

Cyberbullying Among Minors and Early Prevention Measures

Hernawati RAS*, Jhon Asron Purba, Rusdi, Roni Eka Putra

Universitas Langlangbuana, Indonesia

Email: hernawatiras57@gmail.com*, jhonasron_purba@yahoo.com,
zafranazaidku@gmail.com, popdong0707@gmail.com

ABSTRACT

This study aims to analyze the phenomenon of cyberbullying among adolescents and the early prevention measures that can be applied. Cyberbullying is a form of online violence carried out through social media and other digital platforms that can cause serious psychological impacts on victims, including anxiety, depression, and even suicide. Using a qualitative method based on a case study approach, this research analyzes the characteristics of cyberbullying behavior, its underlying causes, and the negative impacts it has on adolescents. Data were collected through library research, observations, and interviews with experts and education practitioners. The findings show that cyberbullying is often triggered by personal characteristics, perceptions of the victim, and a lack of empathy among perpetrators. Furthermore, the roles of parents, schools, and society are crucial in the prevention and management of cyberbullying. This study suggests the importance of early digital literacy education, stricter parental supervision of children's social media use, and the role of schools in establishing rules and policies that support cyberbullying prevention. In conclusion, addressing cyberbullying requires a comprehensive approach from all relevant parties to create a safe environment for adolescents in the digital world.

Keywords: *Cyberbullying, children, criminal*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

INTRODUCTION

The rapid development of information technology has changed people's life patterns in terms of information access and fulfillment (Rizki & Hidayat, 2021). All forms of information can spread quickly and may even become difficult to control (Wahyudi, 2020). It is undeniable that today humans are increasingly "spoiled" by various technological advancements, ranging from the emergence of communication tools to smartphones equipped with various internet features and technologies (Sutrisno & Kurniawan, 2022). The internet enables users to exchange information without having to meet each other face-to-face (Fitriani & Wibowo, 2020). In addition, the existence of the internet has also encouraged the emergence of various social media platforms such as Facebook, Twitter, Instagram, TikTok, and others (Taufik & Prabowo, 2021). However, new communication media does not always have a positive impact; it can also produce negative consequences (Suryadi & Yunita, 2022). The positive impacts of the internet include its function as a medium of communication, a medium for data exchange, a medium for finding information or data, the ease of obtaining information, its role as a vast source of information, and the facilitation of interaction and business activities in trade (Prasetyo, 2020). Meanwhile, the negative impacts of the internet include pornography, fraud, addiction, and acts of internet crime, which are better known as cybercrime and may also take the form of cyberbullying (Setiawan & Salim, 2020).

One of the groups most vulnerable to the negative effects of technological development is adolescents, because adolescence is a transitional period in children's psychological development that can make their emotional and psychological conditions very labile and easily

influenced by external stimuli. As a result, adolescents are vulnerable to violence both in the real world and in cyberspace (Boccio & Leal, 2023; El Asam & Katz, 2018; Pfeiffer, 2026; Semya et al., 2023). The use of internet technology continues to increase, including among children and adolescents today, and consequently the risk of cyberbullying among them is also increasing. Cyberbullying can be more dangerous than traditional bullying because photos or videos can spread very rapidly online. It is often described as bullying that occurs through online platforms. Cyberbullying represents a new form of bullying behavior with similar characteristics and consequences to traditional bullying (Baroncelli & Ciucci, 2014; Giumetti & Kowalski, 2015; Thomas et al., 2015).

Cyberbullying is the activity of sending or uploading harmful material or committing social aggression using the internet and other digital technologies. Cyberbullying occurs when a person repeatedly harasses, insults, or mocks another person using internet media through a mobile phone or other electronic device. Examples include uploading an embarrassing picture of someone and disseminating it through social media, repeatedly sending threats through text messages, and using fake accounts to insult others. Sartana and Afriyeni (2017), in their study on students in Padang, found that 78.0 percent of students admitted to having seen cyberbullying, 21.0 percent of students had been perpetrators, and 49.0 percent of students had been victims. Meanwhile, the results of Safaria's (2016) research also showed that 80 percent of students (a total of 102 students) in the study had frequently experienced cyberbullying, and cyberbullying was considered a stressful life event. Cyberbullying cases are expected to continue to increase along with advances in the use of information technology devices. Several factors influence the motives behind cyberbullying behavior, namely family factors, failure in self-control, and environmental factors.

