**Cyberbullying Prevention Through Approach Bystander Intervention Positive**

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**ABSTRACT:** *The widespread use of social media among the public shows reality in nature, positive and negative, Because the use of social media can give progress at a time of decline in life in society. The problem of bullying in Indonesia is a very complex thing. Need to the existence awareness from all parties To handle the matter. In addition, the existence of social media has become a receptacle for cyberbullying. There is a kind of pride among children and adolescents when they show off action violence and bullying on social media. Concrete steps to reduce bullying cases in Indonesia are still Not yet targeting digital literacy with communication models and the concept of Positive Bystander Intervention in depth. Research objectives This is to develop digital literacy based on communication models and the concept of positive bystander intervention to prevent the expansion of cyberbullying among teenagers in several areas such as Jakarta, West Java and North Sumatra for being involved in active inactivity. This is digital literacy. Part of it big social media users need digital literacy related to positive Bystander intervention or can be interpreted as only those who observe the situation and are able to firmly behave positively to stop all forms of violence and bullying on social media. The approach used in the study is qualitative with the use of method studies case, technique data collection using deep interviews from participants digital literacy and FGD (Focus Group Discussion).*

**Keywords:** *Digital literacy, bystander intervention positive, cyberbullying, social media, communication interactional.*

1. **INTRODUCTION**

The presence of internet technology that allows each individual To Be connected to cyberspace networks gives rise to a phenomenon new in the middle society. Internet penetration in Indonesia reached 78.19 per cent in 2023, or 215,626,156 souls out of a total population of 275,773,901 people [1]. The widespread use of social media among the public shows reality in nature, positive and negative Because the use of social media can give progress at a time of decline in life socializing [2]. The openness of access for the internet generation so free on social media makes users vulnerable to being exposed to things that should be limited. For teenagers, social media is a reference, a place to learn, and simultaneously a space that allows exposure to various negative content influences. Social media is also often used as a place for self-existence to build the construction of adolescent reality to form a self-charm by what they want, including the inevitable *cyberbullying behaviour* (Andina et al., 2022).

According to the Federation of Indonesian Teachers' Unions (FSGI), there were 30 cases *of bullying* in schools throughout 2023. This figure increased from the previous year, which amounted to 21 cases. As many as 80% of bullying cases in 2023 occurred in schools under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and 20% in schools under the auspices of the Ministry of Religion. However, based on data from the Indonesian Child Protection Commission (KPAI), 87 cases *of bullying* occurred in the first trimester of 2023. This figure only shows the reported cases, which could be higher than unreported cases [4].

There is a kind of pride among children and adolescents when they show acts of violence and bullying on social media with actions such as beating other people, committing verbal and non-verbal violence, and even criminal acts [5]. In that way, they want to show themselves and ask for recognition. For adolescent groups, the more daring and reckless their actions on social media, the more respected they are in the eyes of other group members [6]. Committing acts of violence is often part of their initiation process to be accepted and recognized for their leadership [4]. For example, the case of violence against David Ozora; brutal abuse in Cilacap; "Hazing" in Babelan, Bekasi; "Smackdown" action in Balikpapan; elementary school students stabbed with meatballs until blind in Gresik; violence against vocational school students in Cimahi; students burning down schools because they were *bullied* in Temanggung; and other *bullying cases*. These cases were revealed because the perpetrators of violence recorded their acts of violence on social media as proof of their identity to reveal their social identity [7].

From several cases that have been described above, it is necessary to implement a form of social control in the community, especially among teenagers; the lack of digital literacy and the opportunity for freedom to access social media have made social media a new space for violence and bullying [5]. Making content violent and content with loud bullying on social media the more likely not inevitable. Controlling society requires a tool to control society: education and literacy [8]. From the statement on problems that arise: first, social media hurts the formation of attitudes toward aggressive, *bullying* and violent teenagers. Things happen Because of several factors, and the most important is exposure to content violence on social media and freedom to access content that is not in accordance desired age​ of its users; secondly, as form counter social show existence self and ego teenagers on social media for bring other people down.

Solution to finish problem with method some big social media users need given digital literacy related *Bystander intervention positive* or can interpreted as only those who observe the situation and able to firm behave positively for stop all form violence and bullying on social media. With invite generation young for brave speak up for act firm to cut off the cyberbullying chain on social media. Media literacy is an individual's skills to use social media [9]. In addition to digital literacy, communication models interactional and conceptual *bystander intervention positive* in depth between teachers, students, parents, and the community become a reference beginning prevent expansion case *bullying* in Indonesia. Research This aims to develop digital literacy through a communication model approach, interactional and conceptual *bystander intervention positive* prevention expansion *cyberbullying* specifically circles teenagers in several regions such as Jakarta, West Java and North Sumatra to follow active in activity this digital literacy. So the expected *bystander intervention is positive* among teenagers and society in general, as the *audience* and *sub-audience* can become observers and control social contributions​ active For to thwart all forms of violence on social media​ [10].

