Cyberbullying on Multicultural Education at Coastal Community Perspective: Systematic Literature Review

Nanik Susanti[1], Soni Adiyono [2], Zainur Romadhon [3]

Abstract—**This research explores the widespread issue of cyberbullying, many teenagers experience cases of cyberbullying, in Indonesia empirical research on this phenomenon is still rare, especially among coastal community. Many cases of cyberbullying occur among teenagers, but in Indonesia the empirical topic of cyberbullying has not been widely used, especially among rural teenagers in coastal community. Cyberbullying manifests through various forms such as arson, harassment, and impersonation, resulting in significant psychological and academic impacts on the victim. A study based on a selection of 30 Scopus publications revealed that cyberstalking was in the highest classification, namely 90%, followed by flaming at 73%. The consequences of cyberbullying were classified into social (67%), psychological (63%), and academic (57%). This research emphasizes the need for specific knowledge about cyberbullying in coastal community, where victims experience feelings of insecurity, isolation, and reduced academic concentration. The conclusion highlights the importance of raising awareness, implementing literacy programs, and enforcing regulations to combat cyberbullying, especially in the context of the Fourth Industrial Revolution especially in coastal community. These findings provide valuable insight into coastal community perceptions of cyberbullying, and urge parents to play an active role in protecting their children and promoting digital literacy.**

Keywords—Cyberbullying, Coastal Community, Multicultural Education, Education

I. INTRODUCTION

The internet is a global system connected through unique computer addresses or networks based on the Internet Protocol (IP). It facilitates communication using TCP/IP, making it accessible universally and privately, and can be used widely worldwide easily and quickly.

The advancement of communication and information technology over the past decade, particularly the Internet, has experienced significant growth. The internet has introduced numerous innovations in human existence, including websites, applications, and social media platforms designed to enhance and streamline human communication, transcending the limitations of time and space [1] [2].

Numerous researchers have conducted studies on cyberbullying in cyberspace or social media, with a particular focus on coastal communities, notably in Indonesia. However, the empirical exploration of cyberbullying remains limited, especially among rural teenagers in coastal areas of Indonesia. Consequently, this research endeavors to serve as a valuable resource on the subject of cyberbullying among Indonesian teenagers, particularly those in coastal communities [1].

According to Novia & Mustika [3], a survey conducted by the Association of Indonesian Internet Service Providers (APJII) in 2018 stated that the current number of internet users in Indonesia has reached 171.17 million people, approximately 64.8% of the total population. This marks a significant increase from 2017, which recorded 143.26 million users, accounting for 54.6%.

The advent of the internet has brought about significant changes in the digital world, including the development of social media. Social media is one form of technological advancement in communication and information [4]. Through social media, users can quickly disseminate and obtain information, influencing perspectives, lifestyles, and the culture of a nation [5].

Social media is becoming an increasingly important part of teenage social life [6], with children aged 9-12 having social media accounts and spending a significant portion of their time on these platforms [7]. However, this phenomenon also impacts the changing conditions of internet usage regarding online security among teenagers [8].

Various types of social media are used by internet users, such as Facebook, Instagram, YouTube, WhatsApp, and Twitter [9]. Despite facilitating communication and daily activities, social media also brings negative impacts, such as criminal activities in the digital world [10].

Bullying can be defined as a form of violent behavior, both psychologically and physically, carried out by an individual or a group of people against an individual or a group perceived as "weak." The perpetrator of bullying, known as a bully, feels empowered to carry out such actions, while the victim feels powerless, vulnerable, and threatened by the bully.

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The forms and methods of cyberbullying are highly diverse. This includes sending threatening messages via email, uploading embarrassing photos of the victim, creating websites to spread slander and mockery against the victim, and even accessing other people's accounts on social networks, which can involve extortion against the victim, leading to various issues. The motivations of the perpetrators vary; some do it out of anger and a desire for revenge, others do it because they are upset and seeking attention, and some do it purely for entertainment to fill their leisure time.

Many times, the motive behind cyberbullying is just a mere joke. Prolonged cyberbullying can erode a child's self-confidence and make them feel sad, anxious, constantly guilty, or even failure due to their inability to cope with the emotional turmoil they experience. Some victims of cyberbullying may not bear the burden and contemplate suicide. Adolescents who fall victim to cyberbullying feel stressed, leading to behavioral problems such as cheating, skipping school, running away from home, and even consuming alcohol or drugs [11].

Cybercrime is more prevalent among teenagers. According to findings from the Association of Internet Service Providers in Indonesia (APJII), students or the younger generation constitute the second-largest group of internet or social media users, accounting for 71.7% according to the Association of Internet Service Providers in Indonesia [3].

One of the cybercrimes against the younger generation is online or social media bullying, commonly known as cyberbullying [12]. On social media, cyberbullies use cruel posts, upload photos, and engage in coercive actions to tarnish someone's reputation, causing damage and harm while satisfying the perpetrator. It is effortless to get involved in behavior that is shameful and oppressive [13].

Cyberbullying is a form of harassment or oppression inexplicably directed at someone through social media platforms. Cyberbullying can be described as cyberbullying, online intimidation, and online harassment. This predominantly occurs among teenagers and young adults [14].

Cyber harassment is recognized for malicious behaviors such as illegally accessing someone's account and posting rumors, threats, insulting sexual comments, and so forth [15].

Perpetrators of cyberbullying and victims of cyberbullying are two roles involved in cyberbullying [14]. Experiencing cyberbullying can lead to increased thoughts of suicide, low self-esteem, and negative reactions and emotions such as fear, anger, frustration, and depression [16] [1].

