

The Implementation of Pancasila Values in Cyberbullying Cases Among Students

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Abstract: The development of science and technology (science and technology) in the digital era has brought fundamental changes in the way people interact and communicate. However, behind the convenience and benefits offered, the phenomenon of cyberbullying has emerged that is increasingly rapid, showing that there is a gap between technological advances and the application of Pancasila values in digital life. Pancasila as the basis of the state has values that can be a solution in suppressing cyberbullying, especially in building a more ethical and responsible digital culture. The goal is to analyze the extent to which Pancasila values can be applied in suppressing cyberbullying cases in Indonesia as well as strategies that can be used to increase public awareness of the importance of ethics in social media. This study uses a literature study method with the type of research used is descriptive qualitative research. The data used in this study is secondary data obtained from various reference sources such as books, journals, articles and other scientific works that can

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be accounted for. The results of the study show that cyberbullying in schools occurs in various forms, such as physical insults through messages or uploads on social media. The students are aware of the negative impact of cyberbullying, such as psychological distress and low self-confidence, so some of them choose to report the case to the school or give a direct reprimand to the perpetrator.



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Keywords: *Cyberbullying; The impact of cyberbullying; The implementation of Pancasila.*

basis negara memiliki nilai-nilai yang dapat menjadi solusi dalam menekan cyberbullying, terutama dalam membangun budaya digital yang lebih etis dan bertanggung jawab. Tujuannya adalah untuk menganalisis sejauh mana nilai-nilai Pancasila dapat diterapkan dalam menekan kasus cyberbullying di Indonesia serta strategi yang dapat digunakan untuk meningkatkan kesadaran masyarakat akan pentingnya etika di media sosial. Penelitian ini menggunakan metode studi literatur dengan jenis penelitian yang digunakan adalah penelitian kualitatif deskriptif. Data yang digunakan dalam penelitian ini merupakan data sekunder yang diperoleh dari berbagai sumber referensi seperti buku, jurnal, artikel dan karya ilmiah lainnya yang dapat dipertanggungjawabkan. Hasil penelitian menunjukkan bahwa cyberbullying di sekolah

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Abstrak: Perkembangan ilmu pengetahuan dan teknologi (IPTEK) di era digital telah membawa perubahan mendasar dalam cara orang berinteraksi dan berkomunikasi. Namun, di balik kemudahan dan manfaat yang ditawarkan, muncul fenomena cyberbullying yang semakin pesat, menunjukkan adanya kesenjangan antara kemajuan teknologi dan penerapan nilai-nilai Pancasila dalam kehidupan digital. Pancasila sebagai

terjadi dalam berbagai bentuk, seperti penghinaan fisik melalui pesan atau unggahan di media sosial. Para siswa menyadari dampak negatif dari cyberbullying, seperti tekanan psikologis dan rendahnya kepercayaan diri, sehingga beberapa dari mereka memilih untuk melaporkan kasus tersebut kepada pihak sekolah atau memberikan teguran langsung kepada pelaku.

Kata kunci: *Cyberbullying; Dampak cyberbullying; Implementasi Pancasila*

Introduction

The development of science and technology (IPTEK) in the digital era has brought fundamental changes in the way people interact and communicate. The use of technology has become an inseparable part of everyday life, especially for children and adolescents in Indonesia. As a country based on Pancasila, Indonesia has a strong foundation in developing and utilizing science and technology for the welfare of the nation. However, behind the convenience and benefits offered, there is a growing phenomenon of cyberbullying, indicating a gap between technological advances and the application of Pancasila values in digital life.

Social media has become an integral part of modern society. Its ability to disseminate information quickly has a huge impact, both positive and negative (Sunarto, 2012). One of the most common negative impacts is cyberbullying. Cyberbullying is a form of bullying conducted through digital media with the aim of intimidating, demeaning, or psychologically harming the victim (Hellsten, 2017). Previous research shows that victims of cyberbullying are more vulnerable to stress, anxiety, and even depression (Hidajat et al., 2015). Although the government has implemented regulations such as the Electronic Information and Transaction Law (UU ITE) to tackle this case, in fact cyberbullying still continues to increase, especially among teenagers. The definition of cyberbullying is the act of intimidating using electronic media or devices, bullying on social media is a deliberate act by the perpetrator with the intention or purpose of causing harm, actions that are always carried out consistently or repeatedly, cyberbullying always involves an element of relationship characterized by an imbalance of power (Hellsten, 2017). Cyberbullying is an act committed by a person or group of people against other individuals through text messages, pictures/photos, or videos that tend to demean and harass (Hidajat et al., 2015).