One of the most severe impacts of cyberbullying behavior on children is the increase in suicide cases. Kompas Daily (2019) reported that there were teenagers who committed suicide because they could not endure being bullied by their peers on social media. Likewise, the daily Republika (2019) reported a case of suicide caused by ridicule received on social media. In addition, the results of Permatasari's (2017) research show that the impact experienced by cyberbullying perpetrators includes prolonged feelings of guilt, while the impact most often experienced by victims includes feelings of hurt and disappointment. Thus, both perpetrators and victims in cyberbullying cases may experience negative psychological impacts. Therefore, there is a need for education on ethical communication in social media to address the increasing prevalence of cyberbullying among adolescents. Cyberbullying behavior is also prone to occur in high schools.

Research on the prevalence of cyberbullying among minors has been growing, with studies revealing that a significant percentage of young people are either victims or perpetrators of cyberbullying. A study by Sartana and Afriyeni (2017) found that 78% of students in Padang had witnessed cyberbullying, with 21% admitting to being perpetrators and 49% to being victims. Similarly, Safaria's (2016) research showed that 80% of students experienced cyberbullying frequently, highlighting the widespread nature of this issue among minors. These findings underscore the need for targeted interventions to address the psychological and emotional harm caused by cyberbullying, which can sometimes lead to devastating outcomes, including self-harm and suicide.

The urgency of addressing cyberbullying lies in its profound and lasting consequences for minors. Victims often experience significant emotional distress, including anxiety, depression, and social isolation. These effects can interfere with academic performance and overall well-being. Furthermore, the absence of immediate physical signs makes it difficult to identify cyberbullying in real time, complicating efforts to intervene before the harm becomes severe. Given the increasingly digital lives of young people, there is growing recognition that proactive measures are necessary to prevent cyberbullying from becoming an entrenched societal issue.

The novelty of this research lies in its focus on integrating multiple perspectives—psychological, social, and educational—in analyzing cyberbullying behavior. Previous studies have often isolated these factors, treating them as discrete issues. This research adopts a holistic approach, aiming to create a more comprehensive understanding of the problem and its prevention. Additionally, it provides a framework for stakeholders, including parents, educators, and policymakers, to develop collaborative strategies to combat cyberbullying at its roots.

This research aims to fill the existing gap by examining the characteristics of cyberbullying among minors, identifying the underlying causes, and exploring effective early prevention strategies. By focusing on minors in educational institutions, this study seeks to understand the relationship between personal characteristics, family involvement, and social influences that contribute to cyberbullying behavior. Moreover, the study evaluates the effectiveness of current interventions and provides recommendations for improving preventive measures that schools, parents, and communities can adopt to mitigate cyberbullying.

METHOD

This article was presented using a qualitative method based on library research sources, including observation and data collection from institutions and related organizations that focus on minors. The data were presented systematically to support the analysis of cyberbullying among minors and early prevention efforts.

This study employed a qualitative research method to examine cyberbullying among minors and strategies for early prevention. The qualitative approach was used to understand complex social phenomena related to minors' experiences in digital environments. The research adopted an explanatory case study approach to explore the context and underlying factors associated with cyberbullying. Various sources were utilized, including academic literature, institutional reports, and relevant legal regulations.

The research methodology was conducted systematically as follows. First, the research design applied a qualitative method that emphasized in-depth understanding through the analysis of existing literature and documented data. Second, the study population focused on minors under the age of 18 who were still attending school. Third, the data collection techniques involved reviewing and analyzing documents, reports, and findings from previous studies related to cyberbullying. Fourth, the data collected were analyzed through processes of data reduction, data presentation, and conclusion drawing to identify patterns and relevant findings.

The case study approach was used to examine the context in which cyberbullying occurred and to analyze factors related to prevention efforts among

minors. This approach allowed the researcher to explore the relationships between social environments, institutional responses, and preventive strategies in addressing cyberbullying. Through this method, the study aimed to provide a clearer understanding of the phenomenon and to support the development of effective early prevention measures for minors.