According to Banks and Banks [17], multicultural education is an idea, an education whose main purpose is to transform the structure of educational institutions to educate boys and girls, talented students, etc. Participation in multicultural education can be part of multicultural education. Different racial, ethnic, linguistic, cultural, gender, and religious groups have an equal opportunity to achieve academic success in school [18].

II. METHOD

A. *Description*

The method employed in crafting this paper utilizes a systematic literature review approach. The databases utilized in this paper were sourced from reputable international journals indexed by Scopus, with publications spanning the years 2015 to 2023. The systematic literature review aims to search for, discover, and synthesize systematically reviewed journals or literature related to previous research. This method involves several processes, including identification, evaluation, and interpretation of all relevant existing research that can address questions related to the field, topic, or phenomenon of interest, as compared to previous studies [19] [20]. Discussions concerning research on cyberbullying in coastal community can be acquired through the systematic review method approach [20] [21].

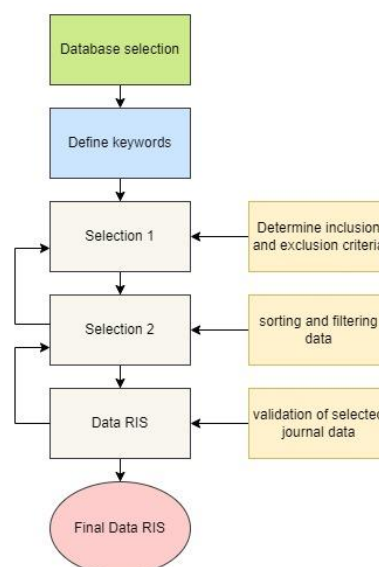The methodology or method adapted in this research involves the use of a systematic literature review

Figure 1. research method stages process

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approach. The research is based on several journals whose information is related to multicultural education cyberbullying in the realm of education, which can be compared with coastal community. The systematic literature review aims to search for, discover, and synthesize articles or literature systematically related to previous studies, with well-organized and transparent processes using procedures at every step. Additionally, the systematic literature review refers to the processes of identification, evaluation, and interpretation of all available and relevant research regarding the questions, topic area, or interesting phenomena of the researcher's study. The stages in this research are as follows: [21]

B. Literature review planning

In the initial step, the researcher explores international journals published by Scopus with domain criteria selected based on the theme addressed in the study. The following is the systematic design of the literature review: [21]

C. Database Selestion

To obtain literature that intersects and can be compared with the life of coastal community by utilizing the Scopus database obtained using the official Scopus portal, the author chooses appropriate keywords in searching for related journals, so that the results of selecting selected articles can later be correlated and compared with community life. coastal people within the scope of the keywords that have been determined as follows:

"Cyberbullying"* + *"Education"* + *"Multicultural Education"

At this stage, the researcher obtained a study on the global scope of these three aspects, acquiring a total of 674 journal articles that could support coastal community.

D. Determine inclusion and exclusion criteria

In the previous step, when the keywords were specified and applied in the database search, the final result yielded a total of 674 documents. Subsequently, the following exclusion criteria were applied and incorporated as the source code:

cyberbullying, education, multicultural education AND PUBYEAR > 2014 AND PUBYEAR < 2024 AND PUBYEAR > 2014 AND PUBYEAR < 2024 AND (LIMIT-TO (SUBJAREA,"COMP") OR LIMIT-TO (SUBJAREA,"SOCI") OR LIMIT-TO (SUBJAREA,"ENGI") OR LIMIT-TO (SUBJAREA,"MULT") OR LIMIT-TO (SUBJAREA,"MATE")) AND (LIMIT-TO (DOCTYPE,"ar") OR LIMIT-TO (DOCTYPE,"ch") OR LIMIT-TO (DOCTYPE,"cp") OR LIMIT-TO (DOCTYPE,"bk"))

Figure. 2. source code selection 1 process of determining inclusion and exclusion criteria

The first selection stage involved the document sorting process by incorporating inclusion factors into the database. In Figure 2, the result obtained was a total of 408 journal articles correlated with the initially specified keywords. After the initial selection stage, it proceeded to the next process in the second selection stage by entering the following source code:

cyberbullying, education, multicultural education AND PUBYEAR > 2014 AND PUBYEAR < 2025 AND (LIMIT-TO (SUBJAREA,"COMP") OR LIMIT-TO (SUBJAREA,"SOCI") OR LIMIT-TO (SUBJAREA,"ENGI") OR LIMIT-TO (SUBJAREA,"MULT") OR LIMIT-TO (SUBJAREA,"MATE")) AND (LIMIT-TO (DOCTYPE,"ar") OR LIMIT-TO (DOCTYPE,"ch") OR LIMIT-TO (DOCTYPE,"cp") OR LIMIT-TO (DOCTYPE,"bk")) AND (LIMIT-TO (EXACTKEYWORD,"Digital Media") OR LIMIT-TO (EXACTKEYWORD,"Cyber-bullying") OR LIMIT-TO (EXACTKEYWORD,"Deep Learning") OR LIMIT-TO (EXACTKEYWORD,"Computer Crime") OR LIMIT-TO (EXACTKEYWORD,"Bullying Victimization") OR LIMIT-TO (EXACTKEYWORD,"Cyberbullying") OR LIMIT-TO (EXACTKEYWORD,"Bullying") OR LIMIT-TO (EXACTKEYWORD,"Academic Success")) AND (LIMIT-TO (LANGUAGE,"English")) AND (LIMIT-TO (SRCTYPE,"j")) AND (LIMIT-TO (OA,"all"))

