

INTISARI

Cyberbullying menjadi isu penting yang terus berkembang sejalan dengan kemajuan teknologi. Studi-studi tentang *cyberbullying* masih berfokus pada kajian-kajian psikologi dan teknologi informasi. Penelitian ini hadir untuk menunjukkan bahwa *cyberbullying* dapat dikaji melalui komunikasi, terutama kehadiran *cyberbullying* dalam media sosial Whatsapp, sebagai media habit Siswa SMP serta kontribusi literasi digital dalam menekan angka *cyberbullying*.

Penelitian ini bertujuan untuk mengidentifikasi jenis tindakan menurut konsep Willard (2007) dan intensitas *cyberbullying* yang dialami siswa, mengetahui reaksi siswa saat mendapatkan *cyberbullying*, dan kontribusi literasi digital pada *cyberbullying*. Penelitian ini menggunakan survei eksploratif. Penelitian ini melibatkan 281 responden dari 6 SMP di Yogyakarta. Pengumpulan data dilakukan melalui kuisioner dan wawancara. Teknik analisis data menggunakan SPSS versi 21. Hasil penelitian ini menunjukkan bahwa siswa SMP pernah mengalami *flaming*, *harassment*, *denigration*, *impersonation*, *outing* dan *trickery*, *exclusion*, dan *cyberstalking*. *Exclusion* merupakan jenis tindakan *cyberbullying* yang paling sering dialami oleh siswa, sedangkan *impersonation* memiliki intensitas terendah. Dalam penelitian ini, perempuan dan kelas 7 lebih banyak yang menjadi korban *cyberbullying*. Selain itu, penelitian ini menunjukkan bahwa literasi digital berkontribusi untuk meminimalisir terjadinya *cyberbullying*.

Kata kunci: *Cyberbullying*, Jenis Tindakan *Cyberbullying*, Whatsapp, Literasi Digital

ABSTRACT

Cyberbullying becomes an important issue that continues to grow in line with the development of technology. Studies on cyberbullying still focus on psychology and information technology studies. This study show that cyberbullying can be studied through communication, especially the presence of cyberbullying in social media, like Whatsapp, as a media habit for junior high school students and the contribution of digital literacy in suppressing cyberbullying.

This study aims to identify the type of action according to the concept of Willard (2007) and the intensity of cyberbullying experienced by students, determine students' reactions when getting cyberbullying, and the contribution of digital literacy to cyberbullying. This research uses exploratory survey. This study involved 281 respondents from 6 junior high schools in Yogyakarta. Data collection was carried out through questionnaires and interviews. Data analysis techniques using SPSS version 21. The results of this study indicate that junior high school students have experienced flaming, harassment, denigration, impersonation, outing and trickery, exclusion, and cyberstalking. Exclusion is most often experienced by students, while impersonation has the lowest intensity. In this study, women and 7th grade students were more victims of cyberbullying. In addition, this study shows that digital literacy contributes to minimizing cyberbullying

Keywords: Cyberbullying, Type of Cyberbullying, Whatsapp, Digital Literacy