



Communication strategy for guidance and religious Teachers in increasing mental immunity so they can face cyberbullying among Students at Senior High School 3 Klaten

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ABSTRACT

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In this very modern era, there are still many cases of bullying, or what we usually call Bullying, where most bullying cases involve minors. Most cases of bullying are carried out in environments where bullying should be strictly prohibited, namely in the school environment. As time goes by, bullying is not only done directly or in the real world but can be done indirectly or in the virtual world. Cyberbullying is a term that is commonly used to define bullying carried out in the virtual world, and it's even more dangerous because we don't know who the perpetrator is. Most victims of cyberbullying are minors and those still at school. For this reason, the role of teachers, especially guidance and counseling teachers and religious teachers, in dealing with students affected by cyberbullying is very important. This research aims to find out what strategies guidance and counseling teachers and religious teachers use to increase mental immunity so they can face cyberbullying among high school students in Senior High School 3 Klaten and how effective these efforts are for its students. The research method used in this research is a qualitative research method with a descriptive approach and uses interview and observation techniques as a way to collect data with 5 respondents covering 3 criteria, namely Initiator, Recipient, and Decision Maker. The interview material was transcribed and reviewed. The results of this analysis produced 3 themes which are discussed here social support, self, and motivation. A study of these three themes is very useful for understanding how to increase school student's mental immunity to deal with cyberbullying.

1. Introduction

Bullying or in Indonesian means "rundung" which means disturbing, disturbing continuously, and troublesome is an act of hurting someone, and it's done repeatedly (Van Hee et al., 2018). These actions often cause the victims affected by bullying to be physically and mentally injured which can cause prolonged trauma (Zakiyah, Ela Zain Humedi, Sahadi Santoso, 2017). Many people consider these actions to be trivial, a joke among friends, and even worse, some consider bullying to be a normal thing to do for the reason of training someone to survive alone in a harsh world (Dwi Setiawan & Chang, 2022). However, bullying can have a huge negative impact, especially on its victims. Bullying not only leaves physical scars, but also mental distress, and psychological disorders (Abaido, 2020).

In the past, people recognized bullying as an act of violence that only physically hurts, such as abuse, but over time it has also widened to verbal abuse that can affect the mental and psychological state of the victim (Park & Corn, 2017). In 2023, besides being able to occur in the real world (Offline), Bullying can also occur in the virtual world (Online) because over time with the development of technology that is growing rapidly and the use of the internet in daily life is getting higher and higher (Hamiza Wan Ali et al., 2019). Humans can also communicate and socialize through internet media.

The existence of the internet is like a double-edged knife (Akhyani, 2020). On the one hand, the internet can be used for positive things, such as accessing knowledge information, communicating remotely with family, finding new friends on the internet, and so on that are useful (Syahdan, 2022). But on the other hand, the internet can also have a very serious negative impact if misused. One example of the negative impact of the internet is harassment or thuggery on the internet (Abaido, 2020). Internet harassment or thuggery is known as cyberbullying. Most victims of cyberbullying are children and teenagers (Kholili & Wijiharto Tunggal, 2023). The trend of using social media as a communication medium is one of the main factors in the growth and development of cyberbullying (Prahesti & Sari, 2017). Cyberbullying usually occurs on various social media networks such as Facebook, Twitter, Instagram, and so on (Santosa, 2020). The methods used to bully victims also vary, ranging from insulting, threatening, spreading false rumors, and so on (Martínez-Monteaudo et al., 2020). Cyberbullying is easier to do than bullying in the real world because the perpetrator does not face the victim being bullied directly. Especially nowadays, there is probably no teenager or schoolgirl who does not have social media (Bozyiğit et al., 2021).

