


Teachers' Experience of Guidance and Counseling in Treating Youth with Cyberbullying Case

Santi Rinjani¹ , Suryani Suryani^{2*} ,
Aat Sriati², Andri Nugraha³ 

¹Department of Nursing, Universitas Bhakti Kencana, Indonesia

²Department of Psychiatric Nursing, Faculty of Nursing, Universitas Padjadjaran, Indonesia

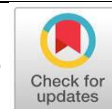
³Department of Nursing, Stikes Karsa Husada Garut, Indonesia

Article Info

Online : <http://journal.umy.ac.id/index.php/ijnp>
ISSN : 2548 4249 (Print)
: 2548 592X (Online)
DOI : 10.18196/ijnp.v7i2.17675

Article History

Received : 21 January 2023
Revised : 08 October 2023
Accepted : 14 December 2023



Corresponding Author: Suryani Suryani
Email: suryani@unpad.ac.id

Abstract

Background: Cyberbullying in adolescents may cause depression, decreased academic achievement, withdrawal from the environment and family, and the presence of suicidal ideation. The success of teachers in dealing with cyberbullying is unknown.

Objective: To explore the Guidance and Counseling Teacher's experience in dealing with adolescents with cyberbullying incidents.

Methods: This study utilized a qualitative descriptive approach with a phenomenological approach, and data were collected through in-depth interviews with 8 Guidance and Counseling Teachers who dealt with adolescents with cyberbullying incidents. Data analysis in this study used the Colaizzi method.

Results: There were five essential themes in this research, namely, cyberbullying is not a serious problem, various problems faced in dealing with cyberbullying, emotional responses to cyberbullying victims, cyberbullying victims are students with weak emotional mentality and lack of coordination between parents, teachers subjects and Guidance and Counseling teachers.

Conclusion: The problem of cyberbullying was considered an unserious problem, and there was a lack of coordination between parents, subject teachers, and guidance and counseling teachers. Thus, special training is needed to deal with cyberbullying. There are guidelines, clear cyberbullying prevention strategies, and the existence of government agencies that specifically handle cyberbullying cases.

Keywords: phenomenology; Guidance and Counseling teachers; adolescents; cyberbullying

INTRODUCTION

Cyberbullying is aggressive behavior carried out through electronic media by individuals or groups that repeatedly deliver hostile messages to recipients who cannot easily defend themselves and cause harm or discomfort (Camerini et al., 2020). Cyberbullying is repeat harassment carried out by someone using electronic media to harm, humiliate, and damage the social and psychological relationships of others (Lozano-Blasco et al., 2020).

The cyberbullying cases in Indonesia are quite high. Based on the results of Sartana and Afriyeni (2017) in their study of students in Padang, it was found

that there were 78% of students claimed to have seen cyberbullying, 21% of students had been perpetrators, and 4% of students had been victims (Sartana & Afriyeni, 2017). Meanwhile, the results of Malihah's research (2018) also showed that 80 % had frequently experienced cyberbullying, and cyberbullying is considered a stressful life event (Malihah & Alfiasari, 2018).

Worldwide research conducted in twelve European countries in the last twelve months revealed that many teenagers are the victims of cyberbullying. The highest number of cyberbullying among teenagers occurred in Romania, namely at 37.3%,

Greece at 26.8%, Germany at 24.3%, and Poland at 21.5%. The lowest figures are in the Netherlands, Iceland, and Spain (Athanasidou et al., 2018). More than 170,000 teenagers and young adults aged 13-24 years in 27 countries in Asia, Africa, Europe, Latin America, and the Mediterranean (mostly developing countries), including Indonesia, showed that 1 in 3 respondents had experienced online bullying or cyberbullying (Rusyidi & B, 2020).

Cases of cyberbullying in Indonesia are quite high. Based on the results of Sartana and Afriyeni's research (2017) on students in Padang, it was found that 78% of students stated they had seen cyberbullying, 21% of students had been perpetrators, and 4% of students had been victims (Sartana & Afriyeni, 2017). Meanwhile, 80 percent of students (a total of 102 students) in their research had experienced cyberbullying, and cyberbullying was considered a stressful life event (Malihah & Alfiasari, 2018).

Cyberbullying has several impacts, such as psychological and emotional disorders and decreased achievement and motivation at school for its victims (Zezulka & Seigfried-Spellar, 2016). Psychological disorders of the victim include anxiety, fear, depression, lack of self-confidence, low self-esteem, feeling uncomfortable, and may experience the risk of suicide (Hamm et al., 2015). Furthermore, the victims of cyberbullying experience impaired social relations with family, friends, and the environment (Hellfeldt et al., 2019).

Until now, the education system has initiated and directed efforts to prevent, identify, and intervene in cyberbullying. Based on research by Desmet et al. (2015), teachers do not feel confident in identifying or responding to cyberbullying. Most teachers do not properly address cyberbullying (Desmet et al., 2015). It can happen because they think it is normal and only a joke, and there is no strict handling from the teacher or the school; while this bullying action wants to be stopped, it is usually only a threat to complaints to the teacher that does not happen and becomes a momentary threat (Dimas & Sambano 2020). Guidance and counseling teachers lack knowledge about electronic communication where this ability can help and assist students in cyberbullying problems (Nursanti et al., 2019).