RESULTS AND DISCUSSION

Basic concepts of Cyberbullying

The term bullying is a term for an act or behavior that is carried out by hurting not physically but verbally or emotionally/psychologically by a person or group who feels stronger to the victim who is physically or mentally weaker repeatedly without any resistance with the aim of making the victim suffer. Bullying can also occur through internet media known as cyberbullying. Willard (2005) explained that cyberbullying is cruel treatment that is intentionally carried out to others by sending or distributing harmful materials or engaging in forms of social aggression using the internet or other digital technologies. The definition of cyberbullying according to Williams and Guerra (Steffgen, 2013) is an action directed at a person through text messages, emails, picture or video messages aimed at making fun of them, cursing, and other electronic devices. Cyberbullying is also the use of modern communication technology aimed at humiliating, insulting, playing with or intimidating individuals to dominate and regulate the individual. According to Vandebosch and Van Cleemput, Juvonen and Gross (Safaria et al., 2016), cyberbullying is a form of harassment and humiliation through the virtual world or cyberspace. In other words, cyberbullying is bullying behavior that is transformed into cyberspace.

From the description above, it can be concluded that cyberbullying behavior is cruel treatment of others carried out by an individual or group that is done deliberately with the aim of bullying, hurting, threatening by using social media or other electronic media, such as text messages, videos, emails, and blogs.

Characteristics of Cyberbullying

There are several characteristics of cyberbullying according to Safaria et al, (2016) there are 4 characteristics, namely:

- 1) Cyberbullying behavior that is carried out repeatedly. Cyberbullying usually does not happen just once, but is carried out repeatedly, unless it is a death threat or a serious threat to a person's life Psychologically tormenting cyberbullying inflicts psychological torture on the victim.
- 2) Victims usually receive treatment such as being slandered/gossiped, spreading photos and videos of victims with the aim of humiliating the victim.
- 3) Cyberbullying is done with goals such as to humiliate the victim, take revenge, cope with the stress of the ongoing conflict, and just for fun.
- 4) Occurs in cyberspace. Cyberbullying is carried out using Information Technology means, such as social networks and text messages.

From the above explanation, it can be concluded that the characteristics of cyberbullying are insinuations through social media, terror through social media, threats through social media, psychological torture, done with purpose, occurring in cyberspace and carried out repeatedly. In addition, cyberbullying behavior is carried out repeatedly, psychologically torturous, done with a purpose, and occurs in cyberspace.

The aspects that can be categorized as cyberbullying behaviors according to Patchin and Hinduja (2012) are:

- 1) Posting nasty and hurtful comments about others online.
- 2) Post embarrassing photos that hurt other people's feelings.
- 3) Posting embarrassing videos that hurt other people's feelings
- 4) Creating links/webpages that defame others.
- 5) Spreading other people's rumors online.
- 6) Annoying someone through text messages.
- 7) Harassing someone online.
- 8) Pretending to be someone else then acts cruelly and hurtfully.

According to Willard (2005), there are seven aspects of cyberbullying, namely:

- 1) Flaming. Flaming is a behavior in the form of sending text messages with rude, frontal words. This treatment is usually carried out in a group chat on social media such as sending images intended to insult the intended person.
- 2) Harassment. Harassment is the behavior of sending messages with profane words, addressed to someone in the form of harassment sent via email, SMS, or text message, on social networks continuously. Harassment is the result of flaming actions in the long run. Harassment is carried out by exchanging messages or it can be called text wars.
- 3) Denigration. Denigration is the behavior of showing off someone's ugliness on the internet with the intention of damaging the reputation and good name of the intended person. Like someone who sends pictures of someone who has been changed before to be more sensual so that the victim is ridiculed and gets bad reviews from others.
- 4) Impersonation. Impersonation is the behavior of pretending to be someone else and sending messages or bad status.
- 5) Outing and Trickery. Outing is the behavior of spreading other people's secrets, or personal photos belonging to others. Trickery is the behavior of persuading someone by deception to get the person's secrets or personal photos.
- 6) Exclusion. Exclusion is the behavior of deliberately and cruelly removing someone from an online group.
- 7) Cyberstalking. Cyberstalking is the behavior of repeatedly sending harmful threats or intimidating messages using electronic communication.

Research conducted by Riebel, et al. (2009) shows a relationship between bullying in real life and cyberspace. Only 3.69% of children from the entire sample had ever been a perpetrator of cyberbullying. Of the 77 samples studied, 63 (81.81%) reported that they also became bullies in real life. Meanwhile, in Indonesia, it is not uncommon for victims of cyberbullying to also be perpetrators of cyberbullying, as the results of research conducted by Rahayu (2012), as many as 32% of students have been perpetrators of cyberbullying and the most widely used means are social networks. Bullying events that occur in real life have a great influence on becoming a perpetrator of cyberbullies. Previous research has explained that real-life bullies can easily become cyberbullying perpetrators.