Figure. 3. source code selection 2 process of determining inclusion and exclusion criteria

The second selection stage yielded 31 selected journal articles. Afterward, the selection process involved identifying the chosen articles by analyzing the overall selected journal articles. The results of the validation of journal article data are as follows:

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TABLE 1.
VALIDATION PROCESS AND DDETAILS OF SELECTED ARTICLE DATA FROM SCOPUS RIS DATA

No	Authors	Title	Year	Publisher Jurnal	Rangking Quartile Scopus
1	Bussu, A., Ashton, S. A., Pulina, M., & Mangiarulo, M.	An explorative qualitative study of cyberbullying and cyberstalking in a higher education community [22]	2023	Crime Prevention and Community Safety	Q2
2	Martínez-Santiago, J., Zych, I., & Rodríguez-Hidalgo, A. J	Personal and ethnic-cultural bullying in the Peruvian Amazon: Prevalence, overlap and predictors [23]	2023	Revista de Psicodidactica	Q1
3	Rambaree, K., Nässén, N., Holmberg, J., & Fransson, G.	Enhancing Cultural Empathy in International Social Work Education through Virtual Reality [24]	2023	Education Sciences	Q2
4	Telford, A.	A feminist geopolitics of bullying discourses? White innocence and figure-effects of bullying in climate politics [25]	2023	Gender, Place and Culture	Q1
5	Schultze-Krumbholz, A., Pfetsch, J. S., & Lietz, K.	Cyberbullying in a Multicultural Context—Forms, Strain, and Coping Related to Ethnicity-Based Cybervictimization [26]	2022	Frontiers in Communication	Q1
6	Ríos, X., Ventura, C., Lleixà, T., Prat, M., & Flores, G.	Prevalence of Bullying in Grassroots Soccer in Spain: Victims, Bullies, and Bystanders [27]	2022	Physical Culture and Sport, Studies and Research	Q1
7	Bardach, L., Yanagida, T., Gradinger, P., & Strohmeier, D.	Understanding for Which Students and Classes a Socio-Ecological Aggression Prevention Program Works Best: Testing Individual Student and Class Level Moderators [28]	2022	Journal of Youth and Adolescence	Q1
8	Lapidot-Lefler, N.	The Role of Sociocultural Context in Cyberbullying in Israeli Society: Comparing Arab and Jewish Parents' Perceived Knowledge of Their Adolescent Children's Involvement in Cyberbullying [29]	2022	International Journal of Bullying Prevention	Q1
9	D'Urso, G., & Symonds, J.	Developmental Cascades of Internalizing and Externalizing Problems from Infancy to Middle Childhood: Longitudinal Associations with Bullying and Victimization [30]	2022	Journal of School Violence	Q1
10	Jattamart, A., & Kwangsawad, A.	What awareness variables are associated with motivation for changing risky behaviors to prevent recurring victims of cyberbullying? [31]	2021	Heliyon	Q1
11	Fernández-Leyva, C., Tomé-Fernández, M., & Ortiz-Marcos, J. M.	Nationality as an influential variable with regard to the social skills and academic success of immigrant students [32]	2021	Education Sciences	Q2
12	López-Vizcaíno, M. F., Nóvoa, F. J., Carneiro, V., & Cacheda, F.	Early detection of cyberbullying on social media networks [15]	2021	Future Generation Computer Systems	Q1
13	Shaikh, F. B., Rehman, M., Amin, A., Shamim, A., & Hashmani, M. A.	Cyberbullying Behaviour: A Study of Undergraduate University Students [13]	2021	IEEE Access	Q1
14	Gulzar, M. A., Ahmad, M., Hassan, M., & Rasheed, M. I.	How social media use is related to student engagement and creativity: investigating through the lens of intrinsic motivation [33]	2021	Behaviour and Information Technology	Q1
15	Ortiz-Marcos, J. M., Tomé-Fernández, M., & Fernández-Leyva, C.	Cyberbullying analysis in intercultural educational environments using binary logistic regressions [34]	2021	Future Internet	Q2
16	Samara, M., El Asam, A., Khadaroo, A., & Hammuda, S.	Examining the psychological well-being of refugee children and the role of friendship and bullying [35]	2020	British Journal of Educational Psychology	Q1
17	Wernholm, M., Reneland-Forsman, L.,	Children's representation of self in social media communities [36]	2019	Learning, Culture and Social Interaction	Q1
18	Forsberg, C.	The contextual definition of harm: 11- to 15-year-olds' perspectives on social incidents and bullying [37]	2019	Journal of Youth Studies	Q1
19	Wang, M.-J., Yogeeswaran, K., Andrews, N.P., Hawi, D.R., Sibley, C.G.	How Common Is Cyberbullying among Adults? Exploring Gender, Ethnic, and Age Differences in the Prevalence of Cyberbullying [38]	2019	Cyberpsychology, Behavior, and Social Networking	Q1

