PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR (PGSD)
UNIVERSITAS MADAKO TOLITOLI
https://ojs.fkip.umada.ac.id/index.php/mes

Cyberbullying Among Elementary School Students on TikTok Social Media Platform

1) Endang Sri Maruti, 2) Inin Ananta
1) Pendidikan Guru Sekolah Dasar, Universitas PGRI Madiun, endang@unipma.ac.id
2) Pendidikan Guru Sekolah Dasar, Universitas PGRI Madiun, inin@unipma.ac.id

Article Info	
Keywords: *Cyberbullying*; *TikTok Platform; Elementary School Students*	**ABSTRACT** The trend of bullying in social media (ciberbullying) is a problem that is rife in the younger generation that occurs without knowing the victims such as school-age children which is then the important purpose of this research conducted. The analysis of bullying cases is examined by analyzing the blame for the misuse of online social media platforms such as TikTok which is familiar to use among elementary school students which often causes physical and psychological clashes such as fights, ridicule, slander, threats, being a negative spectacle and being the object of gossip. This phenomenon causes anxiety in victims such as anger, shame, closing themselves and even antipathy to progress in learning. Qualitative methods with a content analysis approach were emphasized in this study, but still require quantitative data information through the distribution of questionnaire instruments for 20 student respondents at SDN Pangongangan Madiun related to indications of cyberbullying behavior. The expected implications of this research are minimizing the negative impact of ciberbullying and increasing students' social awareness to be wise in utilizing the TikTok platform for more positive and educational activities.
Informasi Artikel	**ABSTRAK**
Kata Kunci: *Cyberbullying*; Aplikasi TikTok; Siswa Sekolah Dasar	Tren perundungan dalam bermedia sosial (*ciberbullying*) adalah permasalahan yang marak melanda generasi muda yang terjadi tanpa mengenal korbannya seperti anak usia sekolah yang kemudian menjadi tujuan pentingnya penelitian ini dilakukan. Analisis kasus perundungan ini ditelaah dengan menganalisis kesalahan atas penyalahgunaan *platform* media sosial online seperti TikTok yang familiar penggunaannya di kalangan siswa sekolah dasar yang tak jarang menimbulkan benturan fisik dan psikologis seperti perkelahian, pengejekan, fitnah, pengancaman, menjadi tontonan negatif dan menjadi objek gosip. Fenomena ini menyebabkan keresahan pada diri korban seperti marah, malu, menutup diri bahkan antipati untuk maju dalam belajarnya. Metode kualitatif dengan pendekatan *analysis content* ditekankan dalam penelitian ini, namun tetap membutuhkan informasi data kuantitatif melalui persebaran instrumen angket untuk 20 responden siswa di SDN Pangongangan Madiun terkait indikasi perilaku *cyberbullying*. Implikasi yang diharapkan terlahir dari penelitian ini adalah terminimalisirnya dampak negatif *ciberbullying* dan meningkatnya kesadaran sosial siswa untuk bijak dalam memanfaatkan *platform* TikTok untuk aktivitas yang lebih positif dan mengedukasi.

☐ **Corresponding Author:** (1) Endang Sri Maruti, (2) Pendidikan Guru Sekolah Dasar, (3) Universitas PGRI Madiun, (4) Indonesia, (5) Email: endang@unipma.ac.id

INTRODUCTION

Bullying is a negative act committed by another person to someone physically or mentally repeatedly that has the potential to make the victim helpless and suffer physical and mental injury (López-Castro & López-Ratón, 2023). Bullying does not know the situation and place, can occur both in the real world and through online social media platforms (Escayg, 2020), whether using computer devices, smartphones, and other digitalization-internetization devices (Saimima & Rahayu, 2020). With internet capabilities, one can access other people's social media accounts, or create new accounts using anonymous accounts.

Many people think that online bullying is easy to do and safer than real-world bullying as long as the tools are available. However, they are less aware of the dangers posed and some even deliberately do it in a conscious state (Olweus et al., 2019). It is true that cyber media devices allow people to use a fake identity (anonymous). Thus, others cannot know the true identity of cyber actors.