Quoting references from several studies previous For strengthen the argument study, the researcher took several studies on the previous capable become runway sustainability in the study The first journal, titled Overcoming *Bullying* from Education Characters, 2018, contains about The Indonesian National Education System's always change along with the journey life Indonesian society and demands of the times (Yyuyarti, 2018). Furthermore study previous second by Nunuk Sulisrudatin, 2018, entitled: Cases of *Bullying* Among Students ( A Review Criminology ), which reviews cases of *bullying* in Indonesia at a high school in Jakarta became the focus of mass media discussion domestically (Sulisrudatin, 2018 ).[12]

Furthermore, a study previous to three entitled The Influence of Social Media on Behavior *Cyberbullying* Among​ Teenagers by Laila Fazry and Nurliana Cipta Apsari, 2021 [13]. Strengthened with the study previously titled Correlation *Bystander Effect* with Behavior Prosocial in Students, by Tiara Prastika Muhti and Zulian Fikry, 2023, results from the study This shows that the existence positive and significant relationship​ between variable *bystander effect* and behaviour prosocial, where behaviour prosocial built-in *bystander effect* is a form positive action​ [14].

Study previous fifth, entitled Digital Literacy for Teenagers in DKI Jakarta in the Phenomenon *Display of Violence* in Social Media, by Citra Eka Putri and Radja Erland Hamzah, 2024. Research results show the implementation of digital literacy *display of violence* in high school students in Jakarta is some Most teenage netizens in Indonesia still do not want to comment positive or brave *speak up* on social media related Lots things, including related issues violence as part of *bystander intervention positive* [15]. Research the previous sixth, entitled Empowerment *Bystander* for Preventing Bullying in Schools Through Training Programs Skills Empathy, by Cynthia Halim and Ratna Djuwita, 2018. The results of Literature skills and empathy used​ in the design of this program will increase behaviour so that *bullying* will reduce itself after delivery [16].

In the research on Not Yet, there is a clear effort​ to reduce case *bullying* and *cyberbullying*, from study previously also does not explain that digital literacy has a very important role for to educate the public, specifically teenagers, about the use of social media, specifically related to problem bullying. Reinforced by studies by previous researchers on digital literacy, students, lecturers and the community in digital literacy are said to agent transformative that must be capable of becoming a pillar of literacy-wise use of social media to be able to press impact negative that gives birth to phenomena new happening on social media including *cyberbullying* [17]. Wise and literate use of social media Not yet evenly socialized in Indonesia not in line with increasing use of social media massive in a way significant [18]. In addition, the study previously also not how important *bystander intervention positive* One opportunity solution to reduce or even stop action *cyberbullying* with direct teenagers for brave act right and *speak* up to cut off eye chain *cyberbullying* on social media as an agent change positive generation young to be more wise media social.

1. **METHOD (Calibri Light, 12 BOLD)**

Research methods used​ are studies case, type study qualitative naturalistic or naturalistic inquiry is procedure research that produces descriptive data in the form of written and spoken words from people and behaviors that can observed. The data collection technique was used through the PAR (Participatory Action Research) method through FGD, observation, interviews and study Documents. Researchers do observation directly to location study To see reality and existing phenomena. Constructivism​ rejects the view of positivism that separates subject and object communication. In view of constructivism, language No Again is only seen as a tool For understanding reality objectively and separated from the subject as the central pauper in activity communication and social relationships. Subject's own ability to control intentions in every discourse [19].

Researchers use the approach of studying qualitative naturalistic or naturalistic inquiry because it means understanding the effort made by the subject study related to the discussion. What is​ researched by the author, as well as How the subject study overcomes all obstacles faced​ with the method description in the form of words and language, at a context special natural and utilizing various methods scientifically. The method used is descriptive qualitative. Data collection techniques were used through the PAR (Participatory Action Research) method FGD, observation, interviews and study documentation [20].

Bogdan and Taylor, as quoted by Moleong (2018), define ' Qualitative ' as Procedures research that produces descriptive data in written form or oral of people and behaviours that can be observed, according to their approach. This is directed at settings and individuals holistically (whole). So, in this matter, No one may isolate an individual or organization into a variable or hypothesis but needs to look at him as part of integrity [21].

After that, the final studies case must find the methods used to repair or heal aspects that show abnormality from the case under investigation [22]. Case studies become the method used in studying this; studying good cases​ must done in a way that is directed to life, actually from the case under investigation. For that study, data can be obtained Not just from the case in question but also from all parties and from everyone who knows and recognizes him in a good way [23].

The research design in techniques and data analysis using The PAR (Participatory Action Research) method involves researchers and participants working​ to understand the situation problem and improve it. PAR method is carried out with data collection with FGD ( *Focus Group Discussion* ) with objective find meaning A theme according to understanding A group [24]. FGD participants were given issues or Topics related to *cyberbullying* on social media to obtain insert or suggestions from FGD participants for communication model development interactional and conceptual *bystander intervention positive.*

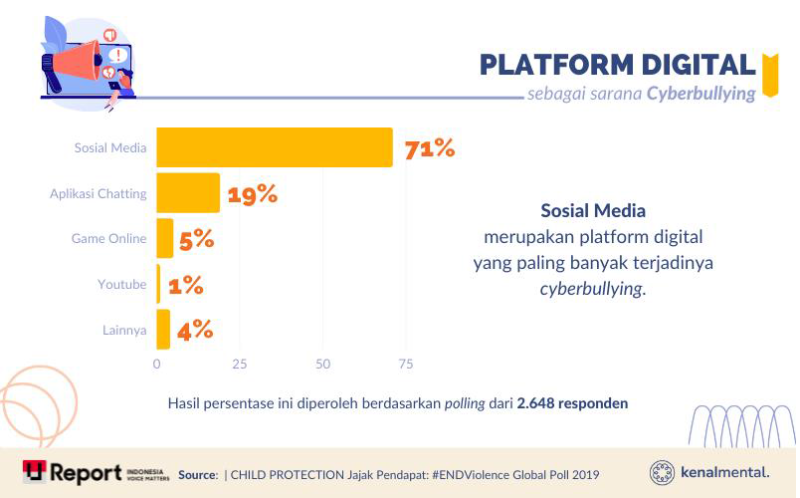
The stages that will be done in the research: first is the stage pre-researcher, researcher observes and studies literature from the environment you want to investigate time searches for research data until to determine object and subject study-related develop digital literacy through the communication model approach interactional and conceptual *bystander intervention positive* as prevention expansion *cyberbullying* [25]. Finding *state of the art* from study previous for compare study This from context its novelty from researches​ previous similar, after that researchers also designed methodology study qualitative with use method studies case.