Promotive and preventive efforts that psychiatric nurses can make is by responding to cyberbullying events, especially the impact it causes that arise from cyberbullying is related to psychological problems, namely by providing education to youth and cooperating with schools about the dangers of using social media and promoting media using healthy social life (John et al., 2018). Health professionals can work with schools and families to help young people develop positive social relationships, provide support, and educate teachers (Nursanti et al., 2019).

This phenomenon illustrates that cyberbullying is an important concern today. The impact is very influential on teenagers. There needs to be an effort to overcome this phenomenon so that students, as developing teenagers, can adapt, interact, and use the internet properly according to their goals. Thus, this research will explore how to handle cyberbullying through experience in guidance and counseling.

This phenomenon illustrates that cyberbullying is an important concern today. The impact is very influential on teenagers. Efforts are needed to overcome this phenomenon so that students can adapt, interact, and use the internet according to their purposes. This research aims to explore how to handle cyberbullying experienced by students through the experience of guidance and counseling teachers in handling students with cyberbullying.

METHOD

This research used a qualitative research design with a descriptive phenomenological approach. This study aimed to understand the phenomena in a social context naturally using deep interaction between researchers and the phenomenon to be studied (Polite & Beck, 2014). This study was conducted to explore and understand the experience of guidance and counseling teachers in dealing with adolescents with cyberbullying incidents.

The participants of this study were eight Guidance and Counseling Teachers in West Java Province. The inclusion criteria included teachers who ever dealt with adolescents with cyberbullying incidents. The

research was carried out in June 2021 in West Java Province. Researchers conducted interview research through online media, namely through a Zoom meeting due to the COVID-19 pandemic.

The location of this study consisted of several districts and cities in West Java province. The guidance and counseling teacher organization of West Java province is a forum for the association of guidance and counseling teachers in the West Java province. This research was conducted after obtaining ethical approval number 452/UN6.KEP/EC/2021 from the Research Ethics Commission of Padjadjaran University Bandung.

This study considered the ethical principles of research: beneficence, non-maleficence, autonomy, anonymity, and justice. Information was collected through in-depth interviews with the participants who met the inclusion criteria, namely Guidance and Counseling Teachers in West Java Province. Interviews were conducted for 45-60 minutes.

Participants were previously informed about the purpose and usefulness of the study. The main questions asked were open-ended. Subsequent questions were asked to clarify the information provided. The interviews were recorded to maintain the collected data completely. The researcher also made notes to write down the situation and the nonverbal responses shown by the respondent during the interview. The second interview was conducted at the participant's home. This second interview aimed to validate the information transcribed by the researcher to the participants. The data analysis used in this study was a 7-step approach. The Colaizzi method (1973) began by describing all the interview results until a

fundamental structure was formed. During the data analysis, the researcher performed bracketing. The steps taken in data analysis were: firstly describing the interview results, rereading the revised transcript and identifying the important statements in the sentence, secondly reviewing each participant's important statement, then putting it into a table and sorting based on the formulating meaning, third was grouping meanings into groups of appropriate themes. Fourth, organize significant statements and their meanings included in cluster themes. Fifth, the sub-theme groups were organized into themes. Sixth, an exhaustive description of each participant was written and created. The last step was validating the theme and exhaustive description to participants. The bracketing was carried out in the analysis process to maintain firmness in data analysis.

Rigor, The accuracy of this study, was verified using the peer-checking method by independent auditors or experts/professors in qualitative research who systematically evaluate and analyze all data. The data's quality, transparency, and interpretation were compared and contrasted. In addition, member-checking was also carried out to confirm the findings to avoid bias or imagination from the researchers.

RESULT

The number of participants in this study was 8 people, consisting of women and men, with an age gap of 38-58 years. Almost all of the participants' education levels were undergraduates, but there were 2 participants with master's degrees. The length of work as a guidance and counseling teacher also varied from 10 to 23 years.

Table 1. Characteristics of Participants

| Participant | Age | Gender | Education | Length of Work | City |
|-------------|-----|--------|-------------------------------------|----------------|-------------|
| P1 | 48 | M | Bachelor of guidance and counseling | 21 years | Bekasi |
| P2 | 38 | F | Bachelor of guidance and counseling | 10 years | Bandung |
| P3 | 38 | M | Master of guidance and counseling | 15 years | Bandung |
| P4 | 38 | F | Master of guidance and counseling | 12 years | Sumedang |
| P5 | 53 | F | Bachelor of guidance and counseling | 22 years | Bandung |
| P6 | 38 | M | Bachelor of guidance and counseling | 15 years | Bogor |
| P7 | 54 | F | Bachelor of guidance and counseling | 20 years | Garut |
| P8 | 58 | M | Bachelor of guidance and counseling | 23 years | Tasikmalaya |

Five themes emerged from this research (seen in Figure 1)