Komisi Perlindungan Anak Indonesia (KPAI) stated that the number of cyberbullying cases in Indonesia is very high, with 37,381 complaints received in 2015 (Rastati, 2016). Of these, 2,473 reports of bullying cases were reported either in person or through social media, such as defamation, insults, threats and other verbal sentiments (Dwi, 2020)**.**

Not infrequently this cyberbullying occurs in the learning process, especially if learning has a lot of contact with relying on social media applications. One of the social media that is now widely used is TikTok. This social media platform was born to help students communicate via online, but it is not uncommon for students to be caught in a negative current in its use.

The TikTok application, which was introduced in Indonesia since 2017, originated in China (Halidi & Putri, 2020). Its use among students such as elementary school children is so familiar in using it, which offers a variety of communication features for users to use in expression such as honing talents through video content.

Generally, schoolchildren use the TikTok application by utilizing their smartphones as social media studios. The app offers interesting and easy-to-use special effects for about 15 seconds, allowing everyone to create awesome videos with ease. TikTok is gaining popularity in Indonesia among schoolchildren.

TikTok is basically aimed at teenagers in Indonesia, but many other generations also download it from the childhood generation to the older generation. It could be said that the majority of TikTok users are children aged 7 to 15, or elementary school age. TikTok makes its app easy to use, making it an exciting new social media platform besides Facebook and Instagram.

In Indonesia, cyberbullying does not only happen to celebrities, but also to students, politicians, and even government institutions. An example is the cyberbullying experienced by Arya Febrian Dwi Rossap, also known as Arya. Its popularity on TikTok can make money. However, due to his high popularity, he is often bullied and regarded as a man who behaves deviantly (Sutadi et al., 2023).

The rise of the use of TikTok in various interests of its users, so many are raised in various research studies, for example, research that has been conducted by Azizah et al. (2023) which analyzes the behavior of elementary school children as an impact of using TikTok media. Other similar studies, such as those focusing on sex knowledge for children (Lintang Utami et al., 2023), the impact of TikTok on low learning outcomes (Mariati, 2023), TikTok media can build self-image (Tisa, 2023), rampant violations of children's language politeness (Samsulhadi & Sabardila, 2022), and changes in student behavior (Ramadani et al., 2023). So many previous studies have discussed the impact of TikTok, but it is still limited to the problem of cyberbullying among elementary school-age children.

This limitation was then made the main focus of this study. Ciber bullying through the use of TikTok among elementary school children was reviewed more in-depth by making one of the elementary schools the object of research, namely SDN Pangongangan Madiun. In the initial findings of research related to the focus of research conducted at the school, it was found that students are generally familiar with the TikTok application even among those who often use it. But the question is whether the efficiency of its use has been utilized according to the intended use of the application or whether there are indications among those who are entangled in the negative effects of misuse of the application.

Based on the phenomenon at SDN Pangongangan Madiun in analyzing the phenomenon of bullying among students, the background of this study was to examine the factors behind bullying that occurred among students through the TikTok platform owned. The main reason why the TikTok platform is more focused in this research study is because its use is so familiar among students of SDN Pangongangan Madiun who do a lot of online communication interactions in addition to utilizing the features available on the platform. This does not mean ignoring social media tools such as Facebook, Massenger, WhatsApp including Instagram, besides that the focus of research on TikTok users was also chosen to streamline research time. In pre-research findings,

it was found that several students of SDN Pangongangan Madiun were indicated to be trapped in cyberbullying cases through the distribution of information sourced from the TikTok platform they accessed. In other words, the analysis of the phenomenon of ciber bullying is the purpose of this research so that ways can be sought for prevention.

METHOD

This study used a qualitative descriptive approach. Qualitative descriptive approach is an approach that explains the results of research in detail and arranged in the form of descriptions so as to get a clear picture of the research results. Data collection techniques in the form of documentation with listening and recording techniques during learning at SDN Pangongangan Madiun. The research subjects were selected with certain criteria such as having a TikTok platform and indications of ciberbullying comments in communication content on the TikTok platform owned by students. In this case, there is one student at SDN Pangongangan Madiun who meets these criteria so that his TikTok communication content is used as analysis material to study the problem of cyberbullying. The data that has been prepared, analyzed using the description method and content analysis. The content analysis method is a study of this research method which is presented in the form of a summary to describe the essence of the results and main ideas of research scientifically, regularly and quantitatively about interrelated content. Analyzing the phenomenon of cyberbullying through a content analysis approach was carried out based on four focus analysis including the phenomenon of verbal flaming analysis, verbal harassment, verbal denigration, and verbal trickery contained in TikTok social media comments accessed by students of SDN Pangongangan Madiun.