Furthermore stages of research implementation, researchers​ do digital literacy with development method Communication interactional related bystander positive intervention in several regions in Indonesia such as Jakarta, West Java and North Sumatra, which have enough bullying​. The PAR (Participatory Action Research) method involves researchers and participants working​ the same to understand a situation problem and change it into the form of Digital literacy, socialization, FGD (Focus Group Discussion), and webinars conducted with material related importance to understanding digital literacy for teenagers social media users for become bystander intervention positive use reduce number bullying in Indonesia. After conducting interviews with a subject study teenagers in several regions in Indonesia, the results study processed through data reduction, data display and data conclusion; lastly, the stage post-research, where data is obtained and generated as the results study.

**III. RESULT AND DISCUSSION (Calibri Light, 12 BOLD)**

*Cyberbullying* Alone has become a spectre and a problem that often arises every year. Even until 2024, still Lots of cases of *cyberbullying* happening circles teenagers. As many as 60 per cent of teenagers confess Once experience action *bullying,* and 87 per cent other Once experience bullying in a way *online* or *cyberbullying* [26]. The data in Figure 1 explains that social media *platforms* rank First in action *cyberbullying* by 71% with a survey of 2648 respondents, followed by second that is application *chat* (*Cyberbullying: The Poison of Social Media in Indonesia*, 2021).

The openness of access for the internet generation so free on social media makes users vulnerable to being exposed to things that should be limited. For teenagers, social media is a reference, a place to learn, and simultaneously a space that exposes many to various negative content influences. Social media is also often used as a place for self-existence to build a construction of adolescent reality to form a self-charm that is in accordance with what they want, including the inevitable *cyberbullying behaviour* (Andina et al., 2022).



***Figure 1****. Social Media Platforms Spreader Case Cyberbullying, 2021*

Its implementation to control social among​ the public, specifically teenagers, lack of digital literacy and existence opportunity freedom access social media has created social media as room new for violence and bullying [5]. Making content violent and content with loud bullying on social media the more likely not inevitable. Controlling society requires a tool to control society: education and literacy [8]. From the statement on problems that arise First, social media hurts the formation of attitude aggressive, *bullying* and violent teenagers; things happen Because of several factors, and the most important is exposure to content violence on social media and freedom to access content that is not in accordance desired age​ its users; secondly, as form counter social in show existence self and ego teenagers on social media for bring other people down.

Solution to finish problem with method some big social media users need given digital literacy related *Bystander intervention positive* or can interpreted as only those who observe the situation and able to firm behave positively for stop all form violence and bullying on social media. By inviting the younger generation to dare to speak up and act decisively to break the chain of *cyberbullying* on social media. The concept of media literacy is interpreted as the skills possessed by individuals to be able to be wise in using social media [9]. In addition to digital literacy, the interactional communication model and the concept of in-depth *positive bystander intervention* between teachers, students, parents and the community are the initial references to prevent the spread of *bullying cases* in Indonesia. This study aims to develop digital literacy through an interactional communication model approach and the concept of *positive bystander intervention* to prevent the spread *of cyberbullying,* especially among adolescents in several areas such as Jakarta, West Java, and North Sumatra, to be actively involved in this digital literacy activity. So, it is hoped that *positive bystander intervention* among adolescents and the general public as *audiences* and *sub-audiences* can become observers and social controls that actively thwart all forms of violence on social media [10].

As for the description results implementation that has been researched is from *Focus Group Discussion* (FGD) includes several informants, including teenagers aged 16 – 22 years consisting of from several cities in Indonesia, in North Sumatra, West Java and Jakarta. Including Panca Budi Development University, Medan, Panca Budi Vocational High School, Medan, Tunas Multi Raya Vocational High School, Depok, Mercu Buana University, Jakarta, and Prof. Dr. Meostopo University (Religious), Jakarta.



***Figure 2.*** *FGD activities at the Main Campus of Panca Budi Development University, Medan*

*(Source: Researcher Documentation, 2024)*

FGD was conducted at Universitas Pembangunan Panca Budi, Medan and SMK Panca Budi, Medan. In this FGD activity, the researcher previously provided material related to digital literacy and *positive bystander intervention* and also provided case studies on cases related to *cyberbullying*, after which it was continued with a discussion session in the FGD where three discussion groups were created consisting of around 15 students and 15 students of SMK Panca Budi, Medan. Most of the FGD participants felt that they had never received material related to digital literacy before, so this discussion was very interesting and made the participants understand the importance of digital literacy to become *a positive bystander intervention* and reduce *bullying behaviour* on social media. This activity was carried out for 120 minutes, with 60 minutes of FGD sessions and 60 minutes of digital literacy sessions. This activity occurred at the Main Campus of Universitas Pembangunan Panca Budi, Jl. Gatot Subroto No.km, Simpang Tj., Kec. Medan Sunggal, Medan City, North Sumatra 20122.



