

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

The use of social media has become a global phenomenon with rapid growth in recent decades. Over 50 percent people globally utilize social media (Dixon, 2022). The internet serves as an object whereby information is eventually transmitted. It is an integral part of contemporary life, and a technologically adept generation of children and adults uses it ceaselessly to network and communicate. Technological growth at an exponential rate has caused big changes in society that can be seen in every part of modern life. (Shillair et al., 2015).

Moreover, social media is not only a source of positive interactions (Kapoor et al., 2018). Social media is not only a source of positive interaction, but it can also be a place where various problems and negative impacts occur, including Cyberbullying. The exponential expansion of mobile phones, widespread internet access, and the pervasive presence of social media platforms serve as significant signs of the profound impact of cyberbullying (Auemaneekul et al., 2019). This kind of effect could have short-term or long-term effects on a person's health, relationships, schoolwork, and mental health: lower self-esteem, worry and sadness, suicide thoughts, poor academic performance, dropping out of school early, and more use of tobacco, alcohol, and drugs (Giumetti & Kowalski, 2015).

Before delving further into the ramifications of cyberbullying, it is important to provide a concise summary of the scope of bullying. With a goal to cause physical or emotional damage, bullying is unwelcome aggressive behaviour by an individual or group directed at a specific target (Olweus, 2013). Bullying may manifest in several ways, such as via verbal, physical, interpersonal, and cyber methods. Verbal bullying include behaviours such as mocking, using derogatory language, taunting, making sexually inappropriate remarks, or issuing threats. Physical bullying include actions such as striking, tripping, kicking, spitting, or confiscating and vandalising someone's belongings. Interpersonal or social bullying is a surreptitious kind of bullying that entails damaging

someone's reputation or connections by deliberate exclusion from a group, dissemination of rumours, or public humiliation (Karacic & Oreskovic, 2017).

Related to the definition of Cyberbullying can be said that, Cyberbullying is the term used to describe the act of bullying that is carried out via the use of digital technologies, such as computers, mobile phones, and tablets. The frequent and purposeful infliction of pain, humiliation, harassment, or intimidation via the use of technology is what we refer to as cyberbullying. It is possible for cyberbullying to take place in a variety of digital venues, such as social media platforms, online forums, gaming environments, as well as text and app interactions. When someone is the subject of cyberbullying, they are sent, uploaded, or shared with material that is harmful, misleading, potentially harmful, or malicious. There is a possibility that it may include the exposure of private or personal facts that would bring further shame or humiliation to another individual. Particular types of cyberbullying fall within the category of behaviour that is considered unlawful or criminal (Hinduja, 2019).

According to a study conducted by the Programme for International Student Assessment (PISA) in 2018, it was found that 41% of students who were 15 years old had experienced bullying at least a couple times each month (Programme For International Student Assessment (PISA) Results From PISA 2018, 2019). Also, through a study by the Anti-Bullying Donation Foundation, Ditch The Label ranked Instagram as the most widely used social media platform for conducting online negotiations or commonly called Cyberbullying, with 42% of them claiming to have been the victims of cyberbullism on Instagram. Underneath, Facebook and Snapchat followed with 37% and 31% respectively. Meanwhile, WhatsApp (12%), YouTube (10%), and Twitter (9%) were the three platforms with the lowest cases of cyberbullying. (Pramudya, 2021)

The phenomenon of cyberbullying is also very common in Indonesia as it is in other countries around the world. Basically, Indonesia is not exempt from the challenges faced by social media users in other countries, including issues such as cyberbullying. A lot of research has been done before, one of which mentions that 45% of Indonesian young people between the ages of 14 and 24 who participated in a survey acknowledged having been victims of cyberbullying. In comparison to females, boys reported somewhat higher rates, which came in at 49% as opposed to 41%. Based on the responses of 1,207

individuals who participated in the U-Report survey, the most prevalent forms of cyberbullying are as follows: harassment via chatting programs (45%), unlawful dissemination of personal picture or video (41%), and other sorts of harassment (14%) (U-Report Indonesia, n.d.).