RESULTS AND DISCUSSION

A. Result

As the internet continues to grow around the world, including Indonesia, cyberbullying is a phenomenon that still occurs. In reality, there are many types of protection in cyberspace, as shown by a study by SDN Pangongangan Madiun on the impact of misuse of the TikTok platform, which raises four possible indications of cyberbullying, including:

1. Flaming Verbal

Verbal flaming is a war of words that often occurs in cyberspace using language that contains anger, vulgarity, threatening, and demeaning. These quarrels usually occur in online social media chat rooms that cause such serious unrest.
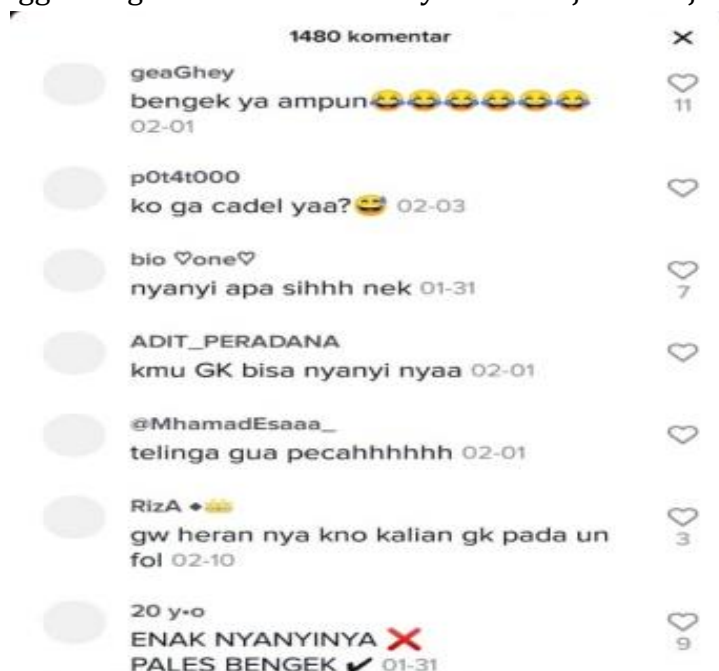
Figure 1. Examples of Verbal Flaming Comments Cases

This comment indicates some comments in a post made on TikTok. The above comment contains ridicule that causes conflict because someone called "cil" or "bocil" does not accept and protests the person by saying "emang gua bocil". Additional comments flowed, resulting in a fight of words and mutual sarcasm.

2. Harassment Verbal

Cyberbullying that uses abusive language, attacks, and harasses someone is known as harassment. This verbal comment is sometimes considered ordinary, but its reality has the potential to trigger a fight even if it is initially based on jokes or jokes.

Figure 2. Examples of Verbal Harassment Comments Cases

This conversation shows that the uploader of the TikTok video is singing, but other TikTok accounts criticize and insult the uploader's voice. Comments like this directly insult the voice of the uploader who is still a child by saying "they are sniffy" and "fales", "can't sing", and "sing so badly that the listener's ears want to break".

3. Denigration Verbal

Defamatory comments are cyberbullying that knowingly or unknowingly posts or comments insults, vicious gossip, and rumors about someone to damage their reputation. Comments like these more often lead to buzzer remarks, which tend to slander someone with accusations that are not supported by evidence. In some cases, they even create special social media accounts to embarrass someone.

Figure 3. Examples of Verbal Denigration Comments Cases

One commentary stated that the rats in the tie in question were "corrupt officials only", but the statement must have been directed at non-unscrupulous officials so that it could cause slander. Other comments suggest that unscrupulous officials often break promises. Students use this comment as a mockery material to satire.

