



## STRENGTHENING STUDENTS' KNOWLEDGE OF CYBERBULLYING AT SMAN 12 PEKANBARU

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### Abstract

The development of digital technology has had a significant impact on the social lives of adolescents, including the emergence of cyberbullying issues that can disrupt mental health and social relationships. The current phenomenon suggests that adolescents are vulnerable to involvement as both perpetrators and victims, due to low literacy levels about cyberbullying. This community service activity aims to increase students' knowledge at SMAN 12 Pekanbaru about the dangers of cyberbullying and encourage them to use social media responsibly. This activity was conducted through interactive outreach and education, such as video screenings, discussion sessions, and role-plays involving students. The activity results demonstrated increased students' understanding of the impacts, causes, and preventive measures of cyberbullying. Furthermore, students showed enthusiasm for becoming anti-cyberbullying digital literacy agents in their schools and communities.

**Keywords:** Cyberbullying, Digital Literacy, Social Media, Students.

### Abstrak

Perkembangan teknologi digital telah memberikan pengaruh besar terhadap kehidupan sosial para remaja, termasuk munculnya masalah cyberbullying yang dapat mengganggu kesehatan mental dan hubungan sosial. Fenomena saat ini terlihat bahwa para remaja rentan terlibat baik sebagai pelaku maupun sebagai korban, akibat rendahnya literasi tentang cyberbullying. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan pengetahuan siswa di SMAN 12 Pekanbaru mengenai bahaya cyberbullying, dan mendorong mereka untuk bermedia sosial dengan tanggung jawab. Kegiatan ini dilakukan melalui sosialisasi dan edukasi interaktif seperti pemutaran video edukatif, sesi tanya



jawab, serta role play yang melibatkan siswa secara aktif. Hasil kegiatan menunjukkan peningkatan pemahaman siswa mengenai dampak, faktor penyebab, dan langkah pencegahan cyberbullying. Selain itu, siswa juga menunjukkan antusiasme untuk menjadi agen literasi digital anti-cyberbullying di lingkungan sekolah dan masyarakat.

**Kata Kunci:** Cyberbullying, Literasi Digital, Media Sosial, Siswa.

## 1. INTRODUCTION

The development of information and employee performance technology, particularly social media, has brought about significant changes in people's lives, especially among teenagers. Social media has become a primary means for the younger generation to interact, express themselves, and obtain information. However, despite its positive benefits, social media also has severe negative impacts, especially when its use is not accompanied by adequate digital literacy. One emerging issue is the rise in cases of cyberbullying among teenagers.

Cyberbullying is any behavior carried out through electronic or digital media by an individual or group that repeatedly conveys hostile or aggressive messages intended to harm or make others uncomfortable. Cyberbullying is direct when the perpetrator privately bullies the victim by sending messages via SMS or email, and indirect when the perpetrator involves the help of other parties to bully the victim (Langos, 2012).

Cyberbullying is a form of psychological violence whose impacts are no less dangerous than face-to-face bullying. Victims often experience profound emotional distress, such as anxiety, depression, reduced self-confidence, and impaired concentration in school. Furthermore, the intensity and limitless reach of social media allow cyberbullying to spread rapidly, increasing the potential for trauma and public humiliation. This makes cyberbullying a serious threat to the mental health and social development of adolescents.

Cyberbullying cases worldwide show a growing trend in line with the widespread use of the internet and social media by children and adolescents. A 2024 WHO–Europe report noted that approximately one in six school-age children reported experiencing cyberbullying, with the figure increasing from 2018 to 2022, from 12% to 15% for boys and from 13% to 16% for girls (WHO, 2024). In addition, the results of the Pew Research Center Survey in the United States (US) in 2022 showed that almost half of US teenagers, namely 46% aged 13 to 17 years, reported having experienced at least one form of cyberbullying behavior in their lives (Emily A. Vogels, 2022). This fact confirms that cyberbullying cannot be viewed as merely a form of interpersonal conflict, but also a real threat to the development of children and adolescents worldwide.

