

## MEDIA SOSIAL DAN TRANSFORMASI PERUNDUNGAN: STUDI LITERATUR TENTANG PERGESERAN POLA BULLYING DI ERA DIGITAL

Suherman Syahputra<sup>1</sup>, Isnaria Rizki Hayati<sup>2</sup>, Syakilla Takhira<sup>3</sup>, Sara Deshannum<sup>4</sup>, Putri Nuriadini<sup>5</sup>, Ninda lusi Awaliyah Purba<sup>6</sup>, Rezi Nandita Khairani<sup>7</sup>, Tesa Sessio Mentiana<sup>8</sup>, Viona Nursepti Triaswati<sup>9</sup>, Yona Triwulandari<sup>10</sup>, Uthia Tri Andani<sup>11</sup>

<sup>1234567891011</sup> *Bimbingan konseling, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Riau, 28292, Indonesia*

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### Abstract

The advancement of digital technology has transformed bullying patterns from conventional (physical) to digital (cyberbullying), with characteristics such as anonymity, rapid dissemination, and low digital literacy as key contributing factors. This literature study aims to analyze the transformation of bullying in the digital era, its psychological impacts on victims, and effective prevention strategies. The findings reveal that cyberbullying has severe consequences for adolescents' mental health, including stress, anxiety, and declining academic performance. Prevention efforts such as enhancing digital literacy, integrating technology in schools, and strengthening legal regulations are deemed crucial. However, their implementation still faces challenges, including inconsistent programs and inadequate legal frameworks. Collaboration among the government, schools, families, and communities is essential to create a safer digital environment. This study serves as a foundation for developing more practical and culturally contextual prevention strategies in Indonesia.

**Keywords:** Social Media, Bullying Transformation, Digital era

### 1. Introduction

The advancement of digital technology has created new patterns in human interaction and social relationships (Saphira et al., 2024). This signifies that technological developments not only affect how people communicate but also shape daily social dynamics. The rise of the internet and social media has made information technology an integral part of society, including in Indonesia (Uddin et al., 2021). Platforms such as Instagram, TikTok, and WhatsApp are no longer considered supplementary but essential components of modern social life. Marikke's (2023) findings indicate that over 75% of Indonesian teenagers access social media daily, spending more than three hours on average. This underscores the significant role of digital media in the daily lives of adolescents, serving as a primary means of socialization and entertainment. Consequently, digital media has evolved into something entirely new. It supports social interaction, but also shapes thinking patterns, behaviors, and identities, particularly among adolescents.

Adolescents are the most active users of social media (Rahayu et al., 2024), making them the primary users in the digital world. During adolescence, individuals are undergoing a process of self-discovery, and social media is often used as a means of self-expression, seeking validation, and building social connections with peers (Saryuti & Nur, 2025). For adolescents, social media frequently serves as a kind of "digital mirror," allowing them to project a desired self-image. However, despite the many benefits of social media, its use without ethical awareness can lead to negative behaviors such as cyberbullying (Amalia & Karyadi, 2024). This means that without proper supervision and education, social media can become a breeding ground for emotional and verbal abuse. Cyberbullying is a form of digital oppression intended to hurt, humiliate, or degrade the victim emotionally and/or psychologically (Rahmiwati, 2020). This behavior typically involves insults, negative comments, or the spread of private information to damage the victim's reputation. Such actions can range from taunts and the dissemination of false information to threats and harassment, possibly involving photos or videos (Laila, 2021). While anyone can be a victim, adolescents

are particularly vulnerable due to their still-developing emotional maturity. The wide reach and rapid spread of information on social media amplify the effects of cyberbullying, potentially leading to long-term psychological trauma if not addressed promptly.

Cyberbullying has become a widely discussed issue due to its serious impact on the mental health of adolescents. (Astuti et al., 2024) highlight that the psychological stress resulting from online bullying can have profound and lasting effects, particularly on young people. A national survey (Tsani et al., 2024) found that approximately 42% of Indonesian teenagers have experienced online bullying, indicating that nearly half of adolescents in the country have faced negative online situations. The most commonly reported forms of online bullying include insults about physical appearance and the unauthorized sharing of personal data. The consequences of these actions should not be underestimated. According to (Puspitasari & Resmalasari, 2023), being a victim of online bullying can trigger emotional distress such as high levels of stress, low self-esteem, excessive anxiety, and even symptoms of depression. This is consistent with the findings of (Sari et al., 2022), which reveal that adolescent victims of cyberbullying tend to score higher on anxiety and depression scales, especially if they lack support from their social environment. This emotional instability can also negatively impact academic performance and the ability of adolescents to build healthy social relationships (Gunawan, 2022).