4. Deceptive Language (Trickery Verbal)

Trickery is a language that seems to aim to trick someone into doing something embarrassing, opening texts, photos, and videos about themselves to be disseminated on the internet. Because perpetrators often threaten to disseminate things that the victim does not want, if the victim's request is not met, the victim often suffers great losses.
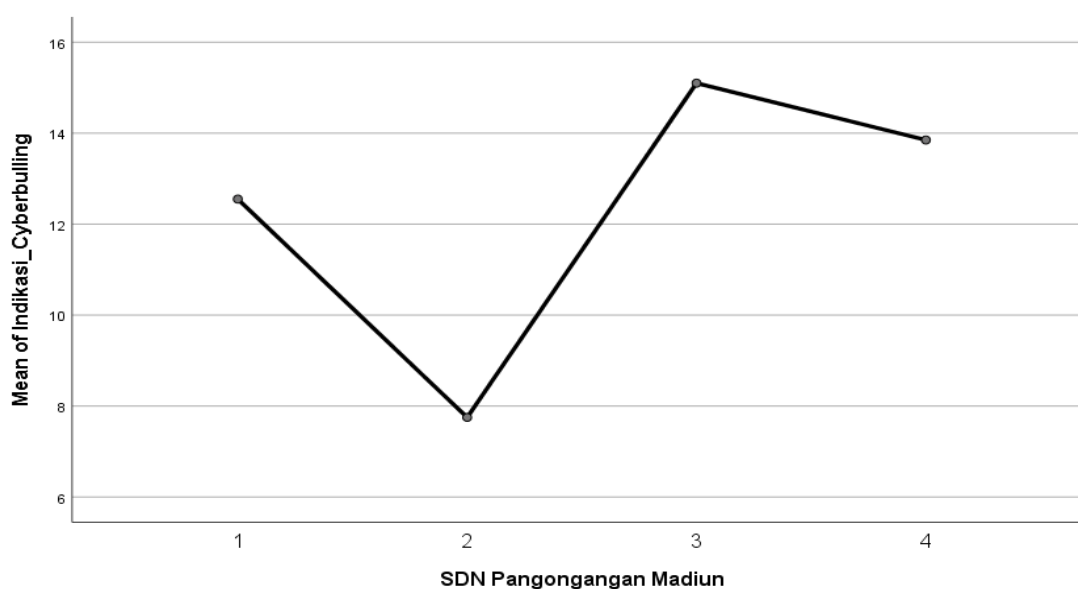

Figure 4. Examples of Verbal Trickery Comments Cases

The uploader deliberately made a bad singing video to attract other people's comments, as shown by the comments below, stating that the uploader does want to be blasphemed by making a bad thing.

Strengthening the findings of the content analysis results that represent examples of cyberbullying cases found on the TikTok platform of SDN Pangongangan Madiun students can then be known information from the results of the distribution of questionnaires totaling 20 question items given to 20 students to find out general indications of the four indicators of cyberbullying behavior that are rife in students such as verbal flaming, verbal harassment, verbal denigration, and verbal trickery.

Table 1. Descriptive Data Indications of Cyberbullying

Descriptives

Indication_Cyberbullying

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Flaming	20	12.55	4.310	.964	6	19
Harassment	20	7.75	3.726	.833	4	17
Denigration	20	15.10	3.478	.778	8	19
Trickery	20	13.85	4.069	.910	7	19
Total	**80**	**12.31**	**4.748**	**.531**	**4**	**19**