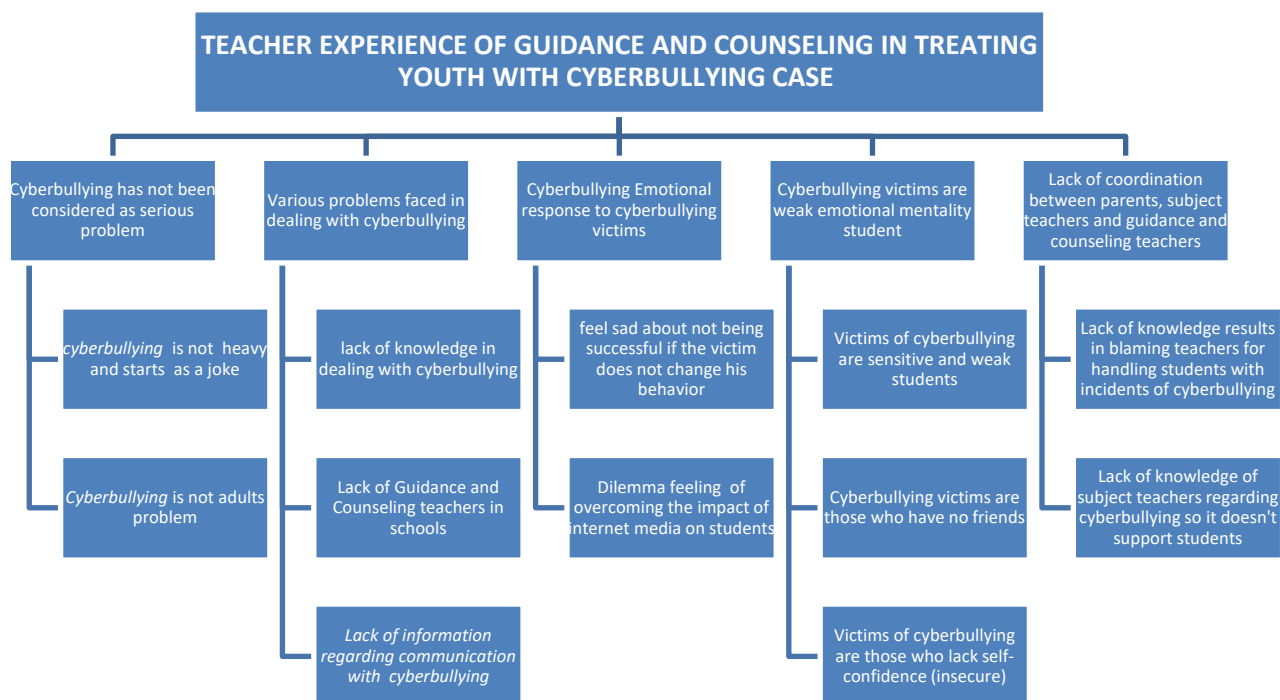


Figure 1 Five themes emerged from this research

The results of this research showed an overview of the experiences of Guidance and Counseling Teachers when dealing with students with cyberbullying that were then divided into five important themes.

Theme 1: The problem of cyberbullying has not been considered a serious problem

Six of the eight participants in this study expressed various perceptions that cyberbullying was not considered a serious problem, such as cyberbullying was not serious, started as a joke, was not a problem according to adults, and was not normal for teachers. This theme consists of 2 subthemes including:

1) Sub-theme 1: cyberbullying is not a big issue and starts as a joke

The majority of participants stated that cyberbullying was not serious and started from joking. Acts of bullying on social media were small issues, and also felt that cyberbullying was serious if it led to deviant language.

"It's still said to be teasing each other, it's really light things... Usually, it will be normal as soon as possible" (P2.2).

"It can be said to be serious but not very serious when it leads to deviant languages" (P2.13).

"...so I conclude that it is not serious bullying, but just joking around as usual and normal with students because it is normal for students to laugh." (P3.6).

"It starts with a joke, but it becomes too far, right?"(P5.11).

"It's normal here, it is not heavy, it's normal in middle school, and then it is back to normal"(P7.5).

2). Sub-theme 2: *Cyberbullying* is not an adults problem

Cyberbullying is not adult's problem, and it is not normal for teachers, but it is unique for students.

"I often find it funny when I read the comments of children who are being bullied like this. In my opinion, it is not a problem for us, but it is unique for students... because later they will go to school as normal."(P4.7).

"We think it is really trivial because his girlfriend is dating her friend, but in our opinion, it is not important, even though the problem is not this much." (P4.5)

"Maybe it is normal for each other but inappropriate for teachers" (P6.3).

Theme 2: Various problems faced in dealing with cyberbullying

Almost all participants in this study revealed various problems faced in dealing with students with cyberbullying, starting with lack of competence in dealing with cyberbullying and asking for help from fellow guidance counselors, homeroom teachers, and students. This theme consists of three sub-themes, including:

1) Sub-theme 1: Lack of knowledge in dealing with cyberbullying

The handling carried out by guidance and counseling teachers is a conditional approach, such as giving the advice to be grateful, providing motivation, performing dhikr, a praise approach, and working together with parents. Handling students with cyberbullying must be careful and experience difficulties because it has spread, especially on social media.

"In my opinion, It's not easy for guidance and counseling teachers to resolve this cyberbullying to avoid something terrible " (P1.44).

"There are classic services to make it easier for guidance and counseling teachers to solve these problems. There are group activities that allow students to choose their groups. However, it has not been yet visible (P2.5).

"The handling is conditional... when there is an information leaflet about bullying, I confirm it to the homeroom teacher, not to the students, then to the students" (P2.14).