In addition, in Indonesia itself, cyberbullying cases are on the rise, according to Polda Metro Jaya's report, there are at least 25 cases every day. This figure continues to rise, as the number of Internet users increases and the handling of cyberbullying cases remains ineffective. The results of a survey conducted by U-Report Indonesia showed that 45% of people claimed to have experienced digital violence and frequently occurred on social networks such as the following data: (Arisal, 2021).

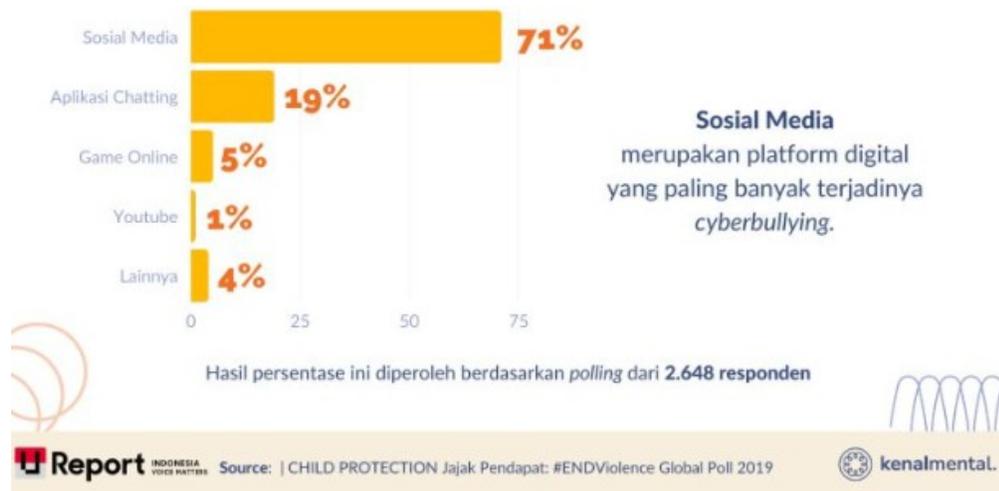


Figure 1. Digital platform data is the most frequent cyberbullying

A lot of research has been done on this cyberbullying. A study from the University of Bedfordshire (2019) says that cyberbullying has become more popular than actual abuse in the past few years. Most of the time, cyber-mobbing and cyberbullying are defined in scientific literature as using modern information and communication tools to bother people or groups of people. The situation has gotten worse as more people around the world get online and more teens use social media sites. The majority of adolescents will experience cyberbullying or being a target of cyberbullying at some point in their lives. Bullies aren't

limited by space or time when they're online, which opens up new places for cyberbullying that don't have to do with location (Olweus, 1997).

The impact of bullying, including cyberbullying can be extremely dangerous and have serious consequences, especially on the mental, emotional, and physical well-being of the individual victim. According to Khofifah Indar Parawansa, Minister of Social Affairs, it was discovered that as many as 40% of young people in Indonesia committed suicide because they were unable to remain resilient in the face of bullying. The mental and character deficiencies that are present in youngsters are highly regarded to be one of the major elements that contribute to the decision that they make to attempt suicide in response to being bullied (Syah, 2016). As stated by the United Nations Children's Fund (UNICEF), the psychological effects of cyberbullying on Indonesian adolescents include feelings of annoyance, embarrassment, as well as feelings of stupidity and even anger. Emotionally, such is experiencing feelings of embarrassment or losing interest in activities that you once enjoyed. In the third place, there are bodily manifestations, such as not getting enough sleep or having symptoms like headaches and stomach problems (Cyberbullying: Apa Itu Dan Bagaimana Menghentikannya, n.d.). The impact of bullying is indeed very broad and serious, affecting not only the well-being of the individual victim, but also the social environment around him.

Cyberbullying happens at school in Indonesia, mostly among kids and teens. In order to make schools safer, Article 45B has been added to the Electronic Information and Transactions (ITE) Law. This means that cyberbullying is a form of harassment and is illegal. People who do it can go to jail for up to four years or be fined Rp 750,000. However, there is another law that could be used to look at the Indonesian Criminal Code Act (KUHP) (Khairunnissa, S., Rahman Maulana Siregar, A., & Syafrizal Tanjung, A. (2018). Law on Cyberbullying in Indonesia, Malaysia, and Brunei Darusallam.).

