results and Discussion**

A survey to respondents which match the criteria provided indicates 13 students from 3 (three) study programs at the Faculty of Islamic Studies, as shown in Figure 1. In addition, the respondents represent 3 (three) batches; 2018, 2019, and 2021, as shown in Figure 2

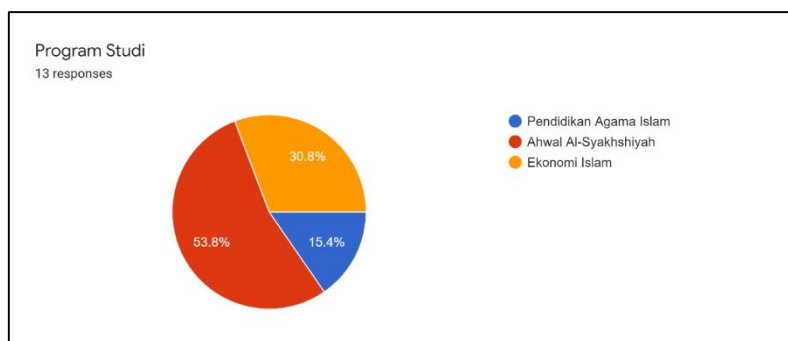


Figure 1. Respondents' Study Program

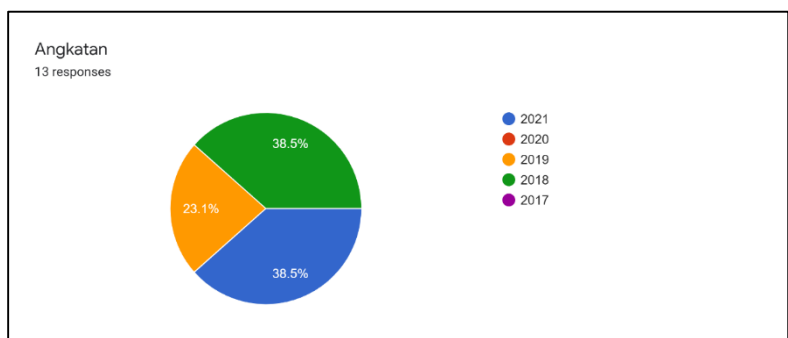


Figure 2. Respondents' Batches

The second part of Google Forms is a brief survey of respondents' knowledge of the definition and experience of cyberbullying, as well as their contact with cyberbullies. The survey illustrates that 84.6% of respondents know the definition of cyberbullying. There are seven types of cyberbullying according to Li (2007) and Willard (2005), such as, flaming, online harassment, cyberstalking, denigration, masquerading, trickery and outing, and exclusion. 61.5% of the respondents stated that they experienced at least 2 (two) of the seven types of cyberbullying above. Uniquely, 38.5% of respondents know the bullying perpetrators. The psychological, emotional, and physical impacts are described in Figures 3, 4, and 5.



Figure 3. Psychological Impacts of Cyberbullying to the Respondents



Figure 4. Emotional Impacts of Cyberbullying to the Respondents

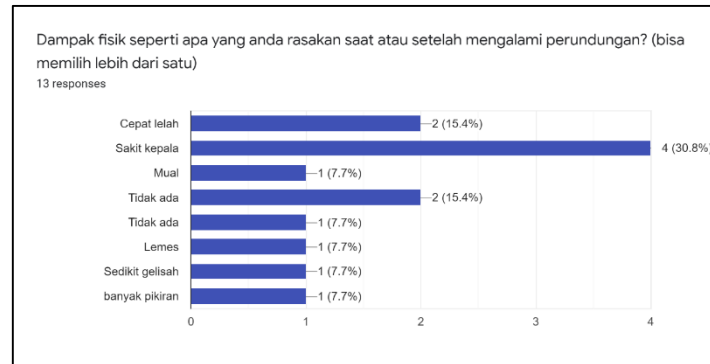


Figure 5. Physical Impacts of Cyberbullying to the Respondents

At the end of the survey, the researcher asked the respondents' consent to do a follow-up in the form of an in-depth interview with a research assistant. Unfortunately, only 8 out of 13 respondents agreed to conduct the interview. Interviews have been conducted to 8 (eight) respondents who have agreed, and all data from the interviews have been recorded in audio and video. The initial plan of interviewing the respondents was a face-to-face meeting. However, most of the respondents were still resided in their hometowns, and the rest were interviewed online due to campus' health protocols. Therefore, all of the interviews are carried out online through the Zoom Meeting application.