"I hug him and then advise him to be grateful, do dhikr, do not lose control because your emotions will lose consciousness" (P2.25).

"I want to hold seminar related to cyberbullying. Then teachers will take part. Not all teachers are capable and have knowledge of handling cyberbullying..." (P3.2).

".....only the recipient and the perpetrator know. It is different from conventional; for example, in the past, there was a gap between seniors because there were witnesses and there was a place where the incident happened" (P3.4).

"If cyberbullying can use other people's accounts or photos, so it is not clear how to handle it..." (P3.5).

"Most of the experience is not just one meeting, often video calls with him, you try to think that you are useful, now find out your strengths later the second stage of homework, it's not finished in one meeting, some are finished in three stages" (P4.24).

"However, there are also students who have had it several times but still... the point is that counseling

does not really understand the counselor. So that is where counselor competence is needed" (P4.24).

*"The image of people who are invited or who come alone, up to now we have always maintained a good reputation for students, their image must not be embarrassed in public, we are also careful" (P8.13).
"...because it is not easy for one expression to be erased, but the person who is the victim cannot erase it" (P8.9)*

"Difficulty is hard to deal because it has spread, on social media these expressions are stored and reports that have occurred in a short time, some are still here, some are outside, tracing this social media to this person is difficult (P8.16).

2) Sub-theme 2: Lack of Guidance and Counseling Teachers in Schools

Almost all participants expressed the lack of guidance and counseling teachers at school, so they asked for help from subject teachers, homeroom teachers, and students in dealing with cyberbullying incidents and the limited guidance and counseling teachers who only came to class once a week.

".....the most important thing is with the homeroom teacher because you only come into class once a week" (P2.13).

"There are children who find it difficult to open up to guidance and counseling teachers. Later, they will be mediated by the class teacher..." (P2.15).

"Currently, there are 6 guidance and counseling teachers with a total of 1,500 students, which is still far from proportional. In other schools, maybe there are many teachers, but the amount is not proportional, so there should be 10 guidance and counseling teachers with 3 people approaching retirement (P3.28).

"There is a lack of guidance and counseling teachers because there are 1370 students here, (1:150 students) automatically and ideally there should be 8 people. But it ends up with 2 guidance and counseling teachers only" (P4.19).

"We are overwhelmed, but it cannot be helped, it hasn't been administered, it hasn't been handled yet" (P5.14).

"So we work together with the homeroom teacher to handle it, it is handled by the homeroom teacher once or three times before going to guidance and counseling teachers, the problems are not the same as all guidance and counseling teachers" (P5.15)

"Handling is done through the subject teacher, if the homeroom teacher is stuck with the guidance and counseling teacher, then the guidance and

counseling teacher is at the final stage. If you do it alone with guidance and counseling teachers, just the two of you, you will not be able to do it" (P5.16).

"On FB, add mom, many of them become friends on FB at school because there are class administrators. Mom works together with class administrators. When the naughty one does not want to be friends on FB, mother gathers class administrators to be peer tutors, so if there is a problem, we report it to mother" (P5.18).

"Usually, I ask the homeroom teacher to carry out his guidance function if there is a problem of cyberbullying. When it happens, there is prevention and treatment, then we will handle this problem" (P6.21).

"Once a month working together with student affairs" (P7.11).

"Actually, because the number of students has not been sufficient, the difficulties in handling require help from parents too." (P7.7).

3) Sub-theme 3: Lack of information regarding communication with cyberbullying victims

Participants felt that it was not easy to communicate with cyberbullying students. Students often avoid, and they are not open with teachers.

"At that time, I did not know what to do at first, and the students tended to be silent" (P1.29)

"I asked from morning until evening, and the student did not want to answer." (P1.32).

"Finally, I asked a friend for help to explore the problem..." (P1.33).

"Barriers from students who do not want to open up, students avoid it, do not want to talk, not to corner the perpetrator, most of the students close themselves off, sometimes they avoid it" (P2.16).

"For example, we cannot find a solution so people or victims are honest about their condition when other people are bullying them" (P3.9).

"Openness is difficult that ultimately reveals traces of our students from perpetrators on social media." (P3.11)

"Students sometimes do not open up, ask their parents for help. The case is only discovered by the parents..." (P3.19)

"Building relationships with victims, I often ask for help from several seniors on how to approach things, that in particular, I am sure will not affect the victim if they are of the opposite gender" (P3.29)

"We cannot monitor directly, so openness is important." (P3.43)

"On average, children do not want to admit it. They keep it to themselves. They know that when they are older, we cannot explore things that we do not know about, but we get information from other people, whether the teacher finds out, sometimes we find out, sometimes we don't..." (P6.19).

"Because we can't access everything, information disclosure is rather closed. Not all guidance and counseling teachers know, so more information spreads first. When there is a problem, guidance and counseling teachers are directly involved, only information goes to others first. Everyone can handle cyberbullying. If it involves criminal matters, we will coordinate with the school leaders" (P6.23).