Figure 5. Comparison of Possible Indications of Cyberbullying Among Students

The dominance of indications of the phenomenon of cyberbullying that occurs among students based on the results of data analysis from filling out questionnaire instruments totaling 20 question items describing four symptoms of cyberbullying through the TikTok platform that students tend to experience is dominated by the average denigration behavior (15.10), the highest and then followed by trickery behavior (13.85), flaming behavior (12.55), the last being harassment behavior (7.75).
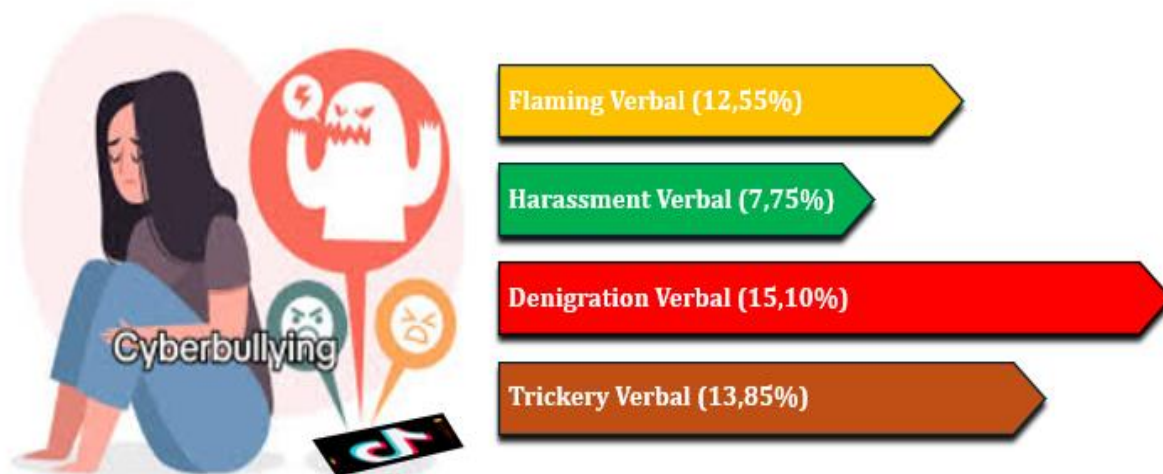
B. Discussion

The impact of using the TikTok application which is so easily accessible to students at SDN Pangongangan Madiun which has great potential for cyberbullying. This behavior sometimes aims to bully someone with negative communication in online media such as threatening or making rude comments aimed at the target they are going to sacrifice. In fact, according to the school, concerns thought by teachers, including parents whose children experience bullying on social media, can change children's behavior to become

introverts. Introverted behavior is a symptom associated with changes in a person's personality to become more reserved and introverted because they are faced with a psychological clash of their social circumstances (Althubaiti et al., 2022; Chariroh & Ningdiyah, 2023; Jiménez-Soto et al., 2022).

Every child needs protection, including protection from the dangers of ciberbullying that is rife in online communication (Haarberg, 2024; Lefebvre et al., 2024; Marwitz et al., 2024). The government in this case has regulated as a form of prevention in counteracting bullying behavior that occurs in various situations and also in various uses of information technology-based social media (Davenport & Halford, 2024; Flynn et al., 2024; Saar-Heiman & Gupta, 2024). It is stated in Article 28B paragraph (2) of the Constitution of the Republic of Indonesia Year 1945 that: "Every child has the right to survival, growth and development and the right to protection from violence and discrimination".

Cyberbullying that plagues the negative communication habits of SDN Pangongangan Madiun children occurs through misuse of the TikTok platform, even the tendency of students to commit these actions by intimidating students who they consider weak (Febriharini & Irawan, 2023; Hamna & Windar, 2022; Nuralan et al., 2022). Cyberbullying found through the results of content analysis, such as online quarrels (flaming), harassment, denigration, and trickery as revealed from the results of content analysis from the TikTok platform owned by students who are representatives of respondents to this study is a crime that may be the danger of being less realized by students.

Figure 6. The Impact of TikTok Abuse Based on Ciberbullying Symptoms

Among the four indications of cyberbullying behavior that occurred at SDN Pangongangan Madiun was dominated by denigration. Followed by behavior that leads to the delivery of fake news or information (trickery), conversation conflicts that cause quarrels (flaming), and finally cases of harassment such as saying dirty words (harassment).

As an effort to educate elementary school children to be wise in social media such as using TikTok when communicating both between their ages and with others, the need for parental involvement with teachers to provide understanding to students about the adverse effects of misusing the platform and the risks it is likely to receive. According to (Irfan, 2023; Macaulay et al., 2024; Yi & Zubiaga, 2023), this education can be in the form of education that teaches the value of tolerance and brotherhood among others. Through this education, at least students know that cyberbullying behavior whether using or without using the TikTok platform is part of a criminal act (BK & Hamna, 2022; Haskar et al., 2023; Lam et al., 2022; Teng et al., 2024).

This education can at least marginalize the opportunity to behave illegally behind the online information technology it functions (Giumetti & Kowalski, 2022; Saputra et al., 2022; Utamajaya et al., 2020). The main trigger for ciberbullying behavior among students is based on the social conditions of children who form more social bonds with their peers than their parents and teachers at school (Popovac et al., 2024; Yustito et al., 2022).