***Figure 3.*** *FGD activities with Tunas Multi Raya Depok Vocational School students*

*(Source: Researcher Documentation, 2024)*

Furthermore, the FGD was conducted by inviting seven student representatives from SMK Tunas Multi Raya, Depok. To explain material digital literacy related *to bystander intervention* and *cyberbullying*, some participants are very happy Because they previously Once got material digital literacy, but it was Not yet in a way clear How digital literacy with *bystander interventions positive*ly capable of reducing action *cyberbullying* FGD activities were carried out during not enough more than 120 minutes with session 60 minute and 60-minute discussions session digital literacy. Activities at Campus 3 Multimedia Lab Faculty Knowledge Communication of Prof. Dr. Moestopo University (Religious), Jl. Swadarma Raya No.54 1, RT.1/RW.2, Ulujami, Pesanggrahan District, South Jakarta City, Special Region Capital of Jakarta 12250.



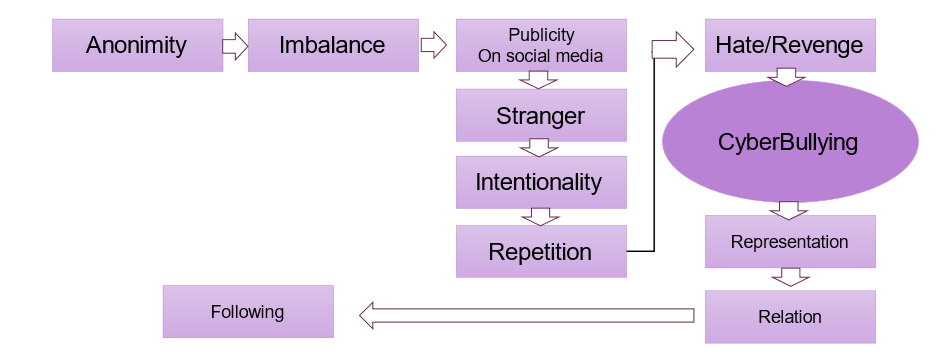
***Figure 4.*** *FGD activities with students of Mercu Buana University and Prof. Dr. Moestopo University (Religious).*

*(Source: Researcher Documentation, 2024)*

Furthermore, the FGD activity invited five student representatives from Mercu Buana University, Jakarta and five students from Prof. Dr. Meostopo University (Beragama), Jakarta. Before starting the FGD activity, the students were given a presentation of material related to digital literacy and *bystander positive intervention*, not forgetting also to mention *cyberbullying* as a case study in the discussion material; most of the informants felt very happy, enthusiastic and interested in following the discussion until the end, the FGD was carried out for approximately 120 minutes, with 60 minutes of discussion time and 60 minutes of digital literacy presentation. The FGD was conducted on a different day at Campus 3, Multimedia Lab, Faculty of Communication Sciences, Prof. Dr. Moestopo University (Beragama), Jl. Swadarma Raya No. 54 1, RT.1 / RW.2, Ulujami, Kec. Pesanggrahan, South Jakarta City, Special Capital Region of Jakarta 12250.

From the results of the FGD that researchers have conducted, it should be noted that FGD is one of the data collection techniques in qualitative research. FGD is a semi-structured interview guided by an expert moderator. It focuses on a previously determined topic [28], so the researcher and team process the FGD data into research results with the stages of FGD data processing including Categorizing and coding data from discussion results, Identifying themes and patterns that emerge from the data and interpreting findings and drawing conclusions. Furthermore, the data is analyzed at the qualitative stage. The stages of qualitative research data processing include collecting, reducing, categorizing, presenting, and verifying conclusions [29].

As for the results of the first study, it includes the concept of *cyberbullying*. *Cyberbullying* is an act of bullying that is done intentionally and repeatedly through electronic media, such as the Internet, text messages, email, or blogs. *Cyberbullying* aims to scare, embarrass, or hurt somebody [13]. *Cyberbullying* (bullying cyber) is the intentional behaviour​ Of hurting others online. This becomes a serious problem, especially Because teenagers can experience emotional and psychological ​ consequences action bullying [30]. *Cyberbullying* sulks at the urge to hatred, alienation, dislike balance information obtained, social media, intensity, courage without identity, and repetition of hatred Because driven by the influence of hatred previously (Pratama & Nistanto, 2021). Concept map *cyberbullying* can be seen in Figure 5, which results from research.​



***Figure 5****. Concept Map Cyberbullying*

*(Source: Processed Results Researcher, 2024)*

On the results of research conducted by researchers​ in FGD (focus group discussion), some big informants say they bravely do cyberbullying Because existence of courage without identity on social media or anonymity. Anonymity allows perpetrators to behave more bravely and cruelly Because they can hide their identity. They feel free to express aggression *online* without fear of punishment or being tracked. Lack of empathy. When social media users use anonymous identities, they tend to lack empathy for the negative impacts their actions may have. They are more likely to commit harmful acts without considering the feelings of the victim. Increased and uncontrolled aggression. Anonymity can increase the level of aggression in *online communication*. Perpetrators of *cyberbullying* feel stronger and brave Because they are not identified.