Theme 3: Emotional responses to cyberbullying victims

Teachers have various emotional responses in dealing with cyberbullying, including feeling sad about not being successful if the victim does not change their behavior, being unable to solve problems independently, and feeling a dilemma with internet media. This theme consists of 2 subthemes, namely:

1) Sub-theme 1: feel sad about not being successful if the victim does not change his behavior they feel less successful when students who are the victims of cyberbullying are unable to solve problems independently. Here is the statement:

"It will be less successful if the students cannot solve problems independently. If you remain dependent, it will be a problem" (P4.11).

"If guidance and counseling teachers are successful there will be a change in student behavior. It becomes a burden when the child does not change his behavior, he feels sad that we do not succeed" (P7.8).

2) Sub-theme 2: Dilemma feeling of overcoming the impact of internet media on students

The teachers felt confused and in a dilemma about overcoming the impact of internet media on students. Meanwhile, internet media is used. The following is Participant 3 statement:

"The current social media journey is very worrying if we cannot find a solution so that people or victims

can be honest about their condition when other people are bullying them" (P3.45). "Reduce the intensity on social media; there will be no bullying, but it is difficult at this time to be confused" (P3.13). "We are in a dilemma, we cannot close our eyes, for example, it's forbidden to bring a cellphone. How can we not enforce this rule nowadays, you have to learn to use your cellphone" (P7.10). "The use of gadgets nowadays... There is freedom for parents because the middle and upper classes are given all kinds of gadget facilities here, so they forget about the child's growth and development..." (P8.15).

Theme 4: Victims of cyberbullying are students who have a weak emotional mentality

Victims of cyberbullying are students who have a weak emotional mentality. It started from being sensitive, not daring to fight, being weak, having no friends, and lacking self-confidence (insecurity). This theme consists of three sub-themes that describe cyberbullying victims as students who have a weak emotional mentality.

1) Sub-theme 1: Victims of cyberbullying are sensitive and weak students

Victims of cyberbullying are sensitive students, do not dare to fight back, do not influence the group, and tend to make sacrifices for their friends because of the student's innocence.

"It falls to sensitive people, do not dare to fight..." (P1.24).

"No matter how great a person is, if the person committing bullying is in a group, they will definitely get hit. It means that they will experience depression and pressure, especially those who are the quiet type and who are not able to communicate well, just a little bit of bullying will immediately bring them down" (P1.47).

"Even those who are confident and have high intelligence, their intelligence will be inferior to their feelings, especially women. That is what I experienced" (P1.48).

".....there is an aspect of exploiting someone's innocence so that they are being bullied" (P3.7).

"His friends stayed away from him at that time, but the victim approached the perpetrator and was kind to him, and he felt disappointed for being distant in this condition. Breast milk is indeed replaced with tubal fluid." (P3.24).

"The first is that the victims are weak people who have no influence, people who sometimes may sacrifice a lot but feel unappreciated" (P6.12).

2) Sub-theme 2: Cyberbullying victims are those who have no friends

Cyberbullying victims are those who have no friends and male students who have few friends.

"For men who have few friends, they are usually the ones who often get bullied. In contrast to those with lots of friends, there are quite few cases that arise in men who get bullied by their friends.

In my opinion, it's the same in all areas where cyberbullying occurs. "In my opinion, those who are cheerful, those who are introverted and extroverted at the same, but if you sort it out, it tends to be that children with lots of friends are less likely to be bullied, while those with few friends are more likely to be bullied" (P1.49).

"He often experiences bullying on social media, such as physically or because of a breakup. He can even become the object of ridicule from his friends, or he cannot make friends with his fellow friends, so he gets ostracized by his friends." (P4.3).

"The ones who become victims are usually the ones who do not have a community, they do not come in, but those who have gangs usually defend their gang" (P6.15).

3) Sub-theme 3: Victims of cyberbullying are those who lack self-confidence (insecure)

Students who are victims of cyberbullying include the ones who feel less confident (insecure). The act of cyberbullying on students is not only due to lack of self-confidence, but it is also because they are jealous of other people's success.

".....feeling insecure, feeling less confident..." (P2.4).

"...perhaps one of the actions of cyberbullying now is more about insecurity, namely being jealous of other people's success" (P3.31).

Theme 5: Lack of coordination between parents, subject teachers, and guidance and counseling teachers

Lack of coordination between parents and subject teachers. It started from parents blaming teachers and the lack of support from subject teachers for students. This theme consists of two sub-themes which describe the lack of support from parents and subject teachers.

1) Sub-theme 1: Lack of knowledge results in blaming teachers for handling students with cyberbullying incidents.

When dealing with students, parents sometimes blame teachers and subject teachers who do not support students, so it is important to build collaboration between parents and subject teachers.

"There are challenges in dealing with students, such as parents who do not want to accept it..." (P4.13).

"I'm very happy when parents support me, but there are also parents who corner their teachers, that is an exaggeration. "Let him have his perception; a person will behave according to what he does, so there is no need to think about it" (P4.27).

"Bullying happens to one of the students, when it is confirmed to his parents, he instead blames the teacher..." (P4.26).

"No parents have defended it, but my child is not like that at home, he's like this and that. However, it will be different at school" (P5.22).

2) Sub-theme 2: Lack of knowledge of subject teachers regarding cyberbullying, so it does not support students

Lack of knowledge of subject teachers regarding cyberbullying so that they do not support students.