Cyberbullying often affects children and teenagers. This happens because their mentality is arguably still thin to accept various kinds of bullying on social media, and also cannot control their emotions (Olweus et al., 2019). Cyberbullying mostly occurs on social media platforms such as Youtube, Instagram, Facebook, Twitter and Tiktok. Based on research from websindo.com, active social media users in Indonesia reach 150 million people, and social media accessors via cell phones or smartphones reach 130 million people (Giumetti & Kowalski, 2022). From these data shows that social media users are very large. Thus, the possibility of cyberbullying is getting higher too. For now, the most widely used social media are Tiktok and Instagram (Santos et al., 2021). Users also vary, ranging from school students, university students, office workers, and others. For the content of Tiktok content in the form of videos. While Instagram can be photos and videos (López-Vizcaíno et al., 2021). Through the Tiktok and Instagram accounts that they have created, a teenager uploads photos or videos containing whatever they are doing in the hope of getting attention in the form of likes and comments (Suciartini & Sumartini, 2018). Usually the perpetrators of bullying or bullying carry out their actions in the Tiktok and Instagram comment fields. Among them are commenting with dirty words, insulting the victim, spreading slander, defaming someone, and so on until it can make someone depressed and disturbed (APJII, 2019).

Cyberbullying cases are difficult for parents to control because the perpetrators are not face-to-face. The impact of cyberbullying can be more serious than bullying directly in front of the victim (Whittaker & Kowalski, 2015). This is because cyberbullying provides an opportunity for many people to bully. In some cases, cyberbullying can cause victims to be anxious, depressed, and some even decide to commit suicide. However, these effects can occur depending on the immunity or mental and psychological immunity of the victim affected by cyberbullying. Someone whose mental immunity is relatively low, he will be easily affected by cyberbullying. Vice versa, someone whose mental immunity is high can overcome the effects of cyberbullying. Thus, the negative impact of cyberbullying can be minimized or even reduced (Aliyev & Ahmadova, 2020).

In the world of education, cyberbullying cases are also very dire, as most internet users are elementary, junior high, and high school students. Many students are negatively affected by cyberbullying. An example is the researcher's experience when he was still in high school or high school. At that time there was a researcher friend who was ganged up on by a number of students from older classes because one of the students who participated in the gang felt offended because the victim wrote a caption on the Instagram social media platform that offended him. Not accepting that he had been demonized, finally the next day the victim was beaten to a pulp. Instagram is the social media most favored by teenagers, including students of SMA Negeri 3 Klaten. So that this can create a gap for cyberbullying, especially with the increasing use of smartphones, making it easier to access social media anywhere and anytime. There is also an example of a case that happened to a Korean celebrity. This case recently occurred. The news immediately spread everywhere, both spreading to Korean news media and news media outside Korea. 2 celebrities from the country of Korea were affected most negatively by cyberbullying.

A student with low mental immunity is very vulnerable to the effects of cyberbullying. There are various ways that a student can improve his mental immunity, one of which is diligent worship, getting closer to God, and so on. For example, at SMA N 3 Klaten, all Muslim students are required to pray

in congregation at the school mosque during Dzuhur and Asr, and Friday prayers are required at school. Non-Muslim students are required to worship according to their respective beliefs. Getting used to participating in community service every Friday, giving alms and zakat for Muslim students, and all activities that can increase mental immunity so that they can fortify themselves so that they are not affected by cyberbullying which can destroy their future.

The habituation approach can be used to educate students' morals. An approach that includes cognitive and affective approaches is expected to have a positive influence in increasing the mental immunity of students who are victims of cyberbullying. However, are all these activities sufficient to strengthen students' mental immunity when they become victims of cyberbullying? Based on the above background, this research examines "Communication Strategies Conducted by Counseling Teachers and Religious Teachers in Increasing Mental Immunity to Deal with Cyberbullying Among Students in Senior High School 3 Klaten".

Based on the background of the problem, the problem formulations in this study are : (1) What are the communication strategies carried out by counseling teachers and religious teachers in increasing the mental immunity of SMA Negeri 3 Klaten students?. (2) Is there an influence of various activities in SMA N 3 Klaten on the mental immunity of SMA Negeri 3 Klaten students?.