No	Authors	Title	Year	Publisher Jurnal	Rangking Quartile Scopus
20	Cipra, A., & Hall, L. T.	COREMatters: A Bullying Intervention Pilot Study [39]	2019	RMLE Online	Q3
21	Kozmus, A., & Psunder, M.	Students ethnic background as a factor in their involvement in bullying [40]	2019	Journal of Elementary Education	Q4
22	Cabrera, A. F., Guerrero, A. J. M., Sánchez, J. S. P., & Rodríguez-García, A. M.	Bullying among teens: Are ethnicity and race risk factors for victimization? A bibliometric research [41]	2019	Education Sciences	Q2
23	Gee, J. P., & Guitart, M.	El Diseño Para El Aprendizaje Profundo En Los Medios de Comunicación Sociales y Digitales [42]	2019	Grupo Comunicar Ediciones	Q1
24	Angela Mazzone, Robert Thornberg, Sara Stefanelli, Livia Cadei, Simona C.S. Caravita	"Judging by the cover": A grounded theory study of bullying towards same-country and immigrant peers [43]	2018	Children and Youth Services Review	Q1
25	Tanrikulu I.	Cyberbullying prevention and intervention programs in schools: A systematic review [44]	2018	School Psychology International	Q1
26	Kisfalusi, D.	Bullies and victims in primary schools: The associations between bullying, victimization, and students' ethnicity and academic achievement [45]	2018	Intersections East European Journal of Society and Politics	Q2
27	Tzani-Pepelasi, C., Ioannou, M., Synnott, J., & Ashton, S. A.	Comparing factors related to school-bullying and cyber-bullying [46]	2018	Crime Psychology Review	Not yet Assigned Quartile
28	Betts, L. R., & Spenser, K. A.	Developing the Cyber Victimization Experiences and Cyberbullying Behaviors Scales [47]	2017	Journal of Genetic Psychology	Q2
29	Boyaci, M., & Ersever, O. G.	Effect of the Tolerance Tendency Enhancement Program to 5th grade students tolerance and bullying level [48]	2017	Egitim ve Bilim	Q3
30	Uusitalo-Malmivaara, L., & Lehto, J. E.	Happiness and depression in the traditionally bullied and cyberbullied 12-year-old [49]	2016	Open Review of Educational Research	Q3
31	Yousef, W. S. M., & Bellamy, A.	The impact of cyberbullying on the self-esteem and academic functioning of Arab American middle and high school students [50]	2015	Electronic Journal of Research in Educational Psychology	Q3

E. Featured article review

In the previous stage, 31 documents were obtained from the Scopus database, categorized as research conducted by previous researchers. The researcher reviewed each document to find journal articles related to cyberbullying, multicultural education, and education. After detailed validation against Scopus publishers, it was found that 1 out of the 31 selected journals had a decreased assessment from Scopus. Table 1, in the sequence number 27 data, after reviewing and tracing the articles, it was discovered that the publisher was already marked as 'discontinued.' Thus, the selected articles reduced to 30 journal articles for comparison with the coastal community conditions, which have different cultures and habits. For reference, the first journal that did not meet the criteria in Table 1 above is due to the following reasons: [21]

1. The publisher of the journal has been discontinued in Scopus.
2. There is a new publisher found to be Scopus indexed, but its quartile status is not yet determined.
3. Journals with undetermined quartile status.

Hence, the subsequent phase involves conducting initial screening and exclusion based on the literature data obtained. From the initial pool of 31 journals, one journal was eliminated, leaving 30 journals that align with the author's criteria and fit into the selected research category, tailored to the circumstances of coastal community

III. RESULTS AND DISCUSSION

Earlier studies indicate that cyberbullying predominantly impacts children and teenagers, even in coastal communities where these age groups are prevalent. This prevalence is attributed to the close integration of children's and teenagers' lives with communication and information technology. Moreover, individuals within this demographic may encounter challenges in discerning between ethical and unethical behaviors [1] [2]. In some cases, globally, cyberbullying can occur between individuals or groups who know each other or even involve those who are unfamiliar with each other. Cyberbullying can be defined as the misuse of communication and information technology to harm,

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injure, and intentionally demean others repeatedly. Perpetrators of cyberbullying may use fake identities, allowing them to feel exempt from existing social and normative rules. Cyberbullying incidents can take place on social media platforms such as Facebook, Myspace, and Twitter [16].

Another definition states that cyberbullying, also known as cyberharassment, refers to a person's continuous or repetitive negative actions towards another individual. These negative actions can render cyberbullying victims powerless and cause both physical and mental harm [51]. Cyberbullying is a multidimensional and multifaceted phenomenon that can manifest in various forms, including cyberstalking, isolation, defamation, online harassment, identity theft, outing, manipulation, and happy slapping. Leviner [52] mentions eight types of cyberbullying in the virtual world in his book 'Save Our Children From School Bullying,' which are: [1]

1. Flaming: The act of expressing angry and confrontational words through short messages.

2. Harassment: Disturbances carried out by sending continuous messages via email, SMS, or text messages on social media.

3. Denigration: Actions involving revealing or exaggerating information about others on the internet or social media, damaging their reputation.

4. Identity Theft: Pretending to be someone else and sending negative messages or statuses.

5. Outing: Spreading someone else's secrets or personal photos.

6. Trickery: Engaging in deception by persuading someone to provide secret or personal photos.

7. Exclusion: Deliberate and cruel actions to expel someone from an online group.

8. Cyberstalking: Actions causing significant fear by continually defaming and disparaging someone's reputation [1].

Through various stages in this literature review, the author identified 30 selected journals from Scopus that will address the Key Points (KP) outlined in Table 2. The selected journals will be discussed in more detail, including their classification of cyberbullying, applied in previous research studies.