Currently, there are a great deal of viral events taking place inside Indonesia itself. On the premise that "criticism is everyone's thing," they will consider it a very thrilling thing to provide critical remarks whenever there is a fresh uproar. On the other hand, there are also those who believe that "freedom of opinion is absolute." Make sure that you and the people around you are aware of the fact that you should monitor what you type since

there may be phrases that, despite the fact that they are said in a spontaneous and inadvertent manner, may do harm to other individuals (Pentingnya Mengantisipasi Cyberbullying Sebagai Dampak Negatif, 2022).

Self-development in the sustained Generation Z and high sensitivity to mutual influence, then causes Teenagers belonging to Generation Z are especially susceptible to the negative consequences of social media use due to their ongoing self-development and high susceptibility to peer influence (Nesi et al., 2018). Teenagers and kids generally do worse than adults when they have to be self-disciplined to do well in new situations because of peer pressure and the heat of an emotional moment. Teenagers may refuse normal risk treatments because they are impulsive, thrill-seeking, or have other personal traits that make them different. (Reyna & Farley, 2006)

Teens and children of Generation Z may experience difficulties in self-discipline and self-control. The ways that people in Generation Z use and act on social media have changed, and so have the signs and risk factors for cyberbullying. Cyberbullying could be a problem all over the world, since it doesn't matter where it takes place. In this way, cyberbullying is a problem that affects people all over the world and needs to be fixed. UNICEF said that "no child is completely secure in the virtual world" because of how cyberbullying hurts people. It makes them less safe, less likely to graduate from school, less happy, and hurts their mental health (Zhu et al., 2021). Therefore, cyberbullying is a problem that affects people all over the world and needs to be fixed

Getting confession from either bullying or cyberbullying can be a challenge on its own. According to most research, the prevalence of cyberbullying among teenagers is estimated to be between 6% and 30%, whereas the percentage of individuals who acknowledge engaging in cyberbullying at least once varies from 4% to 20% (Patchin and Hinduja, 2012). The danger of cyberbullying lies in the fact that although the harassment occurs online, its repercussions may vary greatly, potentially leading to disastrous outcomes, since the insults endured in the virtual realm have tangible effects in reality (Peter & Petermann, 2018). Teenagers sometimes lack awareness of the harmful nature of online behaviours, and victims of cyberbullying often suffer feelings of isolation, intimidation, despair, and exclusion (Walrave & Heirman, 2010).

However, in contrast to physical violence, cyberbullying does not cause visible injuries on the body and hence is not immediately identifiable. Individuals without adequate media literacy frequently struggle to recognize instances of cyberbullying, making it challenging to identify when someone is being targeted via electronic platforms (Livingstone et al., 2016). Having been a major challenge in identifying cyberbullying is that unlike physical violence, its impact is not always directly visible on the body and therefore difficult to immediately identify.

Some young people believe that cyberbullying is nothing more than a harmless form of taunting their peers, and it is only after the effects have already become more severe that they realize the seriousness of the situation. As expressed by both cyberbullies and non-bullies, the reasons for cyberbullying include a number of factors, including a lack of self-esteem or the need for self-validation, a need for power and control, the desire to find humor in the act, and the desire to exact retribution. (Smith et al., 2008; Hamm et al., 2015). Cyberbullying is more widespread among victims compared to conventional bullying, since it may occur at any moment of the day. Consequently, the continuous nature of cyberbullying can lead to even more severe negative consequences than traditional bullying (Tokunaga, 2010). Because Easy Access to Technology, not limited by time or place like conventional bullying, also the anonymity provided by online platforms can make perpetrators feel more courageous and less responsible for their actions as well as the lack of surveillance can provide an opportunity for perpetrators to commit cyberbullying without being arrested or stopped can lead to bullying often more common among victims than conventional.