CONCLUSIONS

In Indonesia there has been a lot of cyberbullying and not a few students are victims of ignorance of the dangers arising from such acts. As in the findings of this study, the harmful impact arising from cyberbullying tends to make children become abusers of their social media platforms unconsciously such as online fights (flaming verbal), harassment (harassment verbal), slander (denigration verbal), and trickery (trickery verbal), the impact of whichcan provoke quite serious danger. Education of students as users of social media platforms such as TikTok needs to be strengthened by teachers with the involvement of parents as a powerful way to anticipate cyberbullying. It is hoped that with this education, it can support government policies in anticipating the serious adverse effects of misuse of social media platforms that have the potential to be abused by children, especially those who are still in the age group of learners in elementary school.

REFERENCES

Althubaiti, A., Worobetz, N., Inacio, J., Lukens, J., Mousset, M., Onwuka, A., Stevens, M., Justice, L., Shepherd, E. G., & Wiet, G. (2022). Tolerance of one-way in-line speaking valve trials in ventilator dependent children. *International Journal of Pediatric Otorhinolaryngology*, *157*(6), 232–243. https://doi.org/10.1016/j.ijporl.2022.111131

Azizah, M., Deliani, N., & Batubara, J. (2023). Dampak penggunaan media sosial tiktok terhadap perilaku anak usia sekolah dasar. *Indo-MathEdu Intellectuals Journal*, *4*(3), 2512–2522. https://doi.org/10.54373/imeij.v4i3.536

BK, M. K. U., & Hamna. (2022). Strategi pembentukan karakter Islami siswa sekolah dasar di masa transisi covid-19 menuju aktivitas new normal. *Jurnal Bidang Pendidikan Dasar (JBPD)*, *6*(2), 135–148. https://doi.org/10.21067/jbpd.v6i2.6866

Chariroh, L., & Ningdiyah, A. E. M. (2023). Cyberbullying pada remaja pengguna tik tok:

Bagaimana peranan tipe kepribadian ekstrovert? *Jurnal of Psychological Research*, *2*(4), 1022–1029. https://aksiologi.org/index.php/inner/article/view/944

Davenport, L., & Halford, E. (2024). Building police capability in child protection in Kenya. *Child Abuse & Neglect*, *147*(1), 33–45. https://doi.org/10.1016/j.chiabu.2023.106538

Dwi, A. (2020). *Duh, kasus bullying terus meningkat dalam 9 tahun terakhir*. Kantor Berita Politik. https://rmol.id/nusantara/read/2020/02/09/420779/duh-kasus-bullying-terus-meningkat-dalam-9-tahun-terakhir

Escayg, K.-A. (2020). Anti-racism in U.S. early childhood education: Foundational principles. *Sosciology Compass*, *14*(4), 1–15. https://doi.org/10.1111/soc4.12764

Febriharini, M. P., & Irawan, B. B. (2023). Legal protection of children against victims and bullying performers in the digitalization era. *Https://Www.Atlantis-Press.Com/Proceedings/Series/Assehr*, 236–246. https://doi.org/10.2991/978-2-38476-024-4_26

Flynn, S., Maher, R. D., & Byrne, J. (2024). Child protection and welfare risks and opportunities related to disability and internet use: Broadening current conceptualisations through critical literature review. *Children and Youth Services Review*, *157*(2), 130–140. https://doi.org/10.1016/j.childyouth.2023.107410

Giumetti, G. W., & Kowalski, R. M. (2022). Cyberbullying via social media and well-being. *Current Opinion in Psychology*, *45*(6), 70–80. https://doi.org/10.1016/j.copsyc.2022.101314

Haarberg, F. L. (2024). What do we know about children's representation in child protection decisions? A scoping review. *Children and Youth Services Review*, *160*(5), 1–10. https://doi.org/10.1016/j.childyouth.2024.107588

Halidi, R., & Putri, F. I. (2020). *Rentan, begini cara TikTok lakukan pencegahan perundungan siber*. Arkadia Digital Media. https://www.suara.com/lifestyle/2020/03/02/085000/rentan-begini-cara-tiktok-lakukan-pencegahan-perundungan-siber?page=all