Cyberbullying behavior review

1. Personality Characteristics

The characteristics of children who are the perpetrators of bullying are as follows:

- a) Have a dominant personality and enjoy violence

- b) Tends temperament, impulsiveness, and easily frustrated.
- c) Have a positive attitude about violence, compared to other children.
- d) Not obeying the rules.
- e) Looks strong and has little empathy for the victims they bully in cyberspace.
- f) Often being aggressive towards adults.
- g) Good at finding excuses in difficult situations.
- h) Engage in proactive aggression (such as deliberate aggression to achieve a specific goal) and reactive aggression (such as defensive or defensive reactions when provoked).

Furthermore, children who are usually targeted by cyberbullying perpetrators are fragile, immature, and socially naïve adolescents whose knowledge and abilities are still insufficient to make effective decisions. Teenagers who have problems with parents, friends, and best friends, will usually also be vulnerable to becoming victims of cyberbullying. Victims of cyberbullying tend to have low self-esteem compared to their peers. This makes him have a level of anxiety and tends to avoid social contact with the surrounding environment. However, although teenagers who are victims of cyberbullying have high anxiety, it turns out that it is these perpetrators who have the highest level of anxiety.

Personality characteristics have a fairly high role in a person's tendency to become a perpetrator of cyberbullying. A person with high self-esteem will show himself to have more power than others. This is what makes cyberbullying perpetrators to show that they are someone in power by oppressing weak people.

Perception of victims

Perception is the experience of objects, events, relationships, and relationships obtained by deducing information and interpreting messages. Everything we think about human beings, such as our response to others, the characteristics of that person, or explaining why someone does a certain thing, is called interpersonal perception. Interpersonal perception is the giving meaning to sensory stimuli that come from a person, in the form of verbal or non-verbal messages. From a survey conducted by Pratiwi (2011), the reason for cyberbullying perpetrators to commit these actions is due to the nature or characteristics of the victim who invites them to bully. This can explain that a person's perception of another person can affect their attitude towards that individual.

The role of parent-child interaction

The role of parents in supervising children, especially in their activities on social media, is a factor that is quite influential on children's tendency to engage in cyberbullying behavior. Parents who do not supervise their children will be more susceptible to engaging in cyberbullying behavior (Willard, 2005). Some other factors that have an influence include lack of parental involvement, types of parenting carried out by parents, such as permissive parenting, which is neglectful parenting, discipline in the form of physical violence, unconsciously affecting bullying behavior. Children who are perpetrators of bullying have high aggressiveness, and tend to have problems with their parents.

The Impact of Cyberbullying

Bullying in cyberspace has a serious impact on the emotional and social well-being of adolescents. Beran's (2012) research proves that victims of cyberbullying have bad experiences in the form of being scolded by others in the online world can cause a loss of trust, or they as victims will become cyberbullies or continue to be victims. When online bullying occurs, the

victim will cry, feel embarrassed, lose friends at school, be depressed, experience insomnia and declare suicidal thoughts after the cyberbullying treatment. Some victims fear for their safety and there is a potential for disruption of their relationship with the social community of their environment so that they will significantly end their relationship with others. When the victim does not know they are being attacked, then fear and anger will increase. But they may still not report bullying even when the situation becomes very dangerous.

In addition, research from Kaspersky Lab and icon Kids & Youth (2015) found that cyberbullying is a much more dangerous threat than many parents realize. There was a 30% decrease in children's learning at school, and even 28% of parents said their children were depressed. Not only that, 25% of parents stated, that cyberbullying has disrupted their children's sleep patterns and even caused nightmares (21%). Parents of 26% of victims realized that their children had begun to avoid contact with other children, and 20% found their children to have anorexia. Also worrying is that statistics show that 20% of children witness other children being bullied online, and in 7% of cases, they even participate in it.