Rather than being physically stronger, cyberbullies often have a better level of technical knowledge. This gives them the ability to quickly target victims online, cover their digital traces, and use a larger variety of bullying strategies. Theft of identity, hacking into accounts, downloading malicious software onto a victim's computer, impersonation, and uploading stuff that is embarrassing are now included in these strategies. (Aboujaoude et al., 2015). Individuals who are targeted by cyberbullying suffer from diminished self-esteem, elevated depression rates, behavioral issues, drug misuse, and encounter substantial difficulties in their lives (Smith et al., 2008; Hamm et al., 2015). These impacts

not only affect the victims' mental and emotional well-being, but can also affect their lives as a whole.

Furthermore, being subjected to bullying might initiate a series of occurrences that lead to suicide tendencies (Ferrara et al., 2014). Suicide is a significant public health issue and ranks as one of the primary factors contributing to mortality among young people globally (Wang et al., 2009). Annually, more than 1 million individuals engage in the act of suicide. Attempted suicide occurs at a rate that is 10-40 times higher than successful suicide. It is widely recognized as the most reliable clinical indicator for future suicide attempts (RIGBY, 2000). Experiencing bullying has been linked to many adverse physical and mental health consequences, and persistent bullying is directly or indirectly connected to signs of depression and suicidal tendencies (Rivers & Smith, 1994).

As an example of a cyberbullying case that took place in 2019, South Korea witnessed around five cases of suicide among celebrities, which were attributed to depression. One of the individuals is Sulli, once a member of the K-pop group F(x), whose birth name is Choi Jin-Ri. Tragically, she was discovered dead by suicide in her residence in October of 2019. Before her passing, Sulli often heated much controversy among diverse Korean pop (K-pop) enthusiasts. She consistently receives insults in the comments section of her personal social media postings and live broadcasts. Upon conducting the investigation, no evidence of physical harm was discovered, leading the local authorities to conclusively determine that Sulli died as a result of suicide. This revelation prompted some internet users to speculate that Sulli took her own life as a result of the derogatory remarks she got during that period. Sulli, had prolonged periods of despair. The cause for Sulli's depression was the mean comments made by internet users against her on her social media platform (Riza, 2019).

The widespread use of social media and the Internet has led to major changes in modern society, making it easier for people to connect with each other in a good way and making abuse much more common. Several studies have shown that cyberbullying is very bad for people's mental health, relationships, and general health. In the worst case, it can even lead to suicide. Therefore, research in analyzing the phenomenon of cyberbullying in the Z generation of adolescents is crucial, because cyber bullying is a global problem that

requires immediate attention and action as it can happen anywhere and to anyone. Therefore, research in analyzing the phenomenon of cyberbullying in the Z generation of adolescents is crucial, because cyber bullying is a global problem that requires immediate attention and action as it can happen anywhere and to anyone.

In this research, TikTok will be the main focus. Because of a number of capabilities built into the app and the actions of its users, cyberbullying, particularly physical abuse, among members of Generation Z on TikTok is surprisingly simple. According to research, TikTok's algorithm-driven content distribution makes it easy for damaging films to acquire attention and spread quickly, which in turn makes it easier for bullies to target people (Mason, 2020). There is a more direct and physical kind of cyberbullying on this platform because of the visual nature of the material that bullies may use to humiliate or threaten their friends (Willard, 2007). The app's success among members of Generation Z, who are active on TikTok and still in the process of maturing into a period of life when they place a premium on having friends approve of them, doesn't help matters (Anderson & Jiang, 2018).

Cyberbullying is made easier by the fact that TikTok interactions are brief and anonymous; abusers may hide behind many profiles or pseudonyms (Kowalski et al., 2014). According to research, people are more likely to act aggressively while they are online because they don't fear the immediate repercussions of their actions (Patchin & Hinduja, 2010). And since bullies can easily edit and modify films, they may make their victims seem more worse by faking or exaggerating physical behaviors (Hinduja & Patchin, 2018). According to Livingstone et al. (2011), when bullying takes place via manipulated visual information, it may have a greater psychological effect on victims, making the bullying seem more personal and harmful.