The interview questions are divided into four parts: 1) information on time spent for accessing the internet, especially on social media, 2) informants' experience related to cyberbullying, form of bullying, and their feelings about it, 3) the impact(s) of cyber bullying on the informants, and 4) informants' viewpoints on accessing internet or social media after their boarding school years, as well as their level of digital literacy skills. Information about types of social media used, most of the informants have Instagram, WhatsApp, Twitter, YouTube, TikTok, Facebook, and Line accounts. Two types of social media which are most frequently accessed are WhatsApp and Instagram. On time spent accessing social media, the informants mention in the range of 1 – 7 hours per day.

Cyberbullying experienced by the interviewed informants are generally in verbal forms, such as, criticism or comments, accusations or slander, swearing or insults, mocking, and challenges. Cyberbullying in the form of criticism or comments occurred when informants posted a content on social media, as in Instagram or WhatsApp stories. Informant 4 reveals that one of the bullying she received was in the form of criticism on her Instagram post.

*"Nah itu, ada yang komen gitu, Ya kayak, menurut aku gak pantes. Ibaratnya dia bilang "cantik lewat filter doang, terus aslinya kayak gini"*

(Once, there is a comment. In my opinion, it is inappropriate. For instance, it says "you look pretty since you use filters. (I'm) not sure how you do look for real.")



Meanwhile, Informant 8 mentions a bullying he got when he posted a video content shared on his WhatsApp Story.

*"Ee... jadi saya tuh dulu pernah buat buat video gitu kan? Buat video ee tentang tentang apa itu, pokoknya buat video (suara ayam) nah cupilkannya tuh saya saya aplikasikan, saya share di itu-Di story (WA). Suatu ketika itu (suara bising), ee ada yang mengomentari wah backgroundmu kok kayak gitu nggak cocok gitu kayak kayak nggak cocok gitu pokoknya"*

(Ee ... so, I once made a video. I forgot what it is about (background noise). I clipped the video and shared to my WhatsApp story. Then (background noise), someone commented that the background I used did not match with the whole video, or something like that).

Next, the cyberbullying is in form of accusation or defamation. Informant 3 explains that the defamation he received basically occurs because of conditions he encountered during his *pesantren* time, but it gets carried out to social media.

*"... Disitu itu lagi ngasih makanan (ke santri perempuan) disangkanya pacaran, nah itu ada tuh di medsos "kamu kok ini" terus ku bilang "nggak kok aku cuma ngasih makanan doang" jadi fitnah nya kayak gitu"*

(... (when I was) delivering food (to female *santri*), (the bullies) accused me of dating. In the social media "why did you do that?" I replied "No, I was just delivering food, that's all." Then, it turned into defamation).

Another example of cyberbullying in the form of defamation happens to Informant 5 when he posts a content in Instagram.

*"Nah cuma kan di postingan instagram kan bisa dilihat siapa saja, nah disitu ada kalimat-kalimat yang menurut saya tuh gak enak didenger dan gak enak dilihat gitu. Seperti kata-kata kotor mungkin, atau umpatan begitu maksud nya. Ya, mungkin pernah dapat istilah nama hewan.. maaf ya, mungkin anjing gitu, atau babi gitu sih"*

(Basically, everyone can stalk my Instagram post. I once found inappropriate utterances. Something like swearing. Maybe you know words using animal names, sorry, like dog or pig, sort of stuff).

Criticisms, comments, defamation, swearing, and insults, which are made casually and anonymously, can be categorized as cyberbullying, according to Li and Willard's categories, namely online harassment.

Next, cyberbullying can be in the form of challenges and mocking. Informant 7 found a message in the inbox of his Facebook account containing a challenge from one of his juniors

in the *pesantren*. Additionally, the bullying occurred long after he graduated from the *pesantren*.