TABLE 2.
THE ARRANGEMENT OF THE PARAMETERS OF THE QUESTIONS SYSTEMATIC LITERATURE REVIEW

KP	Detail
1	What types of cyberbullying were applied in previous research?
2	What impact will this have on previous research?

From the predefined questions as shown in Table 2, the summary of the selected journals will consist of a selection formed into a detailed list for each of the 30 chosen journals, based on the predetermined variable criteria. In addition to searching for Scopus Journal data, the author used the SJR Scimago portal, a publicly accessible portal covering all journals and scientific indicators in the Scopus database. On this page, the author

could apply indicators to each selected journal to obtain the ranking index of those journals, which can be summarized in Table 2.

In the subsequent discussion, the results of the keyword search in the initial database exploration to the selection process of the 30 journals can be visualized in a bibliometric network as follows:

Figure. 4. Initial visualization of Scopus RIS data extract

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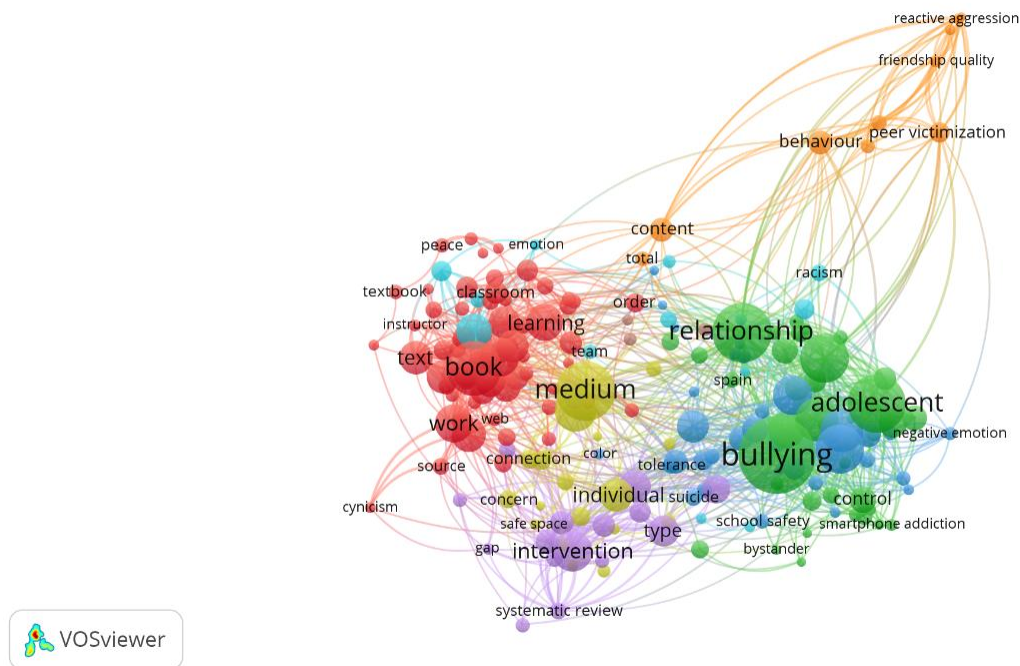*(pISSN: 2541-5972, eISSN: 2548-1479)*

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Figure. 5. the results of the first stage of selection after entering the inclusion and exclusion criteria
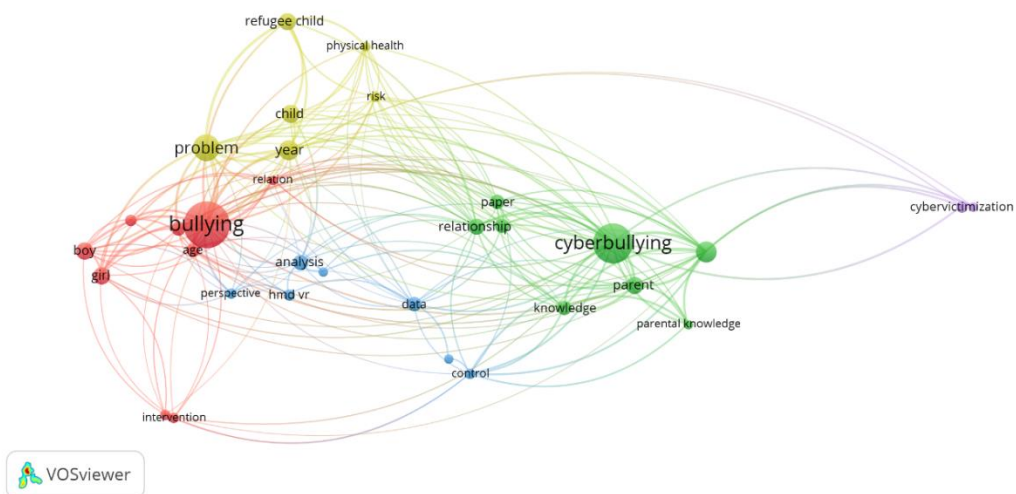

Figure. 6. results of the second stage of selection after validating the selected journal data

Figure 4 illustrates the initial visualization obtained after the keywords were specified and entered into the Scopus database. The results yielded 674 journal papers. The next stage, as shown in Figure 5, highlights a network with fewer elements than the visualization in Figure 4. This is due to entering the first selection stage by including and excluding factors in the Scopus database source code, resulting in 408 journal papers. The second selection stage was carried out to generate a more specific correlation to find the selected journals by sorting and filtering the data, resulting in 31 journal papers in Figure 6. The final stage involved validation to ensure that the selected journals originated from reputable publishers and

were not disqualified in Scopus, resulting in 30 selected journals.