Although there are reporting systems and community norms on TikTok, many feel they don't go far enough in dealing with the complex nature of cyberbullying (Smith et al., 2008). Because there is so much material added every day, moderators can't possibly monitor every incidence of bullying, therefore damaging posts stay up and do more damage (Mason, 2020). Strong technical measures, such sophisticated AI moderation, and all-

encompassing educational initiatives that instill digital citizenship and empathy in children at an early age are necessary to combat this problem (Willard, 2007).

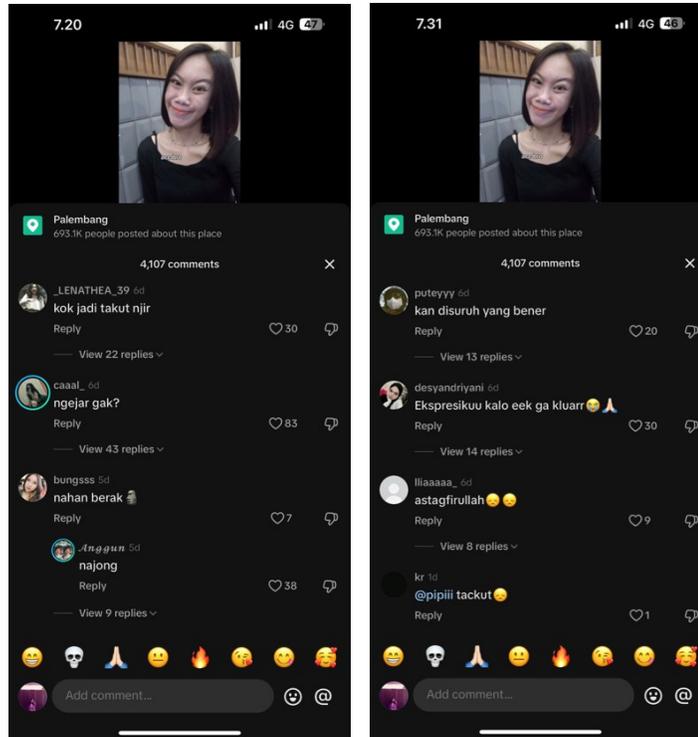


Figure 2. Example of Cyberbullying on Tiktok at @achaayanggg account

Based on the above issues, this study wants to see how the deeper and more comprehensive impact of cyberbullying on the Z generation of teenagers. These include their impact on their mental health, social relations, academic achievement, and general well-being, helping in developing more effective prevention and intervention strategies, helping to raise public awareness of cyber tolerance and the importance of tackling it, as well as opening the door to broader research into risk factors, protective mechanisms, and more sophisticated intervention strategy.

1.2 PROBLEM STATEMENT

More and more, cyberbullying is a problem for Generation Z, especially on social media sites like TikTok, which have become important places for people to express themselves and connect with others (Huang et al., 2020). Even though TikTok is very popular, its special features, like short video forms and fast sharing, can make it easier for users to engage in stalking behaviors (Kaye et al., 2020). Literature already out there shows that cyberbullying can have serious effects on Generation Z's mental health, self-esteem, and social ties (Nesi et al., 2018). Therefore, the fact that cyberbullying happens on TikTok brings up important questions about how common it is, what kind of experiences Generation Z has had, and what causes these bad interactions (Frison & Eggermont, 2020). Many studies have looked at cyberbullying in general, but not many have looked at TikTok and how it affects Generation Z users. This makes it harder for us to fully understand this important problem (Smahel et al., 2020). It becomes clear that more focused study is needed. Not only does one need to look into how common harassment is on TikTok, but also the factors that affect these experiences among Generation Z (Patchin & Hinduja, 2018). This research wants to look into Generation Z's experiences with cyberbullying on TikTok. It will look at both the mental and social effects of these situations and try to come up with ways to stop and help them (Hwang et al., 2021).