Sakban, et al (2018) suggest several strategies to prevent cyberbullying on social media, including: Netiquette: Encourage ethical and responsible internet use. Understand and apply Netiquette guidelines in communicating online. Respect the privacy and rights of others on the internet. Avoiding the dissemination of false, provocative and potentially offensive information (Surniandari, 2018). The role of parents, Increase supervision and control over children's internet use. Provide education about the dangers of cyberbullying and how to avoid it. Build open and trusting communication with children. Pancasila encourages digital ethics to prevent and overcome cyberbullying.

Pancasila as the foundation of the state has values that can be a solution in suppressing cyberbullying, especially in building a more ethical and responsible digital culture. The

values of divinity, humanity, unity, populism, and social justice can be the foundation in shaping a more civilized attitude to social media. However, the implementation of Pancasila values in suppressing cyberbullying cases is still a challenge. Therefore, this study aims to analyze the extent to which Pancasila values can be applied in suppressing cyberbullying cases in Indonesia as well as strategies that can be used to increase public awareness of the importance of ethics in social media. Therefore, it is important to understand the extent to which cyberbullying affects the mental health of adolescents and the efforts that can be made to overcome it.

Cyberbullying is an increasingly alarming global problem among students, with serious repercussions such as mental disorders, decreased academic performance, and social isolation. This research urges identifying local value-based solutions that are relevant to the Indonesian context. In addition, the integration of Pancasila values in the education curriculum needs to be actualized concretely, including in the prevention of cyberbullying. This research can serve as the basis for the development of educational modules that link the precepts of Pancasila with digital ethics.

Methods

This research used a literature study method with the type of research used was descriptive qualitative research. The data used in this research was secondary data obtained from various reference sources such as books, journals, articles and other scientific works that can be accounted for. Researchers read collect, examine, and analyze academic documents, articles, books, and previous research results relevant to the topic of cyberbullying. The results of this analysis were then systematically organized according to the focus of the research. In the work by Narbuko Achmadi (2005), although it was research, research using literature studies did not always require field activities or direct interaction with respondents. Information needed for research was found through library references or existing documents.

Results and Discussion

This research was conducted at SMA NEGERI 13 MEDAN in this study the subjects were 2 students and 1 counseling teacher, the number of research data sources was based on the consideration that qualitative research is more concerned with a lot of information than the number of informants. As for some of the questions that we addressed to respondents related to cyberbullying cases in the school environment, among others:

1. What do you know about cyber bullying?
2. What are the steps that the school has taken to overcome cyber bullying?
3. Has the school provided education about the dangers of cyberbullying?
4. Are students in this school allowed to bring cell phones?
5. Has there ever been a case of cyberbullying in this school?
6. Have you ever seen or experienced cyberbullying?
7. What do you do when you see a friend become a victim of cyberbullying?

Based on the research results, 3 students revealed that they were aware of cyberbullying cases that occurred at school. One example of a known case is the physical humiliation of a victim through social media, as experienced by someone who received an inappropriate message or became the subject of ridicule on a WhatsApp status. Respondents are aware of the dangers of cyberbullying and the negative impacts it can have, such as feelings of pressure and inferiority in the victim. In dealing with such cases, some respondents chose to report the incident to teachers or counseling as a form of preventive action. In addition, there were also those who directly gave advice or reprimands to the perpetrators, and suggested that this problem be handled by the school. These steps show that some students have concern for victims and try to take appropriate action in dealing with cyberbullying cases.

Based on the results of interviews with counseling teachers, cyberbullying is defined as a form of humiliation or bullying that occurs on social media such as WhatsApp, TikTok, Facebook, and Instagram. Cyberbullying often corners a person through messages or posts that harm the victim. In this school, students are allowed to bring cellphones, but during class hours, the cellphones are kept in a special box that is locked until they leave school. To address cyberbullying, the school has provided an emergency number posted on the wall as a means of complaint for students who are bullied. If a report comes in, the school will follow up by finding out who made the complaint and handling the case directly. Until now, the cyberbullying cases that have occurred are still relatively mild and can be handled by the school. Examples of cases that have occurred are bullying of students who are considered slow in learning or less sociable with their friends.