One reason why cyberbullying is difficult to control is that perpetrators often hide behind anonymous online identities. Research (Gunawan, 2022) shows that over 70% of perpetrators use fake accounts, making it difficult for victims to take legal action or report the abuse. This creates a safe space for perpetrators to continue engaging in verbal abuse without fear of social consequences (Nur'aini, 2023). In addition to anonymity, a lack of understanding of digital ethics among adolescents exacerbates the problem. (Marlef et al., 2024) state that many adolescents actively use social media for 3-4 hours a day but still lack a good understanding of the rules and responsibilities involved in digital interactions. Digital literacy is crucial for adolescents to distinguish between ethical and unethical online behavior. Unfortunately, only about 35% of schools in Indonesia actively integrate digital literacy programs into their curriculum, leaving a significant portion of students unprepared and unprotected against risks such as cyberbullying (Marlef et al., 2024).

Indonesia has hundreds of thousands of schools spread across diverse regions. Designing effective digital literacy programs requires in-depth research and significant time to reach all segments of society equitably. Currently, the government, schools, and parents have shown concern regarding digital literacy and cyberbullying through various educational initiatives. (Khatatbeh et al., 2022) emphasize the important role of character education in shaping responsible and ethical digital citizenship among students. Educators have a strategic responsibility to guide students towards positive online behavior, speech, and mental well-being to prevent cyberbullying, which is prevalent in the digital age. However, these efforts remain partial and have not yet reached all areas consistently. While some schools have begun implementing digital literacy curricula, the implementation lacks consistency across different regions (Marlef et al., 2024). Furthermore, (Dejanovic et al., 2021) highlight that digital communication often lacks basic ethics due to the easy access to social media and low awareness of moral responsibility in online interactions. Lack of self-control, privacy violations, and the use of inappropriate language present significant challenges in fostering digital ethics within society, particularly among adolescents.

While numerous studies have examined the impact and forms of cyberbullying, relatively few have focused on preventative strategies that are contextually relevant to the socio-cultural realities of Indonesia. (Jaedun et al., 2024) emphasize that existing preventative approaches are often general and lack specific, applicable strategies that can be directly implemented in schools and families. (Jaedun et al., 2024) further suggest that effective cyberbullying prevention requires strong digital literacy, active parental involvement, teacher training, and school policies that prioritize digital safety and ethics. These strategies can create a safe school environment that fosters healthy and responsible digital interactions. Therefore, more in-depth research and implementation are needed to develop preventative approaches that are not only theoretically sound but also practically applicable in the field.

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This research is crucial for gaining a deeper understanding of the evolving phenomenon of cyberbullying among Indonesian adolescents and for exploring effective preventative measures through digital literacy education and enhanced psychosocial support. It is hoped that the findings will contribute strategically to the development of intervention programs, educational policies, and practical guidelines for all stakeholders, including the government, educational institutions, and the wider community. Ultimately, this research aims to provide a foundation for developing programs and policies that create a safe, healthy, and supportive digital environment for all users, particularly during the crucial period of adolescent mental and social development.

## 2. Methods

This research on social media and the transformation of bullying in the digital age employs a qualitative methodology. The primary data collection technique is a literature review, involving a thorough examination of various scholarly sources such as journals, books, and other relevant documents that address the phenomenon of digital bullying. The literature review follows a structured process, beginning with topic selection and problem definition, followed by relevant literature searches, source quality evaluation, and thematic analysis and synthesis of findings (Machi & McEvoy, 2024). This procedure allows researchers to analyze the dynamics of concepts and empirical findings already published by previous researchers, leading to a more contextual understanding of the phenomenon under study.

By reviewing previous research, this study provides an accurate overview of emerging patterns of online bullying, including its forms, mechanisms, and impact on adolescents. Furthermore, the study highlights the importance of digital literacy and education-based prevention strategies. The ultimate goal is to empower adolescents to develop healthier digital behaviors aligned with social norms and to prevent the misuse of social media among younger generations.

### 3. Results and Discussion

#### 3.1. The transformation of bullying patterns from physical to digital

Bullying, also known as aggressive behavior, aims to hurt or intimidate someone physically or psychologically. In recent decades, the advent of the internet and digital technologies has introduced a new form of bullying known as cyberbullying (Subekti & Damayanti, 2019). Traditional bullying, often simply called bullying, involves direct interaction between the perpetrator and the victim. Forms of bullying include physical violence such as hitting, kicking, or pushing; verbal abuse such as insults, taunts, or threats; and social aggression such as spreading rumors, social isolation, or other actions that damage the victim's reputation or social relationships (Harahap & Saputri, 2019).