*"Kayak nantangin gitu (tertawa), karena dulu keamanan. Kesannya kayak pengurus paling galak ya? Paling ini- ee gimana ya agak lupa. Sebenarnya intinya agak nantang gitu, "kalau berani gini gini gini deh mas". Kayak gitu tuh. Intinya kayak gitu, lupa katanya."*

((The person) apparently challenges me (laughing), since (I was) a security officer (in my *pesantren*). It seems like being a security officer is the meanest of all, right? I forget the details, yet the point is he challenged me "If you dare, let's finish it (having a duel). Sort of stuff.)

In the informant's viewpoint, the threat he encountered related to anger or resentment of the message sender because he was a security officer at his *pesantren*. In Li and Willard's category, the informant experienced cyberbullying in form of flaming.

The final form of cyberbullying deducted from the interview is mocking. Informant 2 points out that she receives mocking messages while carrying out her teaching service in her last year at *pesantren*. She found the message in a WhatsApp Group she joined in.

*"Terus di WA tuh "ini gaess, ada yang gak ikut nih satu, mau nitip apa nih di kamar?, atau mau nitip santri atau apa gitu?" "siapa?", nggak nyebut aku tapi "biasa". Jadi aku udah terkenal ini anak yang apa-apa serba sendiri gitu"*

((The bully wrote) in the WhatsApp (group) "Guys, there is someone refuses to join (our gathering), anyone would like to leave anything in their rooms? Or anyone would like to leave a *santri* or something?" "Who is she?" "Well, I won't mention her name. It's "the usual one". Mostly, I have been well-known for being an outsider."

The cyberbullying occurred to Informant 2 is classified as exclusion, in Li and Willard's categorization.

In general, the informants have mixed reactions to cyberbullying happened to them. Nevertheless, their main reactions are annoyed and angry. Informants also feel hurt, disappointed, afraid, shock, overthinking (on the messages or texts they read), insecure, anxious, embarrassed, sad, concerned (to the perpetrators), retaliation to the perpetrators, and suicidal attempt. Informant 4 stated that she had met a professional to help her deal with cyberbullying she experienced. However, most of the informants remain silent, suppress their feelings, hold back their anger, block any communication access to the bully, and conduct activities to distract them from the cyberbullying, such as, playing games, journaling, relaxing, or even sleeping. Thus, the researchers' findings on the forms of cyberbullying and informants' reactions to cyberbullying are presented in Table 1 below.

Table 1.  
The Forms of Cyberbullying and Informants' Reactions

The Forms of Cyberbullying	Informants' Reactions	
	Reactions	Coping mechanisms
1. <i>Online harassments</i>	<ul style="list-style-type: none"> <li>• annoyed</li> <li>• angry</li> <li>• hurt</li> <li>• disappointed</li> <li>• afraid</li> <li>• shock</li> <li>• overthinking (on the messages or texts they read)</li> <li>• insecure</li> <li>• anxious</li> <li>• embarrassed</li> <li>• sad</li> <li>• concerned (to the perpetrators),</li> <li>• retaliation to the perpetrators</li> <li>• suicidal attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• meeting a professional</li> <li>• remain silent</li> <li>• suppress their feelings</li> <li>• hold back their anger</li> <li>• block any communication access to the bully</li> <li>• conduct activities to distract them from the cyberbullying:               <ul style="list-style-type: none"> <li>- playing games</li> <li>- journaling</li> <li>- relaxing</li> <li>- sleeping</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• criticism or comments</li> <li>• defamation</li> <li>• swearing, and insults</li> </ul>		
2. <i>Flaming</i>		
<ul style="list-style-type: none"> <li>• challenge</li> </ul>		
3. <i>Exclusion</i>		
<ul style="list-style-type: none"> <li>• mocking</li> </ul>		

The results of the interviews show several consequences of cyberbullying, which the researchers classify as negative and positive impacts. Similar to conventional bullying, cyberbullying also has negative psychological impacts, such as, getting overthinking, forgetting the cyberbullying, and refraining from social media. First, the tendency to think excessively or overthinking happens to Informant 4.

*"Ya overthinking nya, insecure si yang lebih kayak.. Aduh gak PD, aduh gimana.. Jadi takut ketemu orang. Pernah, pernah ngalamin itu, Cuma sekarang ya, ya udah gitu"*

(Yeah, (I get) overthinking, more on insecure. I feel troubled. I am afraid of meeting people. I have been there. Now, (I rather) let it go).