In dealing with cyberbullying cases, the school emphasizes the importance of self-confidence for victims so that they do not feel down. Students are encouraged to stay strong and not take negative treatment from others too personally. Meanwhile, for the perpetrators of cyberbullying, the school applies sanctions in the form of suspension for 3 to 7 days, depending on the level of wrongdoing. Before the suspension is given, the school will call the student's parents so that they know and help guide their children at home. In addition, the school has also provided education about the dangers of cyberbullying. One form of socialization that has been carried out is providing education related to cyberbullying through activities in the multi-purpose building. This education aims to increase students' awareness of the negative impact of cyberbullying and encourage them to be wiser in using social media.

1. Cyberbullying

Cyberbullying comes from two words: cyber (internet), and bullying, so it can be interpreted as bullying carried out in the digital world or in social media. Cyberbullying includes this can be done through text messages, e-mails, instant messages, online games, websites, chat rooms, or through social networks (Kowalski & Limber, 2013). Cyberbullying is an act of humiliation, psychological violence or intimidation carried out through technological and information devices in cyberspace against other parties where the action

aims to humiliate, spread ugliness and hatred, intimidation aimed directly or openly (known to the public) to the victim. Cyberbullying is widely found on social media, such as hate speech against someone, inappropriate comments and social media messages sent in the form of impolite typing and even sending images that are not suitable for viewing (Pujianto et.al., 2024).

Cyberbullying, social media, and adolescents are one crucial system that is interrelated with each other and influences. This is in line with research (Kircaburun et al., 2018) which states that problematic social media use and cyberbullying behavior are directly related. This is because adolescence is an age where a person experiences ambivalence related to self-discovery, and the desire to explore the outside world. Social media is part of the internet-based social networking section, and an example of an open system (Hutchison et al., 2015). This form of communication plays an important role for teenagers, especially in their social life. However, social media is also inseparable from the great risks it poses (Reid & Weigle, 2014) such as cyberbullying.

Cyberbullying itself according to Smith (in Monica et al: 2015) is a mistake from the use of information technology that harms or hurts and harasses others intentionally repeatedly. Cyberbullying can occur in groups that know each other and groups of people who do not know. According to Syah and Hermawati (2018), cyberbullying takes various forms, including stalking, publication of other people's personal data, intimidation, extortion, and revenge. Based on these opinions, it can be concluded that cyberbullying is an act of violence from a person or group that utilizes technological means in communicating such as chat, messaging, and a photo to someone who is done intentionally to hurt, threaten, and harass him. Willard (2005) mentions the various forms of cyberbullying as follows.

- 1) Flaming: This is sending text messages that contain angry and frontal words.
- 2) Harassment: harassing messages using email, sms, or text messages on social networks are carried out continuously.
- 3) Denigration: This is the process of exposing a person's bad character on the internet with the intention of damaging that person's reputation and good name.
- 4) Cyberstalking (following): harassing and defaming someone so intensely that it causes great fear in the person.
- 5) Impersonation: pretending to be someone else and sending unkind messages or statuses.
- 6) Trickery: persuading a person by trickery to obtain the person's private secrets or photos for a specific purpose.
- 7) Outing: spreading other people's secrets, or other people's private photos with specific intentions and purposes.
- 8) Exclusion: intentionally and cruelly excluding someone from an online group.

2. Types of Social Media

Social media is a digital platform that allows users to communicate, share information, and build social interactions online. According to Badrul, Studi, & Informasi (2015), social media can be categorized into several types based on its function. In the context of

cyberbullying, understanding the types of social media is very important because each platform has different characteristics in information dissemination and user interaction. According to (Badrul, Studi, & Informasi, 2015), there are currently seven types of social media, but innovations and changes continue to occur. Social media that exists today:

1. Social networks such as Facebook, Myspace and Bebo. These sites allow people to help personal web pages and connect with their friends to share communication content.
2. Blogs, the best form of social media, are online journals with the best posts, i.e. the most recent posts are on the front page.
3. Wikis are like Wikipedia and online encyclopedia websites. Wikis allow anyone to fill in or edit information on them, acting as a communal document or database
4. Podcasts, providing audio and video files by subscription through services such as Apple's Itunes.
5. Forums, areas for online discussion, around specific topics and interests. Forums predate social media and are a powerful and popular online community.
6. Content communities such as flickr (for photo sharing), del.icio.us (bookmarked links) and youtube (videos). These communities organize and share specific types of content.
7. Microblogging, a social networking site combined with a blog, where small amounts of content (updates) are distributed online and through mobile phone networks, Twitter is the leader of this service.