*Imbalance Factors Behavior Cyberbullying*

*( Source: Research Results Data, 2024)*

Based on processed data results research in Figure 6, factors Imbalance of information on social media can have a significant impact, especially​ in context behaviour like ***cyberbullying***. Here are a number of the impact that occurs based on the results research on FGD activities by researchers:

The formation of Misperception (Misinformation)

1. Normalization *of bullying* is in 22% of informants' answers related to *cyberbullying behaviour* on social media, where *cyberbullying* is considered entertainment and jokes; if a wrong or negative opinion spreads widely on social media, actions that should be considered bad can be normalized. For example, when a public figure or individual becomes the target of an online attack, others may feel justified in participating in *cyberbullying* because many other people also do it and enjoy *cyberbullying* as something common and normal or like feeling that bullying comments on social media that target someone are considered funny entertainment so we normalize it, even laughing when we see bullying comments on social media.
2. Anonymity 21% of informants said they dared to do *cyberbullying* because of the courage without identity on social media or anonymity. Anonymity allows perpetrators to behave boldly and cruelly because they can hide their identity. They feel free to express aggression *online* without fear of being punished or tracked. Lack of empathy. When social media users use anonymous identities, they tend to lack empathy for the negative impacts that their actions may cause. They are likelier to do harmful actions without considering the victim's feelings. Increased and uncontrolled aggressiveness. Anonymity can increase the level of aggressiveness in *online communication*. Perpetrators *of cyberbullying* feel stronger and brave Because they are not identified.
3. Lack of empathy with an answer by 20%; when somebody is exposed to imbalanced information, especially negative or sensational information, they may lose empathy towards the victims. They start seeing victims *of cyberbullying* as “worthy” of attack without understanding the situation. This worsens the online dynamics, where negative actions are becoming more common.
4. The 15% confirmation bias reinforcement in informant responses illustrates that when someone is only exposed to information that supports their beliefs through social media, confirmation bias can strengthen. In the context of *cyberbullying*, this means that people who already have negative prejudices about someone or a group can be more easily provoked to commit *bullying* because they only receive information that supports their views.
5. Information imbalance, often with 11% of informant data, causes a wrong perception of a person or situation. People who only receive one side of the story tend to form opinions without considering the broader facts. This can trigger aggressive behavior such as *cyberbullying*, where someone judges or attacks another person based on inaccurate information.
6. *Echo Chamber* Effect 11%, social media often creates an *echo chamber effect*, where a person is only exposed to the same views or opinions as their group. This reduces the chance of hearing corner diverse and strengthening views​ wrong perceptions. As a result, *cyberbullying* Can increase because there is no warning or reminder about the impact bad from the action.

This impact shows how important the balance of information and digital literacy is, especially in an era where information can spread quickly and is not always verified. Educating social media users to be more critical of the information they receive can help prevent participation in actions such as *cyberbullying*.

Next, entering the process of *cyberbullying encouragement*, such as the process of *publicity*, *stranger*, *intentionality* and *repetitions* in the process of *cyberbullying behaviour,* is often triggered by a person's tendency to follow or imitate negative comments that have been previously thrown on social media. There are several psychological and social factors obtained from the results of the FGD by respondents who are also able to explain why this can happen:



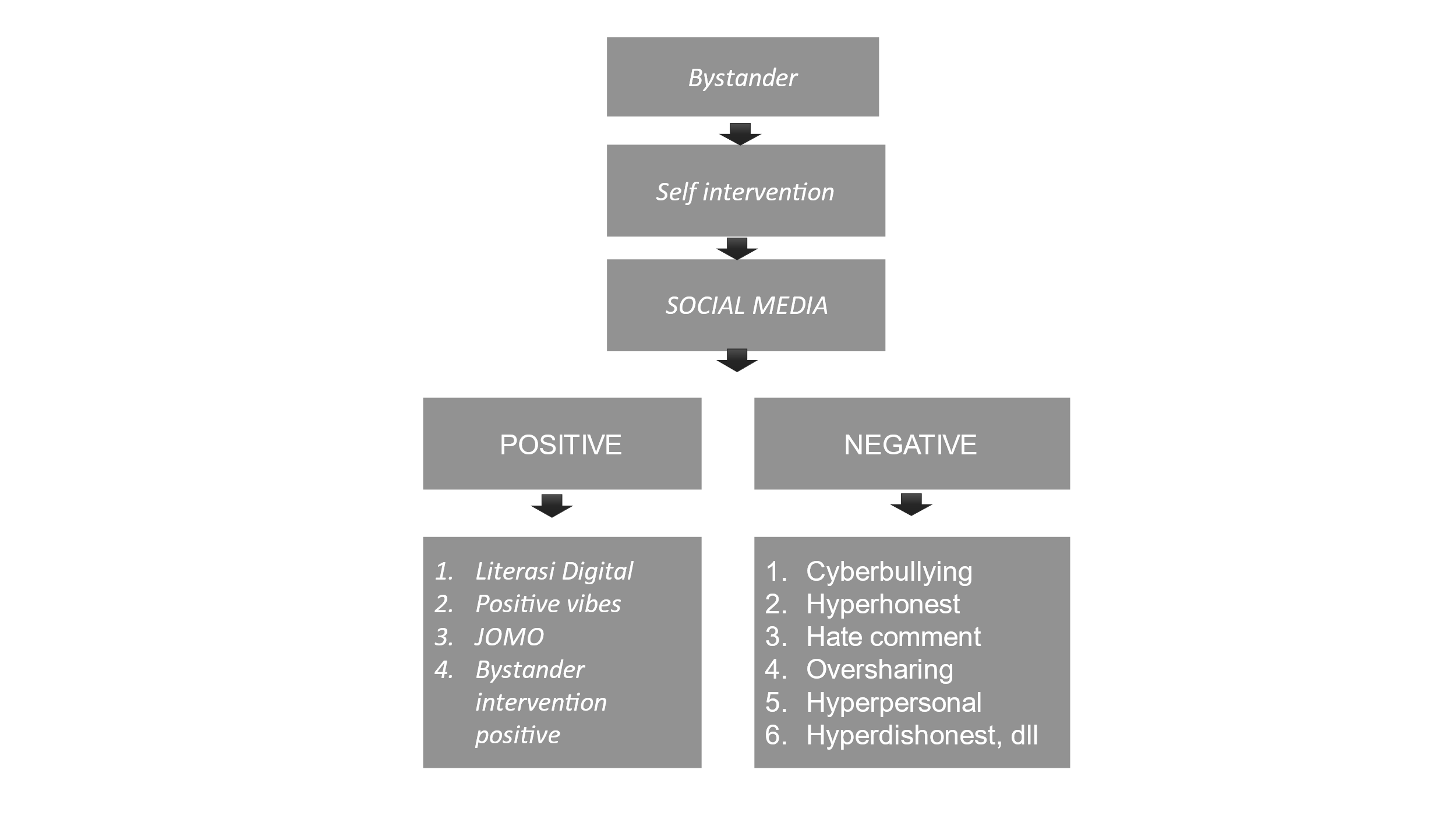
***Figure 7.*** *Thrust Behavior Cyberbullying*