".....the child who has been admitted to school, when he enters school, the subject teacher says why and the mother has crossed you out, so the child reports it to the mother, so the mother approached the subject teacher, the parents have not yet defended "why my child is not like that at home. My child is good at home," but everything can be different at school" (P5.21).

DISCUSSION

Theme 1: Cyberbullying has not been considered a serious problem

Based on the results of the analysis, participants in this study expressed various perceptions that bullying on social media was a small issue. They thought cyberbullying was severe when it led to deviant language. Actions that occurred were joking as usual. They thought that bullying on social media was not adult problems but unique to students.

This finding is also in line with research by Nursanti et al (2019) that teachers are aware and concerned about the impact of cyberbullying on children, but they do not know how to overcome cyberbullying (Nursanti et al., 2019). It is in line with the research by Cassidy et al. (2012) that there is limited awareness of cyberbullying in the school environment (Cassidy et al., 2012).

Cyberbullying in developed countries is considered a serious problem. In Australia, when students experience cyberbullying, it is considered a serious problem because it can lead to suicide and psychosocial problems (Redmond et al., 2018). In contrast to Indonesia, according to research by Nursanti et al. (2019) that teachers are aware of cyberbullying in children. However, they have no specific handling to overcome the problem of cyberbullying (Nursanti et al., 2019), therefore the problem of cyberbullying has not been considered a serious problem, and this topic is quite important as a new insight in this study.

Theme 2: Various problems faced in dealing with cyberbullying

Almost all participants in this study revealed various problems faced in dealing with students with cyberbullying, ranging from lack of competence in dealing with cyberbullying, asking for help from fellow school counselors, homeroom teachers and students, and difficulties in dealing with introverted students. This statement is in line with (Betts & Spenser, 2015), that teachers have difficulty dealing with cyberbullying outside of school and the lack of disclosure of cyberbullying among adolescents. It is also in line with Beringer's (2011) research that almost 95% of teachers disagree or strongly disagree that they feel confident in managing cyberbullying (Beringer, 2011). Teachers have a high level of awareness about the prevalence of cyberbullying, but they also revealed that they are unsure how to identify and manage cyberbullying (Beringer, 2011).

It can happen due to their view that they consider normal and only a joke, and there is no strict handling from the school teacher. The act to stop bullying is usually only a threat to a complaint to the teacher, which is often not implemented and becomes a momentary threat (Dimas & Sambano,

2020). It is supported by one participant's statement that "...so I concluded that it was not serious bullying, but just joking as usual and common for students because it is normal" (P3.6). They expect that teachers report suspected incidents of cyberbullying. However, teachers' ability to identify cyberbullying effectively is limited, whereas most teachers report cyberbullying (Redmond et al., 2018).

Theme 3: Emotional response to cyberbullying victims

Participants in this study revealed a description of the emotional response to cyberbullying victims ranging from feeling less successful if the victim does not change the behavior, sad when students who become victims of cyberbullying are unable to solve problems independently, and students' dilemmas about learning with internet media. The statement expressed by the participants was, "I think I will be less successful if the child cannot solve problems independently. If they remain dependent, it will be a problem" (P4.11). The thing that creates a dilemma for the participants is "we are in a dilemma, we cannot close our eyes, for example, it is forbidden to bring cellphones, how can you do this nowadays? You cannot do that, you can also learn to use cellphones." This statement is in line with the results of research by Baraldsnes (2016) on the occurrence of cyberbullying through cell phone media and internet sources, as well as disagreements and inconsistencies in teacher beliefs about cyberbullying media (Baraldsnes, 2016). Furthermore, there is a feeling of lack of success and the possibility of a lack of strategies in handling cyberbullying in schools. It is in line with the results of research that the lack of effective strategies in handling cyberbullying and the cause of cyberbullying is the frequency of time in internet use (Beyazit et al., 2017; Dewi et al., 2020).

Theme 4: Cyberbullying victims are students with weak emotional mentality

Participants in this study revealed that they felt that the victims of cyberbullying were students who were mentally and emotionally weak. According to the victims' testimonies and opinions, the reason why they became harassed was due to variables related to personal characteristics (Jacobs et al., 2015). "It falls on people who are sensitive, do not dare to fight back..." (P1.24).

"Especially those whose type is quiet are not able to communicate well, just a little bully gets them immediately down" (P1.47).

Theme 5: Lack of coordination between parents, subject teachers, and guidance and counseling teachers

Participants in this study revealed a lack of support from parents and subject teachers. It started from parents who always blamed teachers and subject teachers who do not support the condition of students. It can be found in participant statements such as "the child who has been mocked goes to school when he enters school, the subject teacher says that I have crossed you out, now the child reports back to the mother, so the mother has to approach the subject teacher again" (P5.21), there are also parents who cornered their teachers, that is exaggerating. This statement aligns with the results of research by Beringer (2011) that teachers agree that schools should discuss cyberbullying with families (Beringer, 2011). Based on the strategy that was applied in some cases, most teachers indicated a lack of specific intervention training (Giménez-Gualdo et al., 2018), as well as training to detect cyberbullying even when it affects students in their classrooms (Montoro Fernandez & Ballesteros Moscosio, 2016). In this case, what is needed is greater involvement, specialized training, and intervention by teachers (Bevilacqua et al., 2017), as well as planned teacher training to become capable of dealing with cyberbullying (Nocentini et al., 2015). Health professionals have the opportunity to work with schools and families to help adolescents develop positive social relationships and provide support and education to teachers (Moreno & Vaillancourt, 2017).