On the other hand, Informant 8 prefers to memorize the problems that he experiences, even though he has forgiven the perpetrators or bullies.

*"Eee kalau mengganggu sebenarnya enggak sih. Tapi, kadang tuh saya kan- kalau digituin kan- ada yang apa namanya? Kata-kata yang nylekit di- di hati saya tuh langsung saya tuh kayak ada perasaan mendem, gitu. (tertawa). Tapi dah saya maafkan (tertawa). Tapi tetep aja apa namanya? Ada perasaan dendam gitu."*

(I don't think (the cyberbullying) is disturbing. Yet, once I get hurtful utterances, I tend to keep it myself (*laughing*). Well, I will certainly forgive it (*laughing*). Sometimes, I can't lie that I want a revenge).

Secondly, a tendency to forget the cyberbullying occurs to Informant 3 who explains that he only needs several days to process the situation.

*"Nggak terlalu sih sebenarnya, aku nggak terlalu mikirin tapi paling satu hari dua hari gitu terus abis itu udah nggak mikirin lagi. Soalnya punya prinsip sendiri kalau misalnya mikirin terus masalah capek sendiri kitanya"*

((It's) not really bother me. I don't really think of it. It usually takes one or two days to think of it and I let it go. I have a principle; if I think of it way too much, it will hurt myself).

The last is a tendency to refrain from social media. Informant 6 indicates that it takes some time for him to post any content in his social media.

*"Itu kalau, kalau aku ke media sosial mungkin ini ya. Misalnya aku mau posting apa-apa. Itu kayak ini, kalau misalkan sampai mereka tahu dan aku kayak jangan sampai lah mereka sampai komen-komen gitu. Jadi mikir apa yang mau aku posting ya, apa yang mau aku buat..."*

((It affects) on my attitude to social media, for instance, when I plan to post a content. (I am afraid) people know that I post a content, or at least, I won't let people make any comments. It makes me think over and over again, on what I want to post, what I want to make ...).

The interview results uniquely illustrate some positive impacts from the cyberbullying happened to them, such as, being self-reflective and avoiding the toxic environment. Informant 2 says that avoiding the toxic environment is the best choice for her.

*"Sebenarnya gak bagus juga, tapi kalo misalkan aku paksain itu aku sama aja gak sayang sama diri aku. Bukan juga egois sih tapi kayak daripada dampaknya ke aku inget dulu lagi soalnya hampir selama 1 tahun itu aku kayak gitu, tapi aku temenannya sama ustadzah-ustadzah senior, bukan sama teman-teman aku"*

(It is actually awful when I force myself (to be in a bad circle). It means that I don't love myself. It doesn't mean that I'm being selfish because I still remember that bad situation and its impacts to me and it occurred for a whole year. The condition made me befriended with senior teachers than my own friends).

Meanwhile, Informant 5 believes that avoid the unessential environment is similar to as leaving *batil* (bad place). Later, the environment will no longer affects his emotional stability.

*"Pergi dari tempat itu, dari tempat yang batil. Karena saya juga takut, takutnya saya juga terbawa emosi.. emosional gitu, dan akhirnya mengikuti mereka."*

(Move on from the (bad) circle, leaving *batil* (bad thing). I'm afraid that I will be emotionally dragged, and I will be part (of the bad circle)).

Therefore, the research findings related to the impact of occurred cyberbullying are presented in Table 2.

Table 2.

The Negative and Positive Impacts of Cyberbullying

Negative Impacts	Positive Impacts
<ul style="list-style-type: none"> <li>• get overthinking</li> <li>• forget the cyberbullying</li> <li>• refrain from social media</li> </ul>	<ul style="list-style-type: none"> <li>• become self-reflective</li> <li>• avoid the toxic environment</li> </ul>

Thus, the findings of this study on the negative impact of cyberbullying are in line with the findings of Chisholm & Day<sup>15</sup> regarding psychological and psychological issues happened to victims of cyberbullying. Also, social media facilitates promptness that makes users to react quickly. In addition, the findings are similar to the findings of Chris Natalia<sup>16</sup> where ease-of-access on technology-based communication by younger users drives the popularity of social media. However, the popularity has its price; one of them is ethics in social media activities. At the same time, there are physical and psychological problems, with the worst scenario will be suicidal tendency.