Violence experienced by children or adolescents and carried out by friends through cyber media or the internet cyberbullying is often depressed, feeling isolated, treated inhumanely, and helpless when attacked, in addition to cyberbullying is more painful when compared to prolonged physical violence cyberbullying can kill children's confidence, make children depressed, worried, always feeling guilty or failing because he was not able to overcome the disorders that befell him on his own. Victims of cyberbullying generally experience physical and mental health problems. The physical symptoms he experienced were loss of appetite, difficulty sleeping/sleep disturbances, complaints of skin problems, digestion and heart palpitations. The psychological symptoms are restlessness, depression, fatigue, reduced sense of self-esteem, difficulty concentrating, moodiness, self-blame, irritability. There are even victims of cyberbullying who are thinking about ending their lives because they can no longer bear to be bullied. Adolescent victims of cyberbullying will experience stress that can trigger them to take trouble-prone actions such as cheating, skipping school, running away from home, and even drinking alcohol or using drugs.

Motives for Cyberbullying

There is a motivation for a person to commit cyberbullying. Williard (2005) stated that a person's motives for cyberbullying include:

- a) Trolling cyberbullies is a term that refers to the habits of cyberbullying perpetrators who have the motive that cyberbullying is the entertainment of the individuals involved in it. They deliberately hurt the victim with ridicule, playing the judge themselves so that they can control the victim socially.
- b) Thirst for power by highlighting the ego to the point of hurting others. Struggle for power in the school environment and society. The power grab can be in the form of an attempt to hurt, insult, or influence behavior to acquire or regain something or someone is considered valuable.
- c) Have interpersonal problems with Barlett's victims.
- d) Revenge, or behavior that could hurt others. It can be concluded that motivation and bullying behavior are based on several reasons, including resentment, anger and hurt so that they want to take revenge on others, want to show their power by hurting others, feel bored

because they have no activities and are unemployed, prank and fear of the perpetrator to deal directly with the victim/target.

Efforts to Handle Cyberbullying Behavior

Cyberbullying is one of the increasingly widespread problems, including among students at school. Open insight, wisdom, and creativity of schools are needed to handle it. The right perspective on school functions will greatly help children face and overcome the problems they experience. Cyberbullying is a maladaptive behavior that should be reduced and eliminated, so that students are able to change their negative behaviors and are able to develop positive behaviors that better guarantee happiness for themselves and in relation to others. By changing their bullying behavior, students can understand the impact of cyberbullying behavior, so that students are expected to maintain relationships between other students, be able to appreciate and respect other students, so that harmony and mutual cooperation are created without cyberbullying behavior that can harm the perpetrators of cyberbullying and also other people who are victims of cyberbullying.

Therefore, treatment is needed in accordance with the problems experienced by the student. Cyberbullying behavior is caused by an irrational way of thinking and interpreting an event that results in a negative interpretation of the event. This can be attributed to their self-confidence which they lack in their abilities. Therefore, researchers apply treatments related to changing the way of interpreting an event and interpreting the event. To overcome cyberbullying behavior, researchers use one of the cognitive behavioral techniques, namely cognitive restructuring.

- a. Definition of Cognitive Restructuring. The REBT approach is a combination of cognitive therapy and behavioral therapy. REBT (Rational Emotive Behavioural Therapy) is a cognitive therapy developed by Aaron T. Beck. REBT is an understanding therapy that emphasizes the experience and change of negative thoughts and misadapted beliefs. According to Soedrajat (2011), the REBT approach focuses on placing a thought, belief, or form of self-talk towards others. In addition, this approach also focuses more on efforts to learn counseling to be able to have a more positive way of thinking in various life events. REBT is a popular form of psychotherapy that helps people by engaging them into a process of self-awareness and self-responsibility. The view of human nature in REBT, namely perception and experience, is an active process that involves observational data and introspective data. Furthermore, how a person describes a situation is generally seen in his or her cognition (thoughts and visual images).
- b. Therefore, non-functional behavior is caused by non-functional thoughts. If beliefs are not changed, there is no progress in a person's behavior or symptoms. If beliefs change, symptoms and behavior also change. One of the alternatives or techniques in the REBT approach is the cognitive restructuring technique. According to Corey (2015), cognitive restructuring techniques are the process of learning psychotherapy to identify and refute irrational and maladaptive thoughts. Cognitive restructuring focuses on identifying and changing cognitive errors or counseling perceptions about oneself and one's environment. Furthermore, according to Nursalim (2013), cognitive restructuring techniques are techniques that are used to help counselors establish the relationship between their perception and cognition with their emotions and behaviors, and to identify their wrong or

self-destructive perceptions or cognitions, and replace those perceptions or cognitions with more self-enhancing perceptions.