Hamna, H., & Windar, W. (2022). Implementasi pendidikan karakter di sekolah dasar melalui penguatan kurikulum 2013 di masa pandemi covid-19. *Pengembangan Pendidikan Dan Pembelajaran Sekolah Dasar*, *1*(1), 1–12. https://ojs.fkip.umada.ac.id/index.php/mes/article/view/3/1

Haskar, E., Suryamizon, A. L., Alfian, G. S. A., Putri, S. H., Nabila, A., Putri, R. Y., & Febrian, M. H. (2023). From bullying to cyberbullying: Typology, dialectics and mitigation of man 1 students, tanah datar regency, West Sumatra Province. *Jurnal Pengabdian Masyarakat Bestari (JPMB)*, *2*(10), 899–910. https://doi.org/10.55927/jpmb.v2i10.6151

Irfan, M. (2023). Analisa peraturan undang-undang perlindungan terhadap remaja di indonesia. *Jurnal Multilingual*, *3*(4), 509–525. https://ejournal.penerbitjurnal.com/index.php/multilingual/article/view/625

Jiménez-Soto, A., Lorente-Loza, J., Vargas, J. P., Díaz, E., & López, J. C. (2022). Beach balls: Assessing frustration tolerance in young children using a computerized task. *Acta Psychologica*, *224*(4), 34–47. https://doi.org/10.1016/j.actpsy.2022.103528

Lam, T. N., Jensen, D. B., Hovey, J. D., & Roley-Roberts, M. E. (2022). College students and cyberbullying: how social media use affects social anxiety and social comparison. *Heliyon*, *8*(12), 60–81. https://doi.org/10.1016/j.heliyon.2022.e12556

Lefebvre, R., Fallon, B., Fluke, J., Trocmé, N., Black, T., Esposito, T., & Rothwell, D. W. (2024). Distinguishing profiles of adversity among child protection investigations in Ontario, Canada: A latent class analysis. *Child Protection and Practice*, *25*(4), 1–

17. https://doi.org/10.1016/j.chipro.2024.100022

Lintang Utami, T., Afiati, E., & Conia, P. D. D. (2023). Hubungan media sosial tiktok terhadap pengetahuan pendidikan seks bagi anak. *Diversity Guidance and Counseling Journal*, *1*(1), 16–29. https://doi.org/10.30870/diversity.v1i1.9

López-Castro, L., & López-Ratón, M. (2023). Family sociodemographic factors and cybervictimization in Primary Education. *Educacion XX1*, *26*(2), 245–266. https://doi.org/10.5944/educxx1.35827

Macaulay, P. J. R., Steer, O. L., & Betts, L. R. (2024). Chapter four - Bystander intervention to cyberbullying on social media. *Handbook of Social Media Use Online Relationships, Security, Privacy, and Society, Volume 2*, *2*(1), 73–99. https://doi.org/10.1016/B978-0-443-28804-3.00001-6

Mariati, M. (2023). Analisis dampak media sosial tik-tok terhadap rendahnya hasil belajar afektif siswa. *Jurnal Pendidikan Dan Media Pembelajaran (JUNDIKMA)*, *2*(1), 38–44. https://doi.org/10.59584/jundikma.v2i1.9

Marwitz, U., Higgins, D. J., & Whelan, T. (2024). "Kids are in the middle of it" – Child protection practitioners reflect on indicators of coercive control and situational couple violence. *Children and Youth Services Review*, *160*(5), 1–16. https://doi.org/10.1016/j.childyouth.2024.107596

Nuralan, S., BK, M. K. U., & Haslinda. (2022). Analisi gaya belajar siswa berprestasi kelas V di SD Negeri 5 Tolitoli. *Jurnal Pendekar PGSD: Pengembangan Pendidikan Dan Pembelajaran Sekolah Dasar*, *1*(2), 13–24. https://ojs.fkip.umada.ac.id/index.php/pendekar/article/view/4/2

Olweus, D., Limber, S. P., & Breivik, K. (2019). Addressing specific forms of bullying: A large-scale evaluation of the Olweus bullying prevention program. *International Journal of Bullying Prevention*, *1*(1), 70–84. https://doi.org/10.1007/s42380-019-00009-7