In Indonesia, cyberbullying cases also show a worrying trend, along with increasing internet penetration and social media use among adolescents. UNICEF reports that 45% of Indonesian children aged 14-24 have experienced cyberbullying (UNICEF Indonesia, 2020). Specifically in Pekanbaru, the phenomenon of cyberbullying has also become more common along with the high use of social media, among students. Several cases that have emerged in the community show that teenagers are still vulnerable to becoming victims or perpetrators, whether due to friendship factors, differences in views, or the desire to show off their existence online. Given this condition, it is important to socialize and educate students about



cyberbullying as a young generation that is vulnerable to exposure. A good understanding of the forms, causes, and impacts of cyberbullying is expected to increase students' awareness in using social media wisely and prevent them from being involved in cyberbullying, either as victims or perpetrators. Therefore, this community service activity was carried out at SMAN 12 Pekanbaru with the main goal of strengthening students' knowledge of cyberbullying issues. Through this activity, it is hoped that students will not only understand the dangers of cyberbullying but also be able to become agents of change in creating a healthy and positive digital environment.

## 2. RESEACRH METHOD

The community service activity at SMA Negeri 12 Pekanbaru began with a series of preparations by the counseling team, which included a planning phase. This began with the formation of a community service team consisting of lecturers and students. Next, the team conducted observations and field surveys as a strategic step to ensure the counseling activity was effective and on target. At this stage, the team requested permission from the school administration to conduct the counseling activity and ensured that the activity's timing would not disrupt teaching and learning activities. Next, the counseling team held an initial discussion with the Guidance and Counseling (BK) teacher to obtain information on students' understanding of cyberbullying, the types of behavior that frequently occur, and their impact on the school environment. The information obtained from the BK teacher informed the material to be presented during the counseling session. Based on this information, the counseling team began developing counseling materials covering the concept of cyberbullying, its forms and types, and the causes and impacts of cyberbullying.

The materials were designed using an interactive approach, ensuring that the material presented was not only theoretical but also practically understandable for students. Therefore, the extension team prepared easy-to-understand materials through educational videos about cyberbullying and role-plays. The extension team also prepared technical equipment, such as laptops, LCD projectors, and other resources to support the smooth running of the activity. After the preparation stage was completed, the next step was to run an extension program with the theme of strengthening the knowledge of SMAN 12 Pekanbaru students about cyberbullying. The extension activity was carried out at SMAN 12 Pekanbaru, located on Jalan. Garuda Sakti KM. 3, Simpang Baru, Tampan District. This activity took place on June 23, 2025.

## 3. RESULT AND DISCUSSION

This community service activity took place on Monday, June 23, 2025. Participants were 10th-grade students at Pekanbaru State Senior High School 12. The activity began with an opening remark from the school, followed by remarks from the community service team. In their comments, the community service team stated that the purpose of the community service was to increase students' knowledge about cyberbullying. Afterward, the community service



team invited students to participate in an icebreaker to encourage them to listen to the material presented.

Before the presentation, the community service team conducted a question-and-answer session with the students to determine their understanding of the material. Based on the results, many students still lacked a sense of cyberbullying. Most students only understood the concept of bullying. This clearly indicates a low level of student literacy regarding cyberbullying and a lack of awareness of ways to prevent it.



**Figure 1. Question and Answer Session before Presentation**

The main agenda for delivering the material, the core of the community service activity, went smoothly. Two speakers delivered the material. The first focused on the concept and forms of cyberbullying. The second focused on the causes and impacts of cyberbullying. During this session, the outreach team also played a short video illustrating real-life cases of cyberbullying and presented several examples of social media posts containing elements of digital bullying.



**Figure 2. Presentation of Material by Resource Person**

Cyberbullying involves the use of information and communication technologies, such as email, cell phone, and pager text messaging, instant messaging, defamatory personal websites, and online voting in deliberate, repeated, and hostile behavior by an individual or group, intended to harm another person (Beane, 2008). This behavior differs from traditional bullying because it can occur anytime, anywhere, without face-to-face contact, and has a wide scope. The impact is very serious, often making victims feel unsafe even at home (Prihandini et al.,



2024). There are 9 types of cyberbullying, namely (Katrina A. Newey & Natasha Magson, 2010):