3. The Role of Social Media in Cyberbullying

Social media is like a digital space that allows us to make friends and socialize with others through the internet. This online platform facilitates social interaction between its users through web-based technology, turning communication into an interactive conversation. Paramitha (2013) defines social media as a platform specifically designed to facilitate interactive or two-way social interaction. Social media utilizes internet technology, which changes the pattern of information dissemination from one-way to many-way, allowing communication and information exchange between many people simultaneously. Purnama (2011) identifies several unique characteristics of social media, namely:

- 1) Wide reach, social media can reach audiences from small to global scale, allowing interaction and connection without geographical boundaries.
- 2) Easy access, social media can be accessed easily and cheaply by anyone, thus opening up wider participation opportunities for the community.
- 3) Simple use, social media is designed with ease of use in mind, even for those without specialized technological skills.
- 4) Up-to-date information, social media allows for rapid and real-time information dissemination, allowing for more dynamic responses and interactions.
- 5) Permanent content, interactions and information on social media are generally permanent and can be accessed again, thus creating a continuous digital footprint.

Social media has a dual role in cyberbullying cases, namely as a forum for digital interaction and a means of spreading negative content. The study by Kircaburun et al. (2018) shows that the increasing use of social media among adolescents is directly proportional to the risk of cyberbullying. Platforms such as Twitter, Instagram, Facebook, and TikTok are often places where cyberbullying occurs, both in the form of hate speech, negative comments, and direct threats to individuals.

4. Impact of Cyberbullying

According to Jamaludin (2023) "Bullying can also cause negative things such as causing feelings of insecurity in children, fear of going to school, feeling depressed, stressed, feeling rivaled, and some to suicide. In addition, this behavior can cause emotional and behavioral problems in victims of bullying". Sciarra (2004; Banks, 1997) divides the impact of bullying (including cyberbullying) into short-term and long-term impacts. Short-term impacts include unhappiness, pain and humiliation, confusion, distress, loss of self-esteem, anxiety, insecurity, and loss of concentration, contributing to low attendance and poor academic performance. The long-term impacts include depression and low self-esteem, high rates of juvenile delinquency and adult crime. Ruliyatin & Ridhowati (2021) explain that cyberbullying can have various negative impacts on victims, which are categorized into 4, namely:

- 1) Negative emotional impacts, such as depression, anxiety, shame, resentment, sadness, annoyance, anger, discomfort, and feeling threatened. If sustained, it can lead to a sense of hopelessness, low self-esteem, difficulty adapting, self-isolation, and even suicide.
- 2) Physical effects, such as insomnia, headaches, drowsiness in the morning, reddened eyes, eye bags, eye pain, nausea, and loss of appetite.
- 3) Psychosocial impacts, such as feeling isolated (staying away from friends, loneliness, alienation, confinement). As well as being ostracized, socially rejected, and having a tendency for reactive violent behavior.
- 4) Academic impact, difficulty concentrating, decreased academic performance, not daring to go to school, not enthusiastic about activities, and unwilling to continue school.

Perpetrators of cyberbullying also experience negative impacts such as higher stress levels, academic impairment, and a higher risk of depression and greater likelihood of alcohol abuse. Perpetrators also face social difficulties and fear of participating in social activities, as well as mental disorders such as depression and anxiety. Perpetrators of cyberbullying may experience feelings of guilt or moral dilemmas related to their behavior. Although the digital world provides anonymity, some perpetrators may feel the psychological burden of emotionally hurting others. Overall, cyberbullying causes serious psychological impact on both parties, indicating the need for proper intervention and support to prevent and deal with this issue.

5. Cyberbullying Prevention Efforts

Sakban, et al (2018) suggested several strategies to prevent cyberbullying on social media, including:

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- 1) Netiquette, Encourage ethical and responsible use of the internet. Understand and apply Netiquette guidelines in communicating online. Respect the privacy and rights of others on the internet. Avoiding the dissemination of false, provocative, and potentially offensive information (Surniandari, 2018).
- 2) The role of parents, Increase supervision and control over children's internet use. Provide education about the dangers of cyberbullying and how to avoid it. Build open and trusting communication with children.
- 3) Set a good example in using the internet responsibly
- 4) Conduct anti-bullying socialization and counseling activities in schools, campuses/agencies and communities: a) Hold seminars and workshops on cyberbullying in schools, campuses, and communities. Involve civil police officers, academics, and students in socialization activities. b) Provide training to teachers, lecturers, and parents on how to recognize and handle cyberbullying, and c) Increase public awareness about the importance of cyberbullying prevention. Additional efforts include involving social organizations in cyberbullying prevention efforts, increasing cooperation between various related parties, such as schools, families, and communities, making strict regulations to combat cyberbullying, and developing technology that can help detect and prevent cyberbullying.