Cyberbullying is a problem that arises from the increasingly frequent access to the internet. Cyberbullying is an actual phenomenon and is often discussed. Especially among parents who have teenage children. The cultivation of religious values, positive activities, the right association, and so on that have been mentioned in the background above are expected to be a fortress for teenagers in dealing with cyberbullying, so the objectives to be achieved in this study are : (1) Knowing what activities can increase mental immunity in students of SMA Negeri 3 Klaten. (2) Knowing the positive effect of activities carried out at SMA Negeri 3 Klaten on the mental immunity of its students.

Based on the objectives of this study, it is hoped that this research will have the following benefits: (1) For academic benefits, this research is useful for teaching school residents how important it is to increase immunity or mental immunity. High mental immunity can be our fortress in dealing with cyberbullying. (2) For practical benefits, this research is useful to inform ordinary people who think bullying and cyberbullying are things that cannot be underestimated. because the impact felt by the victim can be fatal to the victim's mental and psychological. The worst possibility is that the victim can be driven to commit suicide.

2. Method

As education continues to evolve, teachers must constantly adapt and refine their strategies to ensure effective instruction and student engagement (Fischhoff, 2019). To shed light on the various strategies employed by teachers, a qualitative research study was conducted, employing a descriptive approach with data collection through interviews and observations (Sugiyono, 2018). This article aims to provide an overview of this study, highlighting its objective, methods, and key findings. The objective of this research study was to investigate the strategies used by teachers in their instruction, with a specific focus on three key criteria: the initiator of the strategy, the recipient of the strategy, and the decision-maker responsible for selecting and implementing these strategies (Korb, 1976).

To achieve this objective, a qualitative research design was chosen. Qualitative research allows for in-depth exploration and understanding of the strategies used by teachers, as it entails capturing rich and nuanced data. Additionally, a descriptive approach was employed, aimed at providing a comprehensive account of the various strategies employed by teachers. Data collection for this study was done through interviews and observations. A sample of five respondents was selected, each representing different roles in the teaching process. These roles included the initiator of the strategy, the recipient of the strategy, and the decision-maker responsible for selecting and implementing the strategies. Interviews were conducted to gather insights into the strategies employed by teachers. Respondents were asked about their experiences, their understanding of effective strategies, and the factors that influenced their decision-making process. These interviews were conducted in a structured manner, ensuring consistency in data collection (Sahuddin et al., 2023).

This research was conducted at one of the favorite high schools in Klaten, namely Senior High School 3 Klaten. The subjects studied were all students in the school, namely students in grades X, XI,

XII, and also several teachers who could spare their time. It took 5 days for this research to be carried out at the school, namely on May 21 until May 26, 2023 by choosing very important hours, namely during breaks and when there are events in the school and during worship. The first reason why it was chosen during recess is because that is where cyberbullying occurs because students can access social media freely without getting interference from teachers. The second reason why it was chosen at the time of the event and during worship time is because at that time efforts can be made to avoid cyberbullying. Furthermore, observations were conducted to supplement the information gathered from interviews. By observing teachers in action, researchers were able to gain a firsthand understanding of the strategies being used. This method allowed for the collection of data on the actual implementation and effectiveness of the strategies employed.

The findings of this study were both insightful and informative. Analysis of the data revealed a range of strategies employed by teachers to enhance student learning and engagement. It was found that teachers used a combination of instructional strategies, such as cooperative learning, differentiated instruction, and inquiry-based learning, to cater to the diverse needs of their students. Additionally, the study shed light on the role of the initiator, recipient, and decision-maker in the selection and implementation of these strategies. It was found that the initiator played a crucial role in identifying the needs or challenges faced by students and proposing suitable strategies. The decision-maker, on the other hand, was responsible for evaluating and selecting the strategies to be implemented. The ultimate beneficiary, the recipient, experienced the impact of these strategies firsthand.

3. Result and Discussion

In the field of education, it is essential to identify and address the various themes that have a significant impact on students' learning and overall development. Through careful analysis and research, three important themes have emerged: social support for students, enhancing students' self-confidence, and motivation building. These themes play a crucial role in shaping students' educational experiences, success, and of course can deal with Cyberbullying. The first theme that has been identified is social support for students. It is widely recognized that having a strong support system positively influences students' academic progress. In schools and educational institutions, creating a supportive environment where students feel safe, valued, and connected is of utmost importance. Students who receive support from their peers, teachers, and administrators have higher levels of academic achievement and overall well-being.