- a. Flaming is a type of bullying, such as in discussion or chat rooms, where individuals or groups are targeted with angry and offensive messages via online public media.
- b. Online harassment is defined as the repeated or continuous sending of offensive text messages or emails aimed at a specific target with the intent of annoying or hurting them.
- c. Identity theft (impersonation) occurs when a bully pretends to be someone else and hacks into or obtains the victim's account password. They then misuse the account by sending hurtful and compromising information to their friends.
- d. Outing is the act of sending or posting personal and confidential information about the victim online to others.
- e. Ostracism generally occurs when the target of bullying is blocked or removed from their friend list, removed from an online group by the bully, or when friends intentionally fail to respond to messages or emails sent by the victim with the intent of hurting the victim.
- f. Misinformation refers to the dissemination of false and harmful information through websites, emails, text messages, or short message services.
- g. Cyberstalking is an advanced form of harassment and typically involves repeated threats, spying, and intimidation of the victim, creating fear.
- h. Happy slapping is a relatively new cyberbullying term that arises when perpetrators intentionally bully, hit, attack, or make fun of the victim by recording the video with the primary goal of leaking the video to a public Website.
- i. Sexting is defined as the act of sending sexual images, such as photos of the victim or perpetrator in certain poses, via mobile phone for others to see.

Furthermore, there are 2 factors that cause someone to commit cyberbullying (Karyanti & Aminudin, 2019):

- a. Internal factors stemming from within cyberbullies (internal factors). Cyberbullies lack a sense of guilt; they are simply unaware that their actions are prohibited by law. Other factors contributing to cyberbullying include emotional feelings of jealousy, revenge, hurt, and disappointment.
- b. External factors stemming from within cyberbullies (external factors). Technological developments include advances in employee performance and information technology, which make it easier for individuals to interact with others.

The impacts caused by cyberbullying on teenagers are (Safira Debby Quisthosa Purnomo & Abdul Hakim Zakkii Fasya, 2022):

**a. Increased risk of depression**

Cyberbullying causes a number of psychological problems for its victims. They feel angry, embarrassed, unable to concentrate, and unable to do anything at home or school. Cyberbullying, or online violence, is actually more painful than physical violence. Victims of cyberbullying often experience depression, feel isolated, are treated inhumanely, and feel helpless when attacked, physically or verbally intimidated.



### b. Reduced individual self-esteem

Self-esteem is considered a crucial aspect in shaping a person's personality. If someone lacks self-esteem, it will be difficult for them to respect those around them. Therefore, self-esteem is a crucial element in the formation of a person's self-concept and will have a broad impact on their attitudes and behavior.

### c. Risk of suicide

Continuous bullying of victims will certainly further disrupt their mental health, leading to depression. The impact of cyberbullying on victims does not stop at the stage of depression alone, but has also reached more extreme actions, namely suicide because, malicious comments and messages on social media can make teenagers live a life of terror and depression, so they decide to commit suicide.



**Figure 3. Discussion Session**

Throughout the presentation, the students were very enthusiastic and actively participated in the question-and-answer session. Several students asked questions directly during the presentation and expressed their willingness to become digital literacy agents capable of spreading understanding about social media ethics and preventing cyberbullying in the school and community. The school hopes that activities like this can continue to be held regularly, as they are considered very important in today's digital society. Through this activity, the instructors hope to provide real assistance in forming a positive digital culture and building a school environment that is comfortable, friendly, and free from various forms of violence in cyberspace.

## 4. KESIMPULAN

Overall, the community service activity to strengthen the knowledge of SMAN 12 Pekanbaru students about cyberbullying successfully strengthened students' understanding of the concept, forms, causal factors, and impacts of cyberbullying. Before the socialization was carried out, most students only knew about bullying, but did not know that bullying could be done digitally. After the socialization, students increasingly understood the importance of a responsible attitude in using social media and the psychological dangers that may occur due to cyberbullying. This increase in understanding can be seen from the question and answer session conducted by the community service team with students directly. Students were also enthusiastic about becoming agents of change in creating a safe and positive digital



environment. Thus, this activity not only improves students' digital literacy skills but also strengthens their character in facing challenges in the digital era.

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