From the summary of the 30 selected journals above, the journal index with a Q1 rating is 18, Q2 rating is 7, Q3 rating is 4, and there is 1 selected journal in Q4. Therefore, to answer the questions regarding this research and provide a more detailed understanding of the chosen journals, the researcher found a method of games applied in previous research and the genre of games in this study.

The type of Cyberbullying can be interpreted as characteristics of bullying actions, where these characteristics are marked by several similarities, including the use of certain expressions in the online

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world that can be grouped into several classifications (marine references). In the realm of Cyberbullying, it can be classified into three dominant impact types in each of its studies [53].

TABLE 3.
DETAILS OF THE CLASSIFICATION AND IMPACT OF CYBERBULLYING IN SLECTED JURNALS

No	journal paper title	type of cyberbullying										The impact of cyberbullying				
		Flaming	Harassment	Denigration	Impersonation	Outing	Trickery	Exclusion	Cyberstalking	Avg		psychological	social	academic	Avg	∑ Avg
1	An explorative qualitative study of cyberbullying and cyberstalking in a higher education community [22]	1	1	1	0	0	0	0	1	0.50		1	1	1	1.00	0.75
2	Personal and ethnic-cultural bullying in the Peruvian Amazon: Prevalence, overlap and predictors [23]	0	0	0	1	0	0	0	1	0.25		0	1	1	0.67	0.46
3	Enhancing Cultural Empathy in International Social Work Education through Virtual Reality [24]	1	0	0	0	0	1	0	0	0.25		0	1	0	0.33	0.29
4	A feminist geopolitics of bullying discourses? White innocence and figure-effects of bullying in climate politics [25]	1	1	1	1	0	0	0	1	0.63		1	1	0	0.67	0.65
5	Cyberbullying in a Multicultural Context—Forms, Strain, and Coping Related to Ethnicity-Based Cybervictimization [26]	1	1	1	1	1	1	1	1	1.00		1	1	0	0.67	0.83
6	Prevalence of Bullying in Grassroots Soccer in Spain: Victims, Bullies, and Bystanders [27]	1	0	1	0	0	0	0	1	0.38		1	1	0	0.67	0.52
7	Understanding for Which Students and Classes a Socio-Ecological Aggression Prevention Program Works Best: Testing Individual Student and Class Level Moderators [28]	1	0	0	0	0	0	0	1	0.25		0	1	1	0.67	0.46
8	The Role of Sociocultural Context in Cyberbullying in Israeli Society: Comparing Arab and Jewish Parents' Perceived Knowledge of Their Adolescent Children's Involvement in Cyberbullying [29]	1	1	1	1	0	1	0	1	0.75		1	0	1	0.67	0.71
9	Developmental Cascades of Internalizing and Externalizing Problems from Infancy to Middle Childhood: Longitudinal Associations with Bullying and Victimization [30]	0	0	0	0	0	0	0	1	0.13		0	1	1	0.67	0.40
10	What awareness variables are associated with motivation for changing risky behaviors to prevent recurring victims of cyberbullying? [31]	1	1	1	1	1	1	1	1	1.00		1	1	0	0.67	0.83
11	Nationality as an influential variable with regard to the social skills and academic success of immigrant students [32]	0	0	0	0	0	0	0	0	0.00		0	1	1	0.67	0.33
12	Early detection of cyberbullying on social media networks [15]	1	1	1	1	1	1	1	1	1.00		1	0	1	0.67	0.83
13	Cyberbullying Behaviour: A Study of Undergraduate University Students [13]	1	1	1	1	1	1	1	1	1.00		1	0	1	0.67	0.83
14	How social media use is related to student engagement and creativity: investigating through the lens of intrinsic motivation [33]	1	0	1	0	0	0	0	1	0.38		1	0	1	0.67	0.52
15	Cyberbullying analysis in intercultural educational environments using binary logistic regressions [34]	1	1	1	1	1	1	1	1	1.00		1	0	1	0.67	0.83