*(Source: Research Results Data, 2024)*

1. Snowball Effect *25* %: one negative comment can trigger a series of other negative comments that get bigger, like a rolling snowball. This effect shows how a conversation that may have started as harmless can turn into a mass attack on the victim. People involved in *cyberbullying* may not realize the big impact of this collective action because they are just "going along" with what is already there.
2. Effect Social *Influence* Effect 19%, on social media; many people tend to follow behaviour majority. When people see negative comments or attacks on others on *platform*s like Twitter, Instagram, or Facebook, they Can push for follow. This makes them feel as if What is being done is natural, though wrong. Comments negative First often works​ as a " trigger " for others to be involved in the same behaviour.
3. Deindividuation was at 18% of respondents' answers; deindividuation often occurs on social media, where someone feels less responsible for their actions because of online anonymity or social distance. When seeing someone post *negative* comments, others may feel safer and more comfortable doing the same without fear of consequences, thus engaging in *cyberbullying*.
4. Seeking Validation and Attention in 13% of informants' answers: On social media, many people seek social validation through interactions, *likes,* or *retweets*. Seeing that previous negative comments or attacks have received much attention, someone may be encouraged to follow suit to get the same response or recognition. This is especially true for teenagers and people who need recognition from their social environment online.
5. Misinformation and Narrative Bias 9% A person may engage in *cyberbullying* after being influenced by a false narrative. If the first negative comment contains inaccurate information or distorts the facts, others can easily get carried away and attack the victim without knowing the real situation. They feel "right" because they follow the dominant narrative, when they are spreading lies and hatred.
6. Group Conformity ( *Groupthink* ) 9% When a large group starts taunting or attacking someone on social media, others tend to feel pressure to conform to stay in the "group." This is known as *groupthink*, where individuals lose critical views and only follow the current. Comments on negative things that other people do often strengthen the desire for somebody to also issue bad comments because they feel that " everyone does it."
7. Perception Freedom Expressing 7%, social media is often considered *a platform* where everyone can express his opinion. When he sees other people throwing out negative comments, individual Possible feels they also have the right to do the same thing in the name of freedom speak. However, they are Possibly Not aware that actions they include in the form of *bullying* can hurt others.

In cases like this, ongoing *cyberbullying* is usually not started by one individual only but develops from individual actions into collective actions. Therefore, everyone needs to be aware of their responsibilities on social media and not participate in behaviour that is detrimental to others, even if many others are doing so.

From several cases described above, it is necessary to implement social control in the community, especially among teenagers. The lack of digital literacy and the opportunity for freedom to access social media has made social media a new space for violence and bullying. *Positive bystander intervention* can be defined as anyone who observes a situation and can take a firm positive stance to stop all forms of violence andbullying on social media.



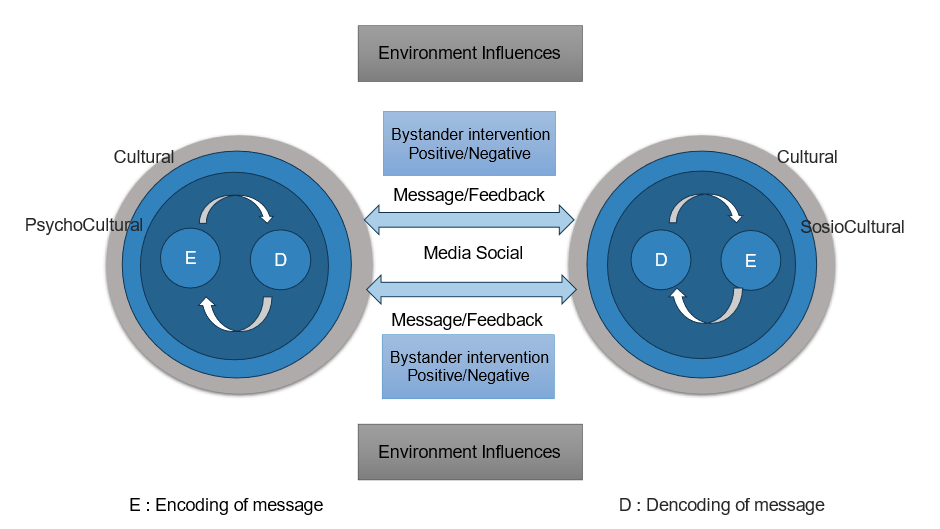
***Figure 8.*** *Digital Literacy in Bystander Intervention Positive*