Recognizing the significance of social support, schools have implemented various strategies to promote student engagement and collaboration. Classroom discussions, group projects, and extracurricular activities help foster communication and build relationships among students. Additionally, mentoring programs and peer tutoring initiatives contribute to a supportive network within the educational community. By encouraging social support, students feel empowered to seek help, share ideas, and thrive in their academic endeavors. Another crucial theme identified is enhancing students' self-confidence. Self-confidence is a vital attribute that enables students to overcome challenges and achieve their goals. In the analysis, it has been found that students with higher self-confidence exhibit greater enthusiasm for learning, participate actively in classroom activities, and demonstrate higher levels of perseverance.

To promote self-confidence, educational institutions can adopt various strategies. Providing constructive feedback, acknowledging student achievements, and recognizing their unique strengths are effective ways to boost self-confidence. Teachers can create a positive learning environment by emphasizing growth mindset and fostering a supportive classroom community. By celebrating diverse achievements and encouraging students to step out of their comfort zones, schools can instill a sense of belief and confidence in their students. The third theme that emerged from the analysis is motivation building. Motivation is crucial for students to engage in their learning and strive for excellence. Lack of motivation can hinder students' performance and overall enthusiasm. Therefore, it is imperative to identify strategies that effectively enhance students' motivation.

One approach to building motivation is creating a sense of purpose and relevance in the curriculum. By connecting classroom content to real-world applications, students can see the value and significance of what they are learning. Additionally, incorporating interactive and engaging teaching

methods, such as project-based learning and hands-on activities, can ignite students' curiosity and motivation to learn.

3.1. Increasing Mental Immunity - Social Support

In today's fast-paced and highly connected world, it is becoming increasingly important to prioritize mental health. According to the World Health Organization, mental health disorders affect one in every four people globally, making it a significant public health concern. In light of this alarming statistic, it is essential to explore strategies that can help individuals build mental immunity and improve their overall well-being. One such approach is through social support.

Encouraging peer support networks is an effective way to enhance mental immunity. By fostering a sense of community and providing a safe space for individuals to share their experiences, peer support networks can play a crucial role in promoting mental well-being. These networks, whether in person or online, enable people to connect with others who have similar experiences, allowing them to feel understood and supported. Research has consistently shown that individuals who have access to such networks experience lower levels of stress and are better equipped to cope with life's challenges.

Open dialogue is another essential aspect in increasing mental immunity. Encouraging individuals to openly discuss their thoughts and feelings can contribute to a more positive and supportive environment. When people feel comfortable expressing themselves without fear of judgment or stigma, it can significantly improve their mental well-being. By promoting open dialogue, we can reduce the isolation often associated with mental health issues, ultimately strengthening mental immunity.

Training students in empathy and understanding is a fundamental step towards building a more mentally resilient society. Empathy allows individuals to understand and connect with the experiences and emotions of others. By nurturing empathy skills in students, we equip them with the tools to support their peers effectively. This training can take various forms, such as workshops or interactive activities, where students learn to listen actively, validate emotions, and provide constructive support. In turn, students develop a stronger sense of social responsibility and a willingness to create an inclusive and supportive community.

The benefits of increased social support extend beyond individual mental well-being. Strong support networks have been associated with improved overall health outcomes, increased resilience, and even longer life expectancy. When individuals feel supported by their community, they are more likely to seek help for mental health issues, leading to early intervention and better treatment outcomes. By investing in social support, we can create a culture that values mental well-being and reduces the societal burden of mental health disorders.

To promote social support as a means of increasing mental immunity, it is crucial for policymakers to prioritize mental health initiatives. This includes allocating resources to mental health services and encouraging collaborations between mental health professionals, educators, and community organizations. It is also essential for employers to foster supportive work environments that prioritize employee mental well-being. By implementing policies that promote work-life balance, providing access to mental health resources, and actively challenging stigmas associated with mental health, employers can contribute significantly to enhancing mental immunity among their workforce.