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No	journal paper title	type of cyberbullying								Avg	The impact of cyberbullying			Avg	∑ Avg
		Flaming	Harassment	Denigration	Impersonation	Outing	Trickery	Exclusion	Cyberstalking		psychological	social	academic		
16	Examining the psychological well-being of refugee children and the role of friendship and bullying [35]	1	0	0	0	0	0	1	1	0.38	1	1	0	0.67	0.52
17	Children's representation of self in social media communities [36]	0	0	0	0	0	0	0	0	0.00	0	1	1	0.67	0.33
18	The contextual definition of harm: 11- to 15-year-olds' perspectives on social incidents and bullying [37]	1	1	1	1	1	1	0	1	0.88	1	1	1	1.00	0.94
19	How Common Is Cyberbullying among Adults? Exploring Gender, Ethnic, and Age Differences in the Prevalence of Cyberbullying [38]	1	1	1	0	0	0	0	1	0.50	1	1	0	0.67	0.58
20	COREMatters: A Bullying Intervention Pilot Study [39]	0	0	0	0	0	0	0	1	0.13	0	1	0	0.33	0.23
21	Students ethnic background as a factor in their involvement in bullying [40]	1	0	0	0	0	0	0	1	0.25	1	0	1	0.67	0.46
22	Bullying among teens: Are ethnicity and race risk factors for victimization? A bibliometric research [41]	1	1	1	1	1	1	1	1	1.00	0	1	0	0.33	0.67
23	El Diseño Para El Aprendizaje Profundo En Los Medios de Comunicación Sociales y Digitales [42]	0	1	1	0	0	1	0	1	0.50	0	1	0	0.33	0.42
24	"Judging by the cover": A grounded theory study of bullying towards same-country and immigrant peers [43]	1	0	0	0	0	0	0	1	0.25	0	1	0	0.33	0.29
25	Cyberbullying prevention and intervention programs in schools: A systematic review [44]	1	1	1	1	1	1	1	1	1.00	1	0	1	0.67	0.83
26	Bullies and victims in primary schools: The associations between bullying, victimization, and students' ethnicity and academic achievement [45]	1	0	0	0	0	0	0	1	0.25	1	0	1	0.67	0.46
27	Developing the Cyber Victimization Experiences and Cyberbullying Behaviors Scales [47]	0	0	0	0	0	0	0	1	0.13	1	1	0	0.67	0.40
28	Effect of the Tolerance Tendency Enhancement Program to 5th grade students tolerance and bullying level	0	0	0	0	0	0	0	1	0.13	1	0	1	0.67	0.40
29	Happiness and depression in the traditionally bullied and cyberbullied 12-year-old [48]	1	1	1	1	1	1	1	1	1.00	0	1	0	0.33	0.67
30	The impact of cyberbullying on the self-esteem and academic functioning of Arab American middle and high school students [50]	1	1	1	1	1	1	1	1	1.00	1	0	1	0.67	0.83

Prolonged cyberbullying can diminish the victim's self-esteem, making them feel downcast, anxious, consistently guilty, or a failure for not being able to cope with the harassment on their own. Some victims of cyberbullying even contemplate ending their lives as they can no longer endure the torment. Adolescents who fall victim to cyberbullying may experience stress, which can trigger problematic behaviors such as cheating, truancy, running away from home, and even consuming alcohol or using drugs [11] [1].

Table 3 demonstrates the classification of different cyberbullying types, grouped into 5 categories from previous research worldwide [11] [1]. The analysis results from Table 3 can be visualized in Figure 7 for detailed cyberbullying classification outcomes. Subsequently, Figure 8 visualizes the data on the impacts of

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cyberbullying. Table 4 in this study indicates the assessment results of cyberbullying classification and its impacts in the selected journals. The highest classification is obtained for the cyberstalking type, achieving a percentage of 90%. Following that, the Flaming type acquires a percentage of 73%, denigration with 57%, harassment with 50%, and then two classifications, impersonation and trickery, both attaining a balanced percentage of 13%. The lowest is 10% for the outing and exclusion classifications.

As for the impacts, they are divided into three groups: social, psychological, and academic. This study yields 67% for social impact, 63% for psychological impact, and 57% for academic impact.

The determination of informants for data collection will utilize purposive sampling, a technique based on specific considerations. For instance, individuals who are deemed most knowledgeable about what the researcher expects, such as those in positions of authority, will facilitate a deeper understanding of the researched object or social situation [1].

Extracted research findings that can be compared with the conditions of coastal communities can serve as a barometer, given the research on cyberbullying in such an environment. Victims of cyberbullying exhibit characteristics such as restlessness, insecurity, unhappiness, low self-esteem, caution, sensitivity, withdrawal from the environment, shyness, feeling pressurized, and more frequently engaging in suicidal ideation compared to their peers. Additionally, they lack close friends to discuss problems with.

In a more specific study within coastal communities, cyberbullying victims express discomfort, disrupting their concentration in studying due to the received cyberbullying and feeling uneasy while completing internship reports because the perpetrators are colleagues at the internship location. This aligns with the Center for Disease Control's opinion that adolescents involved in cyberbullying behavior face higher risks related to academic problems. It is also consistent with Beran & Li's view [54], stating that individuals who fall victim to cyberbullying will have difficulty concentrating. The more frequent the cyberbullying, the more detrimental its impact on the victim's life [1].
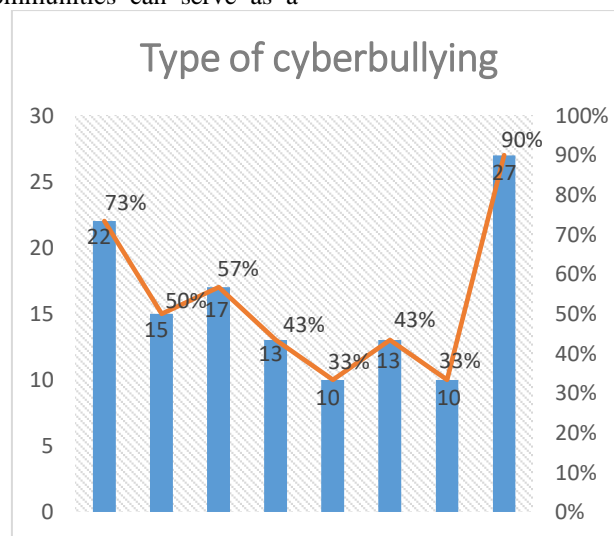
Figure. 7. Graph of cyberbullying classification results