Research by (Amelia & Sudrartono, 2023) demonstrates a transformation in bullying patterns. Their study, using digital forensic investigation of experimental scenarios, successfully proved the shift from physical to digital bullying. Theoretically, both bullying and cyberbullying can be explained through the concepts of social aggression and peer pressure. Adolescents, due to their strong need for social acceptance, are particularly vulnerable to peer pressure, both as perpetrators and victims. When individuals feel a lack of control over their social identity, they become easy targets for intimidation. This is supported by Erikson's psychosocial theory, which posits that identity crises during adolescence influence how individuals respond to social pressure.

Further research by (Kowalski et al., 2014) indicates that cyberbullying can amplify the psychological effects of conventional bullying when both occur simultaneously. A meta-analysis of over 130 studies found that victims experiencing both forms of bullying exhibited significantly higher levels of anxiety and depression. Meanwhile, (Finkelhor, 2014) emphasizes that the digital environment not only increases the likelihood of bullying but also allows bullying content to reach a wider audience and persist online for longer periods.

Therefore, the shift from physical bullying to cyberbullying represents not merely a change in behavior but also reflects a transformation in adolescent social interaction patterns influenced by technological advancements and psychosocial dynamics. This phenomenon necessitates a more comprehensive intervention approach, encompassing not only education but also psychological support and more progressive digital protection policies.

#### 3.2. New Forms of Bullying : Cyberbullying

Cyberbullying is a form of bullying that occurs through digital media such as the internet and electronic devices. Forms of cyberbullying include online harassment through offensive messages or comments on social media platforms like Instagram, TikTtok, X (formerly Twitter), or other online communication platforms. Public humiliation occurs through the online dissemination of rumors, photos, or private information that damages the victim's reputation. Another common form is impersonation, where someone assumes another person's identity to spread negative content or manipulate situations for personal gain (Diannita et al., 2023).

Research by (Navarro, 2013) in Spain found that students who experience cyberbullying tend to show decreased academic performance, sleep disturbances, and symptoms of depression. This research also identified the cumulative impact of long-term cyberbullying, as victims feel unsafe even outside the school environment. Similar findings in Indonesia were reported by (Supriyanto & Hana, 2020) through a phenomenological study of high school students who were victims of digital bullying. The results showed

that victims experienced decreased concentration, feelings of shame and anger, and loss of self-confidence due to the negative and repetitive nature of online social interactions.

Furthermore, research by (Lestari et al., 2022) revealed that students who are victims of cyberbullying score higher on depression and anxiety scales, particularly if they lack adequate social support from parents or school. This research emphasizes the crucial role of school and family intervention in mitigating the psychological impact of digital bullying. Without collaboration between the government, schools, and parents, this will have a significant negative impact and fail to provide a safe space for children. Support for children who are victims of cyberbullying is essential, even though it is sometimes not considered a primary factor in children's mental health. During adolescence, a period of significant developmental transition, children have more complex vulnerabilities than those who have reached early adulthood.

Based on the above, several similarities exist between cyberbullying and physical bullying. Both aim to hurt, intimidate, or control the victim psychologically and socially. In both forms of bullying, there is a power dynamic between perpetrator and victim, where the perpetrator feels superior, whether physically, socially, or symbolically. This dynamic is amplified in the digital space because perpetrators are often not directly identifiable, increasing the intensity and frequency of aggressive actions. (Slonje et al., 2012) show that one key difference between cyberbullying and physical bullying is the rapid spread of information and the permanence of digital content. This increases the psychological risk because victims not only experience immediate bullying but also must contend with continuously accessible content that is visible to the public.

Therefore, the widespread nature of cyberbullying demonstrates that digital bullying is a serious challenge in today's adolescent social environment. Effective solutions require a multi-sectoral approach encompassing education, psychosocial support, and legal policies that adapt to the evolution of digital technology.

### **3.3. Factors Driving Cyberbullying and its Psychological Impacts**

The psychological impact on victims worsens without prompt professional intervention—a desired outcome for perpetrators. According to research by (Cahyaningrum & Siwi, 2018), several factors motivate cyberbullying, including personality type. Among the most significant influences on cyberbullying behavior are family, individual characteristics, and the environment. Analysis shows that digital protection, social support, and individual factors also influence victim behavior (Pandie & Weismann, 2016). Bullying has shifted significantly from physical to digital forms with technological advancements (Djamzuri & Mulyana, 2023), marked by the emergence of "Juvenile Digitized Delinquency" youth delinquency using digital media for bullying.