*(Source: Research Results, 2024)*

In Figure 8, it can be explained that the importance of digital literacy in avoiding *cyberbullying* and encouraging the courage to carry out *positive bystander intervention* is undoubted, that digital literacy allows social media users to not only understand how to use technology but also understand the social, ethical, and psychological impacts of interactions in cyberspace. Here are several reasons Why digital literacy is very important:

1. Understand the Consequences of Online Actions. Digital literacy teaches users to understand that actions in cyberspace have real consequences. Many people are involved in *cyberbullying* without realizing how big the impact towards the victim. With good digital literacy, a person can understand that comments or actions negative online can​ cause emotional trauma, stress, or even depression in others. Awareness This Can prevent somebody from following as well as in bullying actions.
2. Critical of Information Received (Preventing Misinformation). One important element in digital literacy is evaluating and sorting information. When someone sees or reads something on social media, those with good digital literacy will be more sceptical and will not immediately believe or react to the information. This is very important in preventing *cyberbullying* because many online attacks are driven by misinformation, rumours, or misinformation that is spread.
3. Strengthening Digital Ethics and Empathy. Digital literacy is not only about technical skills but also about digital ethics. Social media users who have high digital literacy tend to better understand online ethics principles such as respecting privacy, not posting harmful content, and being empathetic towards others. This helps create a healthier environment on social media, where users not only avoid *cyberbullying* but also treat others better.
4. Push *Bystander Intervention Positive*. Digital literacy also provides the courage and skill to act as a *bystander intervention*. Often, people who witness *cyberbullying* action feel hesitant to mix hands Because they are Afraid of will reaction from the perpetrator or Because They know the method best for act. With digital literacy, a person can Study effective ways​ to become proactive *bystanders*, such as:
5. Report content or inappropriate behaviour​ properly.
6. Contacting the victim directly to give moral support.
7. Defending the victim in public, but in a way that does not add tension.
8. Push positive conversation​ to divert toxic dynamics.​
9. Individuals who understand the dynamics of the virtual world will tend to intervene when they see action *bullying* instead of only becoming passive.
10. Reducing the Effects of *Echo Chambers* and Confirmation Bias. Digital literacy also helps reduce the effects of *echo chambers* and confirmation bias, where a person is only exposed to views or information that aligns with their beliefs. Users who filter and evaluate information more critically are more open to diverse viewpoints. This helps them avoid getting caught up in negative narratives or groups that encourage *cyberbullying* and makes them better equipped to question actions that harm others.
11. Increasing the Courage to Speak Up Many users may be afraid to take a stand against *cyberbullying* for fear of being the next target. Digital literacy provides an understanding of how to protect oneself online, such as using anonymity features, blocking aggressive accounts, or activating privacy settings. This can give somebody the courage to oppose *bullying* without feeling threatened.
12. Reducing Negative Anonymity. One reason *cyberbullying* thrives is the anonymity of social media. Digital literacy helps users realize that anonymity should not be used to hurt others but should be a tool to protect personal privacy. Digitally *literate users* can also recognize that their actions still leave a digital footprint that can be traced, so they will be more careful in their actions.
13. Become Positive *Role* Models. Educated Users​ with Good digital literacy can be *role models* in cyberspace. They Can promote good behaviour, give​ examples in comments or interact positively, and educate others about the impact of bad *cyberbullying*. The presence of proactive and wise users​ is important for creating more social media culture​.

Digital literacy not only protects people from becoming perpetrators of *cyberbullying* but also empowers them to act as agents of change on social media. With increased awareness about digital ethics, critical thinking, and how to face difficult situations online, social media users can prevent and fight *bullying*, as well as set a good example​ for others.

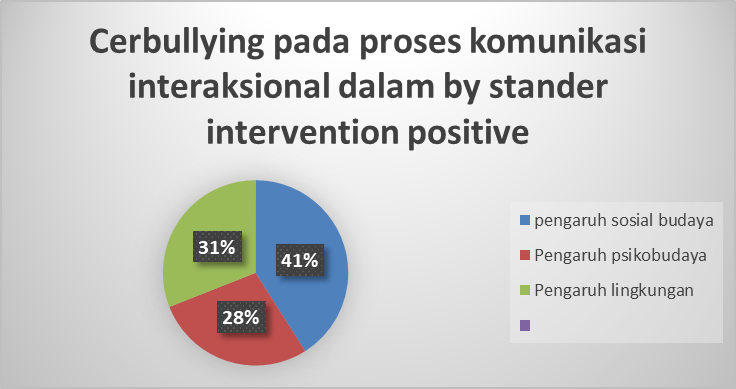
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***Figure 9.*** *Communication Model Interactional in Bystander Intervention Positive on behaviour Cyberbullying*

*(Source: Adapted from Gudykunts & Kim, 2003)*

Communication Gudykunts & Kim's Interactional Model: In this model, participants communicate with each other, exchange positions as sender and recipient messages, and form meaning together with the method send and receiving bait back. The feed comes back in this model. Not happen in a way simultaneously, but slowly and not directly. According to Gudykunts & Kim, encoding messages and encryption comeback messages is an interactive process influenced by conceptual filters categorized as culture, social culture, psychoculture and environment [31].