In conclusion, increasing mental immunity through social support is of utmost importance in our modern society. By encouraging peer support networks, promoting open dialogue, and training students in empathy and understanding, we can create a culture that values mental well-being and reduces the negative impact of mental health disorders. It is essential for individuals, policymakers, and employers to recognize the crucial role they play in improving mental health outcomes and take concrete steps towards building a mentally resilient society. Together, we can create a future where mental health is prioritized, supported, and celebrated.

3.2. Increasing Mental Immunity: Self-Confidence

In today's fast-paced and ever-changing world, the need for mental immunity has never been more crucial. Just as our physical immune system protects us from external threats, our mental immunity shields us from the challenges and adversities of life. One key component of mental immunity is self-confidence, which acts as a powerful tool in overcoming obstacles and thriving in both personal and professional domains. Confidence, rooted in self-belief and a positive self-image, empowers individuals to navigate life's complexities with ease and resilience. But how does one cultivate and increase their mental immunity through self-confidence?

Building self-confidence begins with developing assertiveness skills. Assertiveness is the ability to express oneself in a clear, direct, and respectful manner. It involves standing up for one's rights, expressing opinions, and setting boundaries. By developing assertiveness skills, individuals not only increase their self-confidence but also gain the ability to communicate effectively, resolve conflicts, and make informed decisions. Resilience and self-esteem play vital roles in enhancing self-confidence and building mental immunity. Resilience enables individuals to bounce back from setbacks and challenges, while self-esteem provides the foundation for a positive self-image. Through building resilience, individuals learn to view failures as opportunities for growth, develop problem-solving skills, and cultivate a mindset of perseverance.

Building self-esteem is equally essential for increasing mental immunity. By acknowledging and appreciating one's strengths, talents, and achievements, self-esteem lays the groundwork for self-confidence. It is a reflection of one's worth and value, allowing individuals to face life's ups and downs with unwavering self-assurance. In addition to assertiveness, resilience, and self-esteem, equipping oneself with anti-bullying self-defense strategies is crucial in developing mental immunity. Bullying, whether in schools, workplaces, or online platforms, can severely impact an individual's self-confidence and overall mental well-being. By learning self-defense techniques, individuals gain the confidence and ability to protect themselves, both physically and emotionally, against bullies. This sense of empowerment acts as a shield, bolstering self-confidence and promoting mental immunity.

It is important to note that increasing self-confidence and mental immunity is a continuous process that requires practice, patience, and self-reflection. By consciously engaging in activities that promote self-belief, such as positive affirmations, goal setting, and self-care, individuals can gradually strengthen their mental resilience and confidence. In conclusion, self-confidence serves as a linchpin for increasing mental immunity. Through the development of assertiveness skills, cultivation of resilience and self-esteem, and the adoption of anti-bullying self-defense strategies, individuals can fortify their mental well-being and thrive in all aspects of life. Embracing self-confidence not only enables individuals to face challenges head-on, but also enhances their overall happiness and fulfillment. So, let us invest in our mental immunity by cultivating self-confidence and watch ourselves flourish amidst the complexities of life.

3.3. Increasing Mental Immunity - Motivation

Motivation plays a pivotal role in shaping an individual's life. It acts as a fuel that keeps us going even in the face of adversity. It is the driving force behind our actions, aspirations, and achievements. Without motivation, we would be like ships without a compass, drifting aimlessly in the vast ocean of life. In today's fast-paced and competitive world, developing mental immunity to stay motivated is more important than ever. Positive reinforcement and rewards have long been recognized as effective methods for increasing motivation. By linking desired behaviors and actions to rewards, we can create a sense of fulfillment and satisfaction in achieving our goals. This not only boosts our self-confidence but also encourages us to push ourselves further. Whether in the workplace, academia, or personal life, positive reinforcement has proven to be a powerful tool for increasing motivation and productivity.