Previous studies reveal that victims of cyberbullying predominantly focus their reactions on how to deal with the perpetrators. Typically, victims concentrate on eliminating negativity by 'blocking' the perpetrator, 'ignoring' opinions, reducing social media usage, or 'deleting' content. These are polite ways of coping without retaliating against the perpetrator (Gahagan, Vaterlaus & Frost, 2016) [55]. Although some victims choose to confront the perpetrator directly, this confrontation usually occurs when the victim has a personal relationship with the perpetrator. Direct confrontation sometimes leads to negative repercussions for the perpetrator [1] [55].
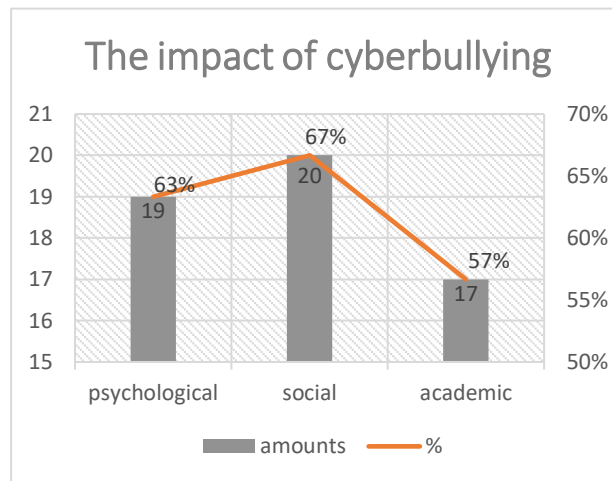
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Figure. 8. Graph of the impact of cyberbullying on selected journals

IV. CONCLUSION

The search results using the specified keywords yielded a total of 674 documents in the Scopus database. Subsequently, after applying inclusion and exclusion criteria, there was a significant decrease, resulting in 408 documents. From these results, a more detailed screening was conducted, leading to the identification of 31 selected articles for the research discussion. Further validation steps were taken for these articles, resulting in a final selection of 30 journals. An analysis was then performed on cyberbullying, considering various classifications and the impact of such behaviors on the victims, drawing insights from previous research. Additionally, there were variations in the application of gaming methods across these studies.

TABLE 4.
DETAILS RESULT OF SLECTED JURNALS

Cyberbullying										
Type								Impact		
Flaming	Harassment	Denigration	Impersonation	Outing	Trickery	Exclusion	Cyberstalking	psychological	social	academic
22	15	17	13	10	13	10	27	19	20	17
73%	50%	57%	43%	33%	43%	33%	90%	63%	67%	57%

The cyberbullying incidents in these forms are carried out verbally using various negative expressions discussing physical appearance, giving inappropriate nicknames, labeling, and using harsh or offensive Javanese language. The most commonly accepted form of cyberbullying by victims is flaming. Cyberbullying behavior has psychological impacts on victims, leading to feelings of uneasiness, insecurity, sadness, fear, shame, and lack of confidence. Moreover, it affects the academic performance of victims who feel a lack of concentration in their studies. Other impacts include victims feeling more withdrawn, wanting to be alone, sensing a reduction in friendships, reducing the frequency of accessing social media accounts, focusing more attention when uploading content, and being more cautious in their actions to avoid constant judgment by others. Victims cope with cyberbullying by withdrawing from their environment, severing ties with the perpetrators, isolating themselves to avoid confiding in anyone, reducing status updates and photos on social media, and sharing their experiences with trusted friends, often resorting to crying as they feel powerless to retaliate against what the perpetrators have done.

The lack of specific knowledge about cyberbullying is also evident in coastal community. Despite not being aware of cyberbullying in the literary field, the youths of coastal community have never engaged in cyberbullying on their social media platforms. However, some teenagers, especially males, admit to engaging in bullying, not through social media but directly and usually within the school environment. Male teenagers in coastal community consider school bullying with their friends as just a playful and common occurrence among teenagers.

The causes of cyberbullying among teenagers are diverse, and generally, teenagers in coastal community observe or become aware of cyberbullying on social media due to someone feeling displeased, envious, or harboring resentment towards another person. As a result, individuals engage in cyberbullying by creating posts or sharing photos revealing disliked individuals' flaws.

However, the youths of coastal community are not aware of the various types of cyberbullying. For them, someone's cyberbullying actions are similar to those in the real world, involving mocking or insulting others, hijacking or taking over someone's account, spreading others' shameful secrets, and more. The distinction lies in

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these activities occurring through social media, with cyberbullying unable to physically harm someone.

In conclusion, the majority of teenagers in the coastal community are aware of cyberbullying on social media [56]. The phenomenon of cyberbullying is not new, and they often encounter it on their social media accounts, particularly on Facebook and Instagram. However, teenagers in the coastal community still lack a comprehensive understanding of cyberbullying in terms of literature, including its definition, types, and regulations.

Common cyberbullying actions in coastal community include insults, mockery, unauthorized account access, and hijacking [12]. Several consequences arise for victims of cyberbullying in coastal community, such as experiencing mental pressure, withdrawing from their surroundings, feeling ashamed, becoming more isolated, harboring resentment, and even some contemplating revenge, leading to potential acts of violence [57].

Furthermore, understanding regulations related to cyberbullying among teenagers in the coastal community needs improvement, as all teenagers in this study are not precisely aware of the law governing cyberbullying, as stipulated in Law Number 11 of 2008 on Electronic Information and Transactions (ITE Law). It is hoped that parents, especially in coastal community, will be conscious and play a role in addressing and monitoring their children against cyberbullying. Additionally, literacy activities are essential in facing crimes in the era of the 5.0 industrial revolution, including data literacy, which enhances individuals' abilities to read, analyze, and use digital information. Technology literacy is valuable for understanding the workings of machinery, applications, and technology. Lastly, social literacy serves as a crucial skill [1].

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