In Australia, when cyberbullying occurs, the guidance and counseling teacher will report the incident to The eSafety Commissioner (eSafety). The eSafety Commissioner (eSafety) is an independent government agency aiming to maintain safety in cyberspace, lead and coordinate cyber security efforts across government, industry and society, and investigate complaints about cyberbullying of children and young people, image-based harassment and illegal content, and help to remove harmful content from the internet (Coyne & Jennings, 2020). The eSafety also provides online safety information and guidance through the website and offers resource education and training

to assist parents and schools in addressing cyberbullying (Katz et al., 2014). In contrast to Indonesia, based on the results of this study, Guidance and Counseling Teachers, in dealing with students with cyberbullying incidents, only coordinate with subject teachers, parents of students, and students involved. There is no coordination with special government agencies that handle cyberbullying cases.

CONCLUSION

This study revealed five essential themes, namely the problem of cyberbullying, which has not been considered a serious problem, the various problems faced in dealing with cyberbullying, the emotional response of victims of cyberbullying, victims of cyberbullying were students with weak emotional mentality, lack of coordination between parents, with subject teachers and teachers guidance and counseling. Promotive and preventive efforts can be made by providing health education related to its impact on cyberbullying incidents, how to communicate with victims of cyberbullying and how to deal with cyberbullying, the existence of special training to deal with cyberbullying, the existence of guidelines, clear cyberbullying prevention strategies and the existence of government agencies that specifically handle cyberbullying cases with specific regulation in solving cyberbullying problems. The limitation of this study is that interviews were conducted online, namely through Zoom meetings so there were internal limits to disclosure of participants' body language expressions. Thus, data were collected only based on participant expressions.

REFERENCES

Athanasiou, K., Melegkovits, E., Andrie, E. K., Magoulas, C., Tzavara, C. K., Richardson, C., ... Tsitsika, A. K. (2018). Cross-national aspects of cyberbullying victimization among 14-17-year-old adolescents across seven European countries. *BMC Public Health*, 18(1), 1–15. <https://doi.org/10.1186/s12889-018-5682-4>

Baraldsnes, D. (2016). The Prevalence of Cyberbullying and the Views of 5-12 Grade Pupils and Teachers on Cyberbullying Prevention in Lithuanian Schools. *Universal Journal of Educational Research*, 3(12), 949–959 <https://doi.org/10.13189/ujer.2015.031201>

Beringer, A. (2011). Teacher's Perceptions and Awareness of Cyberbullying Among Middle School Students. Published. Retrieved from <https://soar.suny.edu/handle/20.500.12648/4666>

Betts, L. R., & Spenser, K. A. (2015). "A Large Can of Worms": Teachers' Perceptions of Young People's Technology Use. *International Journal of Cyber Behavior, Psychology and Learning*, 5(2), 15–29. <https://doi.org/10.4018/ijcbpl.2015040102>

Bevilacqua, L., Shackleton, N., Hale, D., Allen, E., Bond, L., Christie, D., ... Viner, R. M. (2017). The role of family and school-level factors in bullying and cyberbullying: A cross-sectional study. *BMC Pediatrics*, 17(1), 1–10. <https://doi.org/10.1186/s12887-017-0907-8>

Beyazit, U., Şimşek, Ş., & Ayhan, A. B. (2017). An examination of the predictive factors of cyberbullying in adolescents. *Social Behavior and Personality*, 45(9), 1511–1522. <https://doi.org/10.2224/sbp.6267>

Camerini, A. L., Marciano, L., Carrara, A., & Schulz, P. J. (2020). Cyberbullying perpetration and victimization among children and adolescents: A systematic review of longitudinal studies. *Telematics and Informatics*, 49, 101362. <https://doi.org/10.1016/j.tele.2020.101362>

Cassidy, W., Brown, K., & Jackson, M. (2012). 'Under the radar': Educators and cyberbullying in schools, 33(5), 520–532. <https://doi.org/10.1177/0143034312445245>

Coyne, J., & Jennings, P. (2020). After Covid-19 Australia and the world rebuild (Volume 1). Retrieved from www.aspi.org.au

Desmet, A., Aelterman, N., Bastiaensens, S., van Cleemput, K., Poels, K., Vandebosch, H., ... de Bourdeaudhuij, I. (2015). Secondary school educators' perceptions and practices in handling cyberbullying among adolescents: A cluster analysis. *Computers & Education*, 88, 192–201. <https://doi.org/10.1016/j.compedu.2015.05.006>

Dewi, H. A., Suryani, S., & Sriati, A. (2020). Faktor faktor yang memengaruhi cyberbullying pada remaja: A Systematic review. *Journal of Nursing Care*, 3(2). <https://doi.org/10.24198/jnc.v3i2.24477>