The research question for this research would be **“What are the experiences of those in Generation Z regarding cyberbullying on TikTok?”** Through this question, the researcher want to find out more about the different types of cyberbullying that Generation Z, a group of people who grew up with computers and social media encounters. It's important to know how Generation Z deals with cyberbullying on TikTok because the platform's design and features may make bullying more common and harmful (Kaye et al., 2020). Previous research has shown that young people's activities on social media sites can make them more vulnerable. This shows the need for more research on specific sites like TikTok (Nesi et al., 2018). By looking into this question, the research hopes to find out not only how often and what kinds of cyberbullying happen, but also how it affects Generation Z's emotions and mental health (Frison & Eggermont, 2020). This research question will help researcher learn more about the problems Generation Z faces on TikTok and helps come up with ways to make the internet a safer place (Smahel et al., 2020).

This research will be about how Generation Z has dealt with bullying on TikTok, with a focus on the specific features of the app that may make it easier for these kinds of behaviors to happen. TikTok's structure, which promotes making and sharing content quickly, makes it easy for bad interactions to get worse very quickly (Kaye et al., 2020). The study will look at the different kinds of cyberbullying that Generation Z users face, such as shaming, rejection, and abuse, which can have a big effect on their mental health and self-esteem (Nesi et al., 2018). The study will also look into the mental and emotional effects of cyberbullying, trying to figure out how they affect the health and happiness of young people (Frison & Eggermont, 2020). Because Generation Z is very good at using technology, the study will also look at how the TikTok culture affects how they think about bullying and how they deal with it (Twenge, 2019).

1.3 RESEARCH OBJECTIVE

The research objective of this thesis proposal is to attempt to understand how the experience of Generation Z victims of cyberbullying on TikTok

1.4 RESEARCH SIGNIFICANT

1.4.1. Theoretical Significant

Through an in-depth understanding of the experience of Generation Z becoming a victim of cyberbullying in TikTok, this research has contributed to the development of theories related to online behavior, the psychological impact of cyberbullying, and the dynamics of social interaction in digital platforms, in particular, this study adds knowledge about the forms, patterns, and impacts of the cyber bullying experienced by Generation Z, and identifies the factors that influence how Generation Z interacts and responds to cyberbullying incidents.

1.4.2. Social Significant

This research also has strong social significance, especially in the context of the social impact and public policy related to cyberbullying. The results of this research are expected to help the public, especially parents, educators, and policymakers, to better understand the reality and impact of cyber bullying on Generation Z, thereby increasing awareness and sensitivity to this issue. and is expected to be able to identify the needs and

challenges faced by victims, which can be used to design social support and psychological interventions that are more appropriate and responsive to the needs of Generation Z.

1.4.3. Practical Significant

This research has some practical contributions that can be applied directly to helping individuals, especially Generation Z, in using TikTok more wisely and safely. Through this practical contribution, research on the "Generation Z's Experience With Cyberbullying on TikTok" is expected to provide concrete guidance and tools for individuals in a safer, healthier, and more responsible use of social media.

1.5 THEORETICAL FRAMEWORK

1.5.1. Research Paradigm

In this research, an interpretive paradigm will be used to analyze the phenomenon of cyberbullying among Generation Z. This paradigm was chosen because of its focus on in-depth understanding of individuals' subjective experiences and their interpretation of social reality. The characteristics of interpretive paradigms based on ontological, epistemological and methodological assumptions are as follows:

1. Ontology:

The study is based on the realist viewpoint, which says that reality is made by society and changes based on how each person sees and feels it (Guba & Lincoln, 1994). For this study, harassment among Generation Z on TikTok is seen as a result of how people connect with each other and the culture of the site (Berger & Luckmann, 1966).

2. Epistemology:

This study is based on the interpretivist view of knowledge, which stresses the importance of understanding the personal meanings and readings that people give to their experiences (Schwandt, 2000). The study looks at how Generation Z sees and understands cyberbullying on TikTok, these experiences are shaped by personal and social factors (Creswell & Poth, 2018).

3. Methodology:

Qualitative methods are often used in research that follows the explanatory approach. Researchers use in-depth interviews to get specific reports of people's

experiences, which help them understand how they felt and what they thought (Kvale & Brinkmann, 2009). Thematic analysis is used to find and study trends in data. This gives a full picture of the themes connected to harassing on TikTok (Braun and Clarke, 2006)

1.5.2. State of the Art

a. The Correlation between Social Media Use and Cyber Victimization: A Research on Generation Z in Turkey by Erdoğan & Koçyiğit (2021).