- c. In the therapeutic process, according to Meichenbaum (Corey, 2015), cognitive restructuring techniques focus more on counseling to become aware of words directed at themselves. The process consists of training the counselor to modify the learning given to himself so that the counselor can deal with the problems they face more effectively. The cognitive restructuring strategy is based on two assumptions namely; 1) Irrational thoughts and flawed cognition produce self-defeating behaviors and 2) thoughts and statements about oneself can be altered through changes in personal views and cognition. From these 30 assumptions, it is known that in cognitive restructuring, irrational thoughts can be transformed into more effective thoughts to achieve more positive behavior.
- d. Based on the above opinions, it can be concluded that cognitive restructuring is the process of aiding counselors by changing negative perspectives and interpretations with more positive thoughts and actions. Cognitive Restructuring Goals Cognitive behavioral approaches with cognitive restructuring techniques can be used to help deal with various problems faced by individuals such as depression, anxiety, panic disorder, or in dealing with other life problems such as death, divorce, disability, unemployment, and stress. According to Nursalim (2013), the goal of cognitive restructuring is to try to change one's thoughts or conversations. In cognitive reconstruction therapy, counselors and counselors work together to identify and change negative mindsets and behaviors that cause the onset of physical-emotional disorders. The goal of cognitive restructuring is to examine and change unobserved and negative thoughts. Cognitive restructuring focuses on excessive cognitive distortions, such as all-or-nothing mindsets, negative predictions, overgeneralization, self-labeling, self-criticism, and personalization. Together counselors work with counselors to address 31 lacks of motivation that is often associated with a tendency for counselors to view their problems as too big to solve
- e. Implementation of Cognitive Restructuring Doyle (Erford, 2016) describes the specific steps of cognitive restructuring as follows: 1) Gather background information to reveal how the client has dealt with problems in the past and present 2) Assist the client in becoming aware of his thought process through discussions with real people 3) Examine the client's rational thinking 4) Evaluate the counselor's beliefs about the counselor's and others' logical thought patterns 5) Assist the client Changing their internal beliefs and assumptions 6) Forming realistic goals that the client is able to achieve 7) Combining though stopping with simulation, homework, and relaxation until logical patterns are formed. That in cognitive restructuring techniques, behavioral changes occur through a sequence of intermediate processes that include the interaction of internal words, cognitive structure and resultant behavior from the final result. The process of change occurs in three stages where the three stages are interrelated. The three stages are: 1) Stage 1: Self-observation The first step in the change process consists of counselors learning how to observe their own behavior. When counseling begins, the hallmark of counseling's internal dialogue is negative statements and imaginations about themselves. In this stage, the counselor is willing to listen to his or her own conscience. This process includes increased sensitivity to the counselor's thoughts, feelings, actions, psychological reactions and the way the counselor reacts to others. At this

stage, the counsellor acquires a new cognitive structure that allows the counselor to see their problems in a new, more positive way. 2) Stage 2 :

Starting a new internal dialogue as a result of the previous stage, the counselor can learn to recognize the existence of maladaptive behavior, and the counselor begins to see opportunities to use adaptive behavioral alternatives that will lead to behavioral, cognitive, and affective changes. If counselors hope to be able to change, what counselors say to themselves must initiate a new behavioral chain, which is the opposite of their maladaptive behavior. The new counselor's internal dialogue serves as a roadmap to the new behavior. In turn, this process has an impact on the client's cognitive structure. 3) Stage 3: Learning new skills This process in the third stage teaches the counselor skills in dealing with something more effectively, which is practiced in real-life situations 33. At the same time, the counsellor continues to focus on using new sentence styles against himself and continues to observe and evaluate the results. The results that counselors get from what counselors learn are largely due to what counselors tell themselves about their new behaviors and their consequences.