- Dimas, & Sambano, W. (2020). Strategi Guru Pai Dalam Mencegah Tindakan Bullying di SMPN 24 Kota Bengkulu.
- Giménez-Gualdo, A. M., Arnaiz-Sánchez, P., Cerezo-Ramírez, F., & Prodócimo, E. (2018). Teachers' and students' perception about cyberbullying. Intervention and coping strategies in primary and secondary education. *Comunicar*, 26(2), 29–38. <https://doi.org/10.3916/C56-2018-03>
- Hamm, M. P., Newton, A. S., Chisholm, A., Shulhan, J., Milne, A., Sundar, P., ... Hartling, L. (2015). Prevalence and Effect of Cyberbullying on Children and Young People: A Scoping Review of Social Media Studies. *JAMA Pediatrics*, 169(8), 770–777. <https://doi.org/10.1001/jamapediatrics.2015.0944>
- Hellfeldt, K., López-Romero, L., & Andershed, H. (2019). Cyberbullying and Psychological Well-being in Young Adolescence: The Potential Protective Mediation Effects of Social Support from Family, Friends, and Teachers. *International Journal of Environmental Research and Public Health* 2020, 17(1), 45. <https://doi.org/10.3390/ijerph17010045>
- Jacobs, N. C. L., Goossens, L., Dehue, F., Völlink, T., & Lechner, L. (2015). Dutch Cyberbullying Victims' Experiences, Perceptions, Attitudes and Motivations Related to (Coping with) Cyberbullying: Focus Group Interviews. *Societies* 2015, 5(1), 43-64. <https://doi.org/10.3390/soc5010043>
- John, A., Glendenning, A. C., Marchant, A., Montgomery, P., Stewart, A., Wood, S., ... Hawton, K. (2018). Self-Harm, Suicidal Behaviours, and Cyberbullying in Children and Young People: Systematic Review. *Journal of Medical Internet Research*, 20(4). <https://doi.org/10.2196/jmir.9044>
- Katz, I., Keeley, M., Spears, B., Taddeo, C., Swirski, T., & Bates, S. (2014). Research on youth exposure to, and management of, cyberbullying incidents in Australia Synthesis report. Retrieved from www.communications.gov.au/publications
- Lozano-Blasco, R., Cortés-Pascual, A., & Latorre-Martínez, M. P. (2020). Being a cybervictim and a cyberbully – The duality of cyberbullying: A meta-analysis. *Computers in Human Behavior*, 111, 106444. <https://doi.org/10.1016/j.chb.2020.106444>
- Malihah, Z., & Alfiasari, A. (2018). Perilaku Cyberbullying pada Remaja dan Kaitannya dengan Kontrol Diri dan Komunikasi Orang Tua. *Jurnal Ilmu Keluarga & Konsumen*, 11(2), 145–156. <https://doi.org/10.24156/jikk.2018.11.2.145>
- Montoro Fernandez, E., & Ballesteros Moscosio, M. A. (2016). Teaching skills for the prevention of ciberbullying and hates crimes in Secondary School. *Revista Latinoamericana De Tecnologia Educativa-Relatec*, 15(1), 131-143. *Revista Latinoamericana de Tecnología Educativa, RELATEC*, 15 (1), 131-142. <https://doi.org/10.17398/1695-288X.15.1.131>
- Moreno, M. A., & Vaillancourt, T. (2017). The Role of Health Care Providers in Cyberbullying, 62(6), 364–367. <https://doi.org/10.1177/0706743716684792>
- Nocentini, A., Zambuto, V., & Menesini, E. (2015). Anti-bullying programs and Information and Communication Technologies (ICTs): A systematic review. *Aggression and Violent Behavior*, 23, 52–60. <https://doi.org/10.1016/j.avb.2015.05.012>
- Nursanti, Sadida, & Caninsti. (2019). Cyberbullying Pencegahan dan Penanganan Pada Guru Bimbingan Kounseling Di Jakarta Pusat. *Jurnal Pengabdian Masyarakat Fakultas Psikologi UM Jember*, 3. Retrieved from <https://doi.org/10.32528/emp.v3i0.2399>
- Polite, D., & Beck, C. (2014). *Nursing Research: methods and principles 7th edition* (pp. 512-515): Lippincott Publishers PA.
- Redmond, P., Lock, J., & Smart, V. (2018). Pre-Service Teachers' Perceptions about Identifying, Managing and Preventing Cyberbullying - Learning & Technology Library (LearnTechLib). Pre-Service Teachers' Perceptions about Identifying, Managing and Preventing Cyberbullying. In *Society for Information Technology & Teacher Education International Conference*. (Pp. 1057-1064). Association for the Advancement of Computing in Education (AA.... Retrieved from <https://www.learntechlib.org/p/177386/>
- Rusyidi, B. (2020). Memahami Cyberbullying di Kalangan Remaja. *Jurnal Kolaborasi Resolusi Konflik*, 2(2), 100–110. <https://doi.org/10.24198/jkrk.v2i2.29118>
- Sartana, S., & Afriyeni, N. (2017). Perundungan Maya (Cyber Bullying) pada Remaja Awal.

Jurnal Psikologi Insight, 1(1), 25–39.

<https://doi.org/10.17509/insight.v1i1.8442>

Zeulka, L., & Seigfried-Spellar, K. (2016).

Differentiating Cyberbullies and Internet Trolls

by Personality Characteristics and Self-Esteem.

Journal of Digital Forensics, Security and Law.

<https://doi.org/10.15394/jdfsl.2016.1415>