Motivational speeches and campaigns also play a significant role in enhancing our mental immunity. They serve as an external source of inspiration and encouragement. A well-crafted motivational speech can ignite a sense of purpose within us, reminding us of our potential and urging us to take action. These speeches often share personal stories of triumph over adversity, instilling hope and resilience in their listeners. By exposing ourselves to such speeches and campaigns, we can strengthen our mental immunity and face challenges head-on. Engaging students in extracurricular

activities is another effective way to foster motivation. In school settings, extracurricular activities provide a platform for students to explore their interests and passions. By participating in these activities, students develop a sense of belonging and achievement. They learn to set goals, work collaboratively, and persevere through setbacks. This not only enhances their overall well-being but also boosts their motivation to excel academically.

Furthermore, extracurricular activities offer a valuable opportunity for students to discover their strengths and talents. Often, individuals find their true calling outside the boundaries of their regular curriculum. By engaging in activities that they are passionate about, students develop a strong sense of purpose, which in turn fuels their motivation. Whether it be sports, music, art, or leadership roles, these activities cultivate essential life skills that are transferable to various aspects of their lives. So, increasing mental immunity through motivation is crucial for personal growth and success. Positive reinforcement and rewards provide a sense of accomplishment and fulfillment, driving us to strive for excellence. Motivational speeches and campaigns serve as external sources of inspiration, reminding us of our potential and instilling hope. Engaging in extracurricular activities expands our horizons, fosters a sense of purpose, and enhances our overall well-being. By incorporating these strategies into our lives, we can develop the mental immunity necessary to overcome obstacles and achieve our goals. So, let us nurture our motivation and stay resilient in the face of challenges, for it is through our motivation that we unlock our true potential.

4. Conclusion

In today's digital world, where technology has become an integral part of our lives, bullying and cyberbullying have emerged as significant concerns, especially among young people. As the prevalence of these harmful practices continues to rise, it is imperative that we address them effectively and provide the necessary support to those affected. One essential aspect of this support lies in increasing mental immunity, which can be achieved through the guidance and assistance of teachers and religious leaders.

Bullying, in any form, can have serious and long-lasting consequences for both the victim and the perpetrator. It creates an environment of fear, anxiety, and loneliness, leading to detrimental effects on mental and emotional well-being. As a society, we have a responsibility to protect our young generation from such distressing experiences. However, rather than solely focusing on preventing bullying from occurring, it is equally important to equip individuals with the mental resilience necessary to deal with it when it does happen.

Educational institutions play a crucial role in shaping the minds of young people. By educating teachers about the impact of bullying and cyberbullying, we can empower them to create a safe and supportive environment for their students. Teachers should receive comprehensive training on recognizing the signs of bullying and understanding its consequences on mental health. This knowledge will enable them to effectively identify and intervene in instances of bullying, and provide the necessary guidance and support to both the victim and the bully.

Moreover, teachers can contribute significantly to increasing mental immunity by fostering a culture of empathy and inclusivity in their classrooms. By promoting kindness, respect, and acceptance, they can cultivate an environment where bullying and cyberbullying are less likely to occur. Emphasizing the importance of open communication and active listening can foster a sense of belonging among students, enabling them to confide in their teachers about their experiences without fear of judgment or retaliation.

Religious teachers also play a vital role in building mental immunity to combat bullying and cyberbullying. Spirituality and faith can provide individuals with a strong sense of purpose, identity, and resilience. By incorporating religious teachings into their guidance, religious teachers can instill values such as compassion, forgiveness, and self-esteem, which are essential in dealing with bullying. By integrating faith-based principles into discussions on bullying prevention, they can help students develop a deeper understanding of these behaviors and equip them with the tools necessary to overcome challenges.

In conclusion, increasing mental immunity is crucial in effectively dealing with bullying and cyberbullying. By equipping teachers with the knowledge, skills, and resources to address these issues,

we can create a safer and healthier learning environment for all. The combined efforts of educators and religious teachers can play a significant role in instilling resilience, empathy, and emotional well-being in young individuals. Let us not underestimate the power of education and spirituality in shaping the minds of our future generation. Together, let's work towards becoming digital defenders against cyberbullying, promoting mental immunity, and ensuring the well-being of our young people.

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