Laws Related to Cyberbullying and Child Protection Crimes and the Main Child Protection Institutions in Indonesia

1. Laws Related to Cyberbullying and Child Protection Crimes

- a) The Child Protection Law in Indonesia is mainly regulated in Law Number 23 of 2002, which has been amended through Law Number 35 of 2014 and Law Number 17 of 2016. This law guarantees children's rights to survival, growth and development, and protection from violence/discrimination, with severe criminal sanctions for perpetrators of sexual and physical crimes. The presence of this law has tried to protect children from various crimes both psychologically and physically, but until now it has not been able to fully protect children who as children have psychological behaviors that are vulnerable to the cause and effect of criminal acts. On the other hand, the perpetrators of criminal acts are also protected in this law where children are placed in a labile state, and their actions are not thoroughly in a state of accountability for their behavior.
- b) Law Number 1 of 2024 concerning Electronic Information and Transactions as the second amendment to Law Number 11 of 2008 concerning Electronic Information and Transactions, is a regulation that regulates the order of use and transactions using electronics. Cyberbullying of minors is also regulated in this law, but in the implementation of the criminal act is not the same as that of an adult. The criminal sanction for children versus adults is a maximum of 1:2 (one to two or half) of the sentence of an adult.
- c) Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA Law) is a criminal sanction for minors (12-18 years old) that prioritizes a restorative and educational approach. Children can be subject to principal actions or penalties (warnings, conditions, social work, coaching, imprisonment) whose duration is a maximum of half of the adult sentence, as well as additional penalties. Main provisions of juvenile criminal sanctions.

Children who are facing the law in the Juvenile Criminal Justice System (SPPA Law) are treated based on age limits and the principle of the best interests of the child. Children under the age of 12 as stipulated in Article 69 can only be subject to action in the form of return to parents or guidance in institutions, without being subject to criminal penalties. Meanwhile,

children aged 12 to 18 can be held criminally accountable, but prison sentences are a last resort. Article 71 of the SPPA Law regulates the principal penalties that can be imposed, including actions in the form of return to parents, medical or social rehabilitation, as well as job training, warnings, penalties with conditions such as coaching outside the institution, community service, or supervision, job training, coaching in the institution, and imprisonment with a maximum limit of half of the prison sentence for adults. or a maximum of 10 years if the criminal threat is the death penalty or life imprisonment. In addition, additional penalties can also be imposed in the form of deprivation of profits from criminal acts or fulfillment of customary obligations. The entire juvenile criminal justice system aims to avoid stigmatization of children and provide opportunities for children to improve themselves, provided that detention can only be carried out for children who are 14 years old or who have committed serious crimes.

The Main Child Protection Institution in Indonesia

1) Indonesian Child Protection Commission (KPAI)

The Child Protection Commission in Indonesia is an independent state agency tasked with overseeing the implementation of children's rights, collecting data, and providing input on child protection policies. The focus of this institution is the supervision and fulfillment of children's rights nationally.

2) Indonesian Child Protection Agency (LPAI)

The Indonesian Child Protection Institute is an independent community organization that has long been known to be chaired by Seto Mulyadi. The focus of this organization is the movement of child protection, advocacy, handling, and mentoring of children, especially from underprivileged families.

3) National Commission for Child Protection (Komnas PA)

The National Commission for Child Protection is an independent community institution that focuses on strengthening child protection mechanisms, becoming a forum for community participation to fight for children's rights.

4) Ministry of Women's Empowerment and Child Protection (KemenPPPA)

The Ministry of Women's Empowerment and Child Protection is a government agency that has a role in shaping child protection policies and programs at the national level.

From various institutions or institutions engaged in child protection, it also protects children who face the law or commit criminal acts such as cyberbullying. Research Results Based on the results of interviews conducted by researchers with counselors, counselor friends, and parents of counselors with the aim of obtaining information about the picture of cyberbullying behavior, the factors behind cyberbullying behavior, the impact of cyberbullying and the picture of handling cyberbullying behavior on students.

Overview of Cyberbullying Behavior in Students One of the connoisseurs of technological developments who is feared to be negatively affected is teenagers, because adolescence is a transition period in children's inner lives that can make them very psychologically labile and easily influenced by external stimuli. So that this teenager is vulnerable to violence both in the real world and cyber. The use of internet technology continues to increase, including in children and adolescents as it is today, so the risk of cyberbullying in children and adolescents is also increasing.

The following is an overview of cyberbullying behavior that occurs in adolescents at vocational schools in Makassar City. The subjects in this study are two people, namely SA students and SR students. SA was in grade XI, his father worked as a self-employed man, while his mother was a teacher. Meanwhile, SR was in class XI, his father worked as a merchant, while his mother was a housewife. Both subjects were students who were identified as having cyberbullying behavior. The following will be explained about the description of cyberbullying behavior of the two subjects according to the indicators of cyberbullying behavior, namely: a. SA Subject: Cyberbullying behavior refers to bullying or bullying behavior carried out by students through electronic media (cyber). SA is one of the students who was identified as having cyberbullying behavior.