According to Gudykunts & Kim, communication interaction, encoding, and decoding of messages are heavily influenced by conceptual filters, including factor culture, social culture, psycho culture, and environment. In the context of *cyberbullying* in Indonesia, factors like these play a big role in influencing how bullying behaviour is accepted, normalized, or even maintained as part of social interaction. This is an analysis of impact factors of social culture, psycho culture, and environment related to action *bullying* in Indonesia:



*Figure 10. Socio-Cultural, Psychocultural and Environmental Factors*

*(Source: Research Results, 2024)*

1. Socio-Cultural Influence with a percentage of 41%. Socio-cultural includes norms, values, and customs that exist in society. In Indonesia, several cultural and socio-cultural aspects can influence the normalization of *bullying behavio*ur, including *cyberbullying* :
2. Hierarchical and Authority Culture. Culture in Indonesia is often still very hierarchical. In social interactions, individuals who have higher power or social status are often considered more entitled to impose their opinions or take actions that can oppress others. In some cases, this can translate into *bullying*, where those who are weaker or different are targeted. This hierarchy can occur on social media because of popularity or social status, where people who are considered to have greater influence feel freer to make fun of or attack others (*Cyberbullying: Racun Sosial Media Di Indonesia*, 2021).
3. Normalization *Bullying* as Entertainment. In some parts cultures Indonesia, action *bullying* is often seen​ as part of humour or material jokes. Comedy shows on television or interaction at school often display mockery or insults as entertainment. This is cause many people think action *bullying*, including *cyberbullying*, as something that is not serious and just " joking ". Context Social This gets people involved in *bullying* to feel that action they can accept Because That is " part of culture joking " [13].
4. Conformity. In cultures that emphasize social harmony, like Indonesia, people are often reluctant to oppose current trends or speak up when they see negative actions, like *bullying*. They tend to follow the applicable norms, even if the norm covers detrimental behaviour, such as *cyberbullying*. Conformity complicates intervention *bystander* positive because people are worried that opposing existing trends will impact society.​
5. Influence Environment: 31%. The social environment in Indonesia also plays a role in creating conditions that allow *cyberbullying*. In this case, the environment includes family, school, community, and digital environment.
6. The Role of Family and Education: In some cases, children and adolescents who *bully* may come from a family or school environment that lacks understanding of emotional management and empathy. A lack of education about digital ethics and the impact *of bullying* in schools and families can reinforce this behaviour. If the closest social environment does not provide clear teaching about the ethics of interaction in cyberspace, individuals will feel that *bullying* is acceptable behaviour.
7. The Influence of Social Media and Technology. The digital environment in Indonesia also plays a major role in facilitating *cyberbullying*. Many social media platforms allow for anonymity, which reduces the sense of responsibility for actions taken. In addition, the rapid spread of information on social media allows negative comments or rumours to spread quickly, making the situation worse for victims *of bullying*.
8. Strength Pressure Peers (*Peer Pressure*). Pressure from Friends and peers in the social environment of teenagers is very big in Indonesia. In group friendships, there is a trend for copying other people's behaviour to be considered " cool " or accepted. An environment that encourages social status competition on social media, where many teenagers compete to gain popularity by making fun of or attacking others, can increase the number of *cyberbullying* incidents.
9. Influence Psychocultural: 28% of answers respondents answered that psycho-cultural relates to influence culture to psychology individuals, which includes How individuals look at themselves, others, and society. In the context of *bullying*, some aspects of psycho culture in Indonesia influence how people view actions:
10. Trend Suppressing Emotions. Indonesian culture often encourages people to withhold emotions and not express negativity openly. This can create internal tension that can cause aggressive behaviour in cyberspace when triggered by the situation. Social media anonymity allows individuals to express anger or possible frustration​. No brave they express in life. This is push-action *cyberbullying* as a method for releasing pent-up emotions.
11. Culture of Shame and Maintaining Image. Indonesia has a culture that values "maintaining *image* " or guarding reputation in the eyes public. When someone feels insulted or humiliated in front of the general, the reaction they Can sharper and this Can push action replies in the form of *bullying*. In cyberspace, shame or Afraid lost advance can trigger behaviour, including *cyberbullying*, as a form of protection self or reply feud.
12. IInternalizationof Social Norms of Weakness. In some parts of Indonesian society, there is a strong stigma against people who are considered weak, different, or deviant from the majority norm. Individuals with physical, mental, or sexual differences are often the targets of *bullying* because they are considered “not in line” with the standards expected by society. This psychoculture makes *bullying*, both online and offline, seen as a way to “correct” or demean those who do not conform to the norm.
13. **CONCLUSION**

Need its implementation to control social among​ the public, specifically teenagers; the lack of digital literacy and existence opportunity freedom access social media has created social media as new room for violence and bullying. *Bystander intervention is positive* or can be interpreted as only those who observe the situation and can behave positively to stop violence andbullying on social media. The importance of digital literacy in avoiding cyberbullying and encouraging courage: Conducting a positive bystander intervention does not make it doubtful that digital literacy enables social media users to understand the method use of technology but also understand the impact of social, ethical, and psychological interactions in cyberspace. Digital literacy protects somebody from becoming a perpetrator *of cyberbullying* and empowers them to act as agents of positive change on social media. With increased awareness about digital ethics, thinking critically, and how to face difficult situations online, social media users can prevent and fight *bullying* and give good examples​ for others.

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