Therefore, social media ethics promoted via digital literacy campaign to young adults will be a good solution. In the future, it will contribute to preventing cyberbullying. Pesantren (Islamic boarding schools) where the majority of informants spend their high school years, have taught the science of *mantiq* (logic) which is the basis of digital literacy concept. Informant 2 believes that digital literacy must be taught to young adults because it equips them to be open-minded generation and will direct their opinions rightfully. Similarly, Informant 5 says:

<sup>15</sup> Chisholm, J. F., & Day, S. K. (2013). Current trends in cyberbullying. *Journal of Social Distress and the Homeless*, 22(1), 35–57. <https://doi.org/10.1179/1053078913z.0000000007>

<sup>16</sup> Chris Natalia, E. (2016). Remaja, Media Sosial dan Cyberbullying. *Jurnal Ilmiah Komunikasi* (Vol. 5). <https://doi.org/10.33508/jk.v5i2.991>

"... menurut saya untuk diajarkan di pondok juga harus, kan wajib gitu, untuk mengenal literasi (digital). Agar wawasan santri juga terbuka oleh dunia luar."

(In my opinion, (digital literacy) should be taught in pesantren; it is essential for santri. It will help them expand their viewpoints).

Thus, with their educational background and current position as university students, the informants believe opportunities they currently have (at the higher education level) will improve discussions on the options given to them, especially via digital space available at present.

#### D. Conclusion

As internet users in Indonesia increased by 11% from the previous year, Indonesians are getting more immersive with digital environment in their daily lives. In addition, the pandemic may be one of the drivers of the increase, considering that the digital space then accommodates most face-to-face activities or interactions as a step to prevent the transmission of COVID-19. With the development of the internet and social media platforms, it is certainly very influential in the lives of young adults in Indonesia, where their use of the internet and social media takes the most portion among other users. The trend of using social media has a significant impact on people's social life, both positive and negative, including the occurrence of bullying through online media. Also, it can trigger the emergence of cyberbullying. Aiming at students of Faculty of Islamic Studies, Universitas Islam Indonesia with Islamic boarding schools background, the study aims to identify forms of cyberbullying among the students who actively use social media and describes the impact of bullying from the perspective of students who are victims of bullying. The results of this study indicate that 84.6% of respondents know the definition of cyberbullying. Of the seven types of cyberbullying, according to Li and Willard<sup>17</sup>, 61.5% of respondents stated that they experienced at least 2 of the seven types of cyberbullying. Uniquely, 38.5% of respondents know the perpetrators of bullying. The main psychological impact felt by respondents was feeling annoyed (76.9%). The average emotional impact that appears on the respondents is lack of enthusiasm (53.8%) and decreased interest in things they like (46.2%). Meanwhile, the physical impacts that the respondents often experience are headaches (30.8%) and fatigue (15.4%).

The results of the interview show 3 (three) forms of cyberbullying based on Li (2007) and Willard (2005) categories, such as, online harassments in the form of criticism or comments, defamation, swearing, and insults; flaming in the form of challenge; and exclusion in the form of mocking. The informants' reactions to the cyberbullying are in the form of feeling annoyed, angry, hurt, disappointed, afraid, shock, overthinking (on the messages or

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<sup>17</sup> Watts, L. K., Wagner, J., Velasquez, B., & Behrens, P. I. (2017). Cyberbullying in higher education: A literature review. In *Computers in Human Behavior* (Vol. 69, pp. 268–274). Elsevier Ltd. <https://doi.org/10.1016/j.chb.2016.12.038>

texts they read), insecure, anxious, embarrassed, sad, concerned (to the perpetrators), retaliation to the perpetrators, and suicidal attempt. The informants' coping mechanisms are in the form of meeting a professional, remaining silent, suppressing their feelings, holding back their anger, blocking any communication access to the bully, and conducting activities to distract them from the occurred cyberbullying (e.g., playing games, journaling, relaxing, and sleeping). The interview results also indicate show several consequences of cyberbullying, as negative impacts (e.g., getting overthinking, forgetting the cyberbullying, and refraining from social media) and positive impacts (e.g., becoming self-reflective and avoiding the toxic environment). In addition, the informants believe that social media ethics promoted via digital literacy campaign to young adults will be a good solution. In the future, it will contribute to preventing cyberbullying.

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