6. Pancasila Values in Tackling Cyberbullying in the Digital Age

The First Precept of "Belief in One God" encourages people to maintain tolerance among religious communities, especially in the use of social media. For example, a Twitter user uploads negative comments about certain religious beliefs, which then triggers debates and hate speech from various parties. If the value of Belief in One God is applied, social media users will be more respectful of different beliefs by not spreading hate speech and focusing more on constructive discussions. By respecting and appreciating other people's beliefs and habits, as well as avoiding spreading SARA issues and hatred, it will be possible to create a more peaceful and respectful social media environment. This directly reduces the chance of cyberbullying based on religion and belief (Asy'ari, 2024). When social media users respect the beliefs and convictions of others, they tend to be more careful in their interactions and avoid actions that could hurt or demean others. Some things that can be done or implemented in everyday life to train ourselves to avoid cyberbullying are encouraging people to appreciate and celebrate religious differences peacefully in the digital space, and avoiding religious-based conflicts. Getting used to providing support and appreciation for other religious celebrations and beliefs, for example by giving congratulations on religious holidays (Setiawan, et. al., 2024).

Second Precept "Fair and Civilized Humanity" attitudes that can strengthen the implementation of the second precept in cyberspace are recognition of equal degrees, helpfulness and tolerance, and upholding human rights. For example, in a school whatsapp grub, a student gets ridiculed because of his appearance. If the members of the grub emphasize the second precept, they will reprimand the bully and provide moral support to

the victim, instead of staying silent or even joining in the ridicule. This means ensuring that everyone is treated fairly in the digital space regardless of social, economic or racial status.

The third precept, "Persatuan Indonesia", emphasizes maintaining unity and overcoming cultural differences. For example, when debating a national issue on social media, some netizens often attack individuals from certain ethnicities or regions. Divisive actions and spreading hatred on social media can be minimized by friendships that do not look at ethnicity, religion, or race, and a spirit of togetherness. This helps prevent acts of cyberbullying that often arise due to differences in culture and social background (Asy'ari, 2024). Avoid spreading issues that can divide society and contribute to maintaining the integrity of the nation by spreading messages of unity (Setiwawan, et. al., 2024).

The fourth precept "Democracy Led by Wisdom in Consultation/Representation" encourages a democratic and wise attitude in communication by listening to other people's opinions, avoiding malicious comments, and not being easily provoked. For example, in an online discussion forum about government policies, many participants immediately insulted those who disagreed with them. If the fourth precept is applied, the discussion will be more productive with rational arguments, not just baseless attacks on each other. A wise attitude in interacting online and respecting the results of deliberation and freedom of expression (Ramadan et. al., 2024).

The fifth precept, "Social Justice for All Indonesian People", emphasizes the need for equality and justice in access to information and social media. When these values are applied in the use of social media, each individual is expected to treat others equally and fairly, without discriminating based on economic, religious, sexual orientation or other factors. For example, in an online graphic design competition, a participant from a remote area was discriminated against because of her lack of experience. A harmonious and supportive digital environment not only strengthens social justice but also prevents negative behaviors such as cyberbullying because it creates a culture of mutual respect and care for one another (Najmi, et. al., 2024).

Conclusion

This research highlights the increasing phenomenon of cyberbullying among students due to the development of technology and social media. The results show that cyberbullying in schools occurs in various forms, such as physical humiliation through messages or posts on social media. The students are aware of the negative impacts of cyberbullying, such as psychological distress and low self-confidence, so some of them choose to report the case to the school or give a direct warning to the perpetrator. To address this issue, the school has implemented various measures, including the provision of an emergency number for complaints, education on the dangers of cyberbullying, and sanctions for perpetrators. Although the cases are still relatively mild, prevention efforts continue to be made by instilling the values of Pancasila in digital life. The values of Pancasila play an important role in dealing with cyberbullying. The Precept of Belief in One God emphasizes the importance

of tolerance in interacting on social media, while the Precept of Fair and Civilized Humanity encourages respect for human rights. The Precept of Indonesian Unity teaches the importance of maintaining unity in the digital world, and the Precept of Democracy Led by Wisdom in Consultation/Representation emphasizes wise and democratic communication. Finally, the precept of Social Justice for All Indonesian People emphasizes the need for equality in access to information and fair treatment in social media. By applying the values of Pancasila, it is hoped that a more ethical and responsible digital culture can be formed, so that cyberbullying among students can be minimized. Awareness and continuous education, both from schools, families, and communities, are the main keys in building a safer and more harmonious digital environment.

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