Popovac, M., Fine, P. A., & Hicken, S.-A. (2024). Chapter one - Children and adolescents' experiences of cyberaggression and cyberbullying on social media and priorities for intervention and prevention efforts. *Handbook of Social Media Use Online Relationships, Security, Privacy, and Society*, *45*(5), 13–36. https://doi.org/10.1016/B978-0-443-28804-3.00008-9

Ramadani, W., Septiansyah, G., Djohar, R., Syukur, M., & Arifin, I. (2023). Analisis media sosial tiktok terhadap perubahan tingkah laku siswa di SMPN 11 Maros Baru. *COMSERVA Indonesian Jurnal of Community Services and Development*, *2*(12), 2952–2959. https://doi.org/10.59141/comserva.v2i12.705

Rastati, R. (2016). Bentuk perundungan siber di media sosial dan pencegahannya bagi korban dan pelaku. *Jurnal Sosioteknologi*, *15*(2), 169–186. https://doi.org/10.5614/sostek.itbj.2016.15.02.1

Saar-Heiman, Y., & Gupta, A. (2024). Beyond participation: Parent activism in child protection as a path to transformative change. *Children and Youth Services Review*, *157*(2), 20–32. https://doi.org/10.1016/j.childyouth.2024.107443

Saimima, I. D. S., & Rahayu, A. P. (2020). Anak korban tindak pidana perundungan (cyberbullying) di media sosial. *Jurnal Kajian Ilmiah*, *20*(2), 125–136. https://doi.org/10.31599/jki.v20i2.102

Samsulhadi, M. A., & Sabardila, A. (2022). Maraknya pelanggaran kesantunan berbahasa sarkasme dalam kolom komentar tiktok akun @denise.chariesta (The rampant violation of politeness principles of sarcasm in the comment section of @denise.chariesta tiktok account). *Jurnal Totobuang*, *10*(1), 1–14.

https://doi.org/10.26499/ttbng.v10i1.312

Saputra, R. A., Amrullah, R., Triono, A., & Refsi, B. (2022). Management of improvement of cyber crime at the time of the covid-19 pandemic happening restorative justice. *Scholars International Journal of Law, Crime and Justice*, *5*(7), 286–293. https://doi.org/10.36348/sijlcj.2022.v05i07.006

Sutadi, A. I. S., Irsan, M. M. F., Aulia, M. S., Az-Zahra, N., Susanti, & Nugraha, D. M. (2023). The low implementation of the second principle of Pancasila in the use of TikTok social media. *JAGADDHITA: Jurnal Kebhinekaan Dan Wawasan Kebangsaan*, *2*(2), 11–21. https://journal.unindra.ac.id/index.php/jagaddhita

Teng, T. H., Varathan, K. D., & Crestani, F. (2024). A comprehensive review of cyberbullying-related content classification in online social media. *Expert Systems with Applications*, *244*(6), 87–96. https://doi.org/10.1016/j.eswa.2023.122644

Tisa, M. (2023). Media sosial tit-tok dalam membangun citra diri (Analisis teori dramaturgi dan new-media). *ISTIFHAM: Journal Of Islamic Studies*, *1*(3), 246–257. https://jurnal.seutiahukamaa.org/index.php/istifham/article/view/36

Utamajaya, J. N., Manullang, S. O., Mursidi, A., Noviandari, H., & BK, M. K. U. (2020). Investigating the teaching models, strategies and technological innovations for classroom learning after school reopening. *Palarch's Journal Of Archaeology Of Egypt/Egyptology*, *17*(7), 13141–13150. https://archives.palarch.nl/index.php/jae/article/view/5063

Yi, P., & Zubiaga, A. (2023). Session-based cyberbullying detection in social media: A survey. *Online Social Networks and Media*, *36*(7), 20–32. https://doi.org/10.1016/j.osnem.2023.100250

Yustito, E. R., Titi Pratitis, N., & Kusumandari, R. (2022). Kecenderungan perilaku cyberbullying pada remaja: menguji peranan kelekatan teman sebaya. *INNER: Journal of Psychological Research*, *2*(2), 131–138. https://aksiologi.org/index.php/inner/article/view/493