The BK teacher who was interviewed by the researcher gave a statement about SA's behavior as follows: SA once entered the BK room for mocking a friend on Facebook. The words posted on his social media seem unpleasant to hear. There were also several threatening posts through Facebook and Messenger so that the student did not go to school because he was afraid of SA's threats. From this, the students who were threatened reported to the BK teacher. SA's parents were also called to solve the case. Based on the excerpt of the interview, it is known that SA had a problem with entering the BK room because he posted abusive words. In addition, SA also sent messages via Facebook and Messenger in the form of threats to other students. SA's cyberbullying behavior has even made SA's parents called to face the BK room. The researcher then conducted an interview with SA to find out the cyberbullying behavior he committed. SA explained that the cyberbullying behavior he carried out varied. The following is the results of the researcher's interview with SA: "I once entered the BK room because I threatened a junior class X student, rude in nature so I sent a negative message on his Facebook in the form of a threat to hit him with friends. In addition, SA also gave a statement about cyberbullying carried out against other students.

From the results of the interview, it was known that SA's parents did not care about SA. SA's parents also do not know how to use social media such as Facebook so that supervision in social media becomes less. This is in accordance with the opinion of Mrs. LN who gave an opinion that I cannot control if her social media is because she does not know that SA uses social media Facebook. So whatever SA did on social media, I don't know. Based on the explanation from the informant, it was concluded that the factor that caused SA to cyberbullying was SA's personal characteristics were temperament and tended to want to dominate. SA has also experienced bullying, so she vents the grudge to people below her level.

CONCLUSION

The study found that cyberbullying committed through electronic communication platforms such as WhatsApp, Facebook, TikTok, and other social media constituted a criminal act that could cause serious psychological harm to minors, sometimes leading to severe or fatal consequences for victims. Common forms included threats, insults, offensive comments, and the manipulation or publication of images intended to humiliate others. When perpetrators were also minors, legal sanctions were applied within the framework of child protection laws; however, these measures were often considered insufficient to effectively deter such behavior. The study identified both internal factors—such as personality traits, negative perceptions of victims, and low empathy—and external factors, including age, educational level,

socioeconomic background, and parental supervision, as contributors to cyberbullying. Prevention efforts therefore required early intervention through coordinated roles of families, schools, religious institutions, communities, and government agencies, including parental supervision of digital media use, school regulations and digital literacy education, moral guidance, and broader public awareness initiatives. Policy efforts in Indonesia had also emphasized strengthening child protection regulations, expanding digital literacy programs, and improving institutional supervision to create a safer digital environment for children, while layered sanctions—such as warnings, social work, counseling, and parental supervision—were intended to promote behavioral improvement among offenders. Future research should further examine the effectiveness of integrated prevention programs and digital literacy interventions in reducing cyberbullying among minors across different social and educational contexts.

REFERENCES

- Baroncelli, A., & Ciucci, E. (2014). Unique effects of different components of trait emotional intelligence in traditional bullying and cyberbullying. *Journal of Adolescence*, *37*(6), 807–815.
- Boccio, C. M., & Leal, W. E. (2023). Does socializing in the virtual world impact victimization in the real world? *Journal of Interpersonal Violence*, *38*(3–4), 3756–3776.
- El Asam, A., & Katz, A. (2018). Vulnerable young people and their experience of online risks. *Human–Computer Interaction*, *33*(4), 281–304.
- Giumetti, G. W., & Kowalski, R. M. (2015). Cyberbullying matters: Examining the incremental impact of cyberbullying on outcomes over and above traditional bullying in North America. In *Cyberbullying across the globe: Gender, family, and mental health* (pp. 117–130). Springer.
- Pfeiffer, L. (2026). The effects of submission and exposure to real-world and virtual violence during childhood and adolescence. *Jornal de Pediatria*, *102*, 101494.
- Semya, G. V., Zaytseva, N. G., Zaitsev, G. O., & Telitsyna, A. Y. (2023). The Impact of Violence in Cyberspace on the Subjective Well-being of Adolescents. *Social Sciences and Childhood*, *4*(3), 32–46.
- Thomas, H. J., Connor, J. P., & Scott, J. G. (2015). Integrating traditional bullying and cyberbullying: challenges of definition and measurement in adolescents—a review. *Educational Psychology Review*, *27*(1), 135–152.