A case in Tasikmalaya, where a child was bullied, recorded, and the video spread on social media, leading to severe depression and death, highlights the severity of digital bullying's impact. Research by (Laeheem, 2018) shows further symptoms including feelings of threat, difficulty concentrating, decreased academic performance, and loneliness. Consistent with (Fitroh et al., 2023), victims may avoid school and experience academic decline. Repeated attacks lower self-esteem. Digital bullying has a broader impact than physical bullying due to its rapid spread and difficulty in removal. (Adawiyah, 2020) emphasizes that the digital footprint left by online bullying is accessible to anyone, anytime, anywhere, prolonging the victim's suffering. Furthermore, digital bullying affects victims physically, psychologically, and academically, including decreased academic performance and mental health issues. Therefore, families and society must educate all members of society, especially adolescents, on responsible social media use.

Improving digital literacy is a key preventative measure against cyberbullying. (Hidayati et al., 2023),

through a community service program, showed that digital literacy training for elementary school students increased their understanding of online bullying and sexual violence. After the training, 67% of participants gained a new and deeper understanding of responsible social media use. This demonstrates the importance of early education in shaping positive digital behavior. Integrating information technology into the school environment can also be an effective strategy for bullying prevention. (Hidayati et al., 2023), in their study at SDN Pangebatan Elementary School, showed that using anti-bullying educational platforms and anonymous reporting applications significantly reduced bullying incidents. This approach not only raises awareness of the negative impacts of bullying but also educates students about tolerance and empathy. Technology can thus be used to create a safe and inclusive school environment.

However, significant challenges remain in addressing cyberbullying, particularly regarding regulation and law enforcement. Adawiah (2020) highlights the lack of clear regulations regarding online bullying and its legal consequences in the Indonesian Electronic Information and Transaction Law and the Child Protection Law. Therefore, active legislative involvement is crucial to provide adequate and firm regulations for addressing cyberbullying cases. Collaboration between the government, schools, families, and the community is essential for creating a healthy and safe digital ecosystem for children.

This literature review examines the transformation of bullying patterns from conventional (physical) to digital (cyberbullying) among Indonesian adolescents. The analysis shows that social media significantly alters bullying dynamics, with anonymity, rapid information dissemination, and low digital literacy as key drivers. Cyberbullying encompasses not only verbal abuse or rumor-spreading but also impersonation and victim identity exploitation, with broader and longer-lasting consequences than physical bullying (Darmayanti et al., 2019). The psychological impacts on cyberbullying victims—stress, anxiety, depression, and decreased academic performance—highlight the urgency of comprehensive intervention (Tsani et al., 2024). This study also identifies low digital literacy and a lack of understanding of online ethics as exacerbating factors, especially given that only 35% of Indonesian schools actively teach digital literacy. This finding aligns with research by (Gülbahar, 2021) emphasizing the importance of early digital education.

Solutions proposed in this literature review include increased digital literacy through school training, integrating information technology to monitor and report bullying cases, and strengthening legal regulations (Hidayati et al., 2023). However, challenges such as inconsistent educational programs and the lack of clear legal frameworks for cyberbullying remain problematic (Adawiyah, 2020). Therefore, collaboration among the government, schools, families, and the community is crucial to create a safe and supportive digital ecosystem.

#### **4. Conclusions**

This study shows a significant shift in the form of bullying among adolescents, from direct physical bullying to cyberbullying through digital media. This transformation is driven by advancements in information technology and the increasing use of social media among teenagers. While bullying previously occurred primarily face-to-face in school or social settings, it now takes place in the virtual world, with a much wider reach and more complex consequences.

Cyberbullying differs from conventional bullying not only in its media and methods but also in its unique characteristics: perpetrator anonymity, rapid dissemination, and the permanence of digital content. This results in more severe psychological pressure on victims, who face not only immediate intimidation but also long-term consequences such as the spread of personal information, social stigmatization, and a loss of

safety even outside of school. The studies reviewed consistently show that cyberbullying contributes to serious psychological distress, including stress, anxiety, depression, decreased concentration, low self-esteem, and poor academic performance. Some cases even show extreme consequences such as social isolation and suicidal ideation. This situation is exacerbated by adolescents' lack of understanding of digital ethics and weak protection systems within families, schools, and society. In addition to individual factors such as personality and emotional control, environmental factors such as parental supervision, social interaction, and the existence of clear online rules also influence the occurrence of cyberbullying. This research also analyzes how low digital literacy and a lack of strong regulations hinder the prevention and management of digital bullying cases.

Therefore, a holistic and cross-sectoral approach is needed to address this challenge. Preventative efforts must include: (1) improving digital literacy through school curricula, teacher training, and public education; (2) strengthening the role of families in guiding children's technology use; (3) using digital platforms to detect, report, and handle cyberbullying cases; and (4) developing legal regulations that adapt to the dynamics of the digital world. In essence, this research shows that cyberbullying is a serious phenomenon that cannot be reduced to an individual problem. Awareness and collaboration among all parties government, educators, families, and the community are needed to build a safer, healthier digital population that supports the socio-emotional development of adolescents in the technological age.

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