This journal explores the link between social media use and cyber victimisation among Turkey's Generation Z population. The fast growth in social media use has led to an increase in the risk of cyberbullying and other hazardous behaviours. The purpose of this research is to see whether there is a link between how Generation Z utilises social media and their risk of being a cyber victim.

The study included 390 individuals, all of whom were Generation Z and committed social media users. The research used an intentional sampling strategy and gathered data using online questionnaires. The data were examined using frequency analysis, Pearson correlation analysis, and linear regression analysis. The findings revealed that, although the overall incidence of cyberbullying episodes was low, there were strong associations between particular social media behaviours and other types of cyber victimisation.

Specifically, the study discovered that social media activities such as socialising, obtaining information, sharing content, following others, and using social media for leisure were all significantly associated with cyber victimisation sub-dimensions such as cyber harassment, fraud, sharing and exclusion of private information, and virtual conflict and anxiety. These results indicate that the more Generation Z participates in these activities on social media, the greater their chance of being victims of cyberbullying.

The research concluded that, although social media has many advantages, it also has considerable hazards, particularly for young users. The authors emphasise the significance of raising awareness and providing education to mitigate these dangers. They argue that targeted interventions, such as digital

literacy programmes and awareness campaigns, are required to assist Generation Z use social media securely and limit the risk of cyber victimisation.

As a whole, this study illustrates the complicated link between social media usage and cyber victimisation, emphasising the need of taking proactive steps to safeguard young users from the potential hazards of social media Erdođdu & KoçyiĖiT (2021).

b. An Investigation of Factors Contributing to Workplace Cyberbullying among Generations Z by Tamrin, S. I., Zaghlol, A. K., Aziz, M. R. A., Ramlee, N. a. Z., Rashid, N. A., & Saad, A. (2022)

The study used a quantitative approach, with a self-administered questionnaire delivered to Generation Z respondents in Selangor.

The research analyses data using the partial least squares (SmartPLS) approach. It tries to discover major disparities in workplace cyberbullying based on demographic characteristics, as well as to identify the technological and individual elements that motivate Generation Z to participate in or suffer workplace cyberbullying. The results are likely to assist many stakeholders, including the government, in developing better models to handle workplace cyberbullying concerns, creating legislation, and strategizing long-term preventative efforts.

The study finds that workplace cyberbullying among Generation Z is impacted by numerous variables. Demographic factors such as gender, race/ethnicity, and education influence the frequency and character of cyberbullying occurrences. Technology-related aspects include the degree and manner in which people utilise digital tools and platforms, while individual factors include personal characteristics and behaviours that may predispose someone to be a victim or perpetrator of cyberbullying.

The findings emphasise the need of knowing these relevant elements in order to design successful solutions. The research emphasises the need of targeted awareness and training programmes, especially those focused on digital literacy and ethical online behaviour. By presenting a practical framework based on these results, the research helps to raise awareness and promote a safer work environment for Generation Z.

In conclusion, this study provides significant insights into the complicated problem of workplace cyberbullying, emphasising the need of comprehensive solutions to limit its effect on Generation Z workers Tamrin, S. I., Zaghlol, A. K., Aziz, M. R. A., Ramlee, N. a. Z., Rashid, N. A., & Saad, A. (2022).

c. *View of Cyberbullying on Social Media and Its Implications for the Mental Health of Generation Z in the Context of the Second Principle by Hardiyanto, L., Iriansyah, H. S., & Pudjiastuti, S. R (2024)*

This journal investigates the prevalent problem of cyberbullying among Generation Z and its serious mental health consequences. It emphasises how sites such as Instagram serve as important forums for cyberbullying, which often appears as humiliation and threats. The report emphasises that Generation Z, having grown up with digital, is especially prone to cyberbullying. It also investigates how these activities violate Pancasila's second principle, which emphasises human dignity and fairness. The authors use a literature review technique to analyse the psychological effects of cyberbullying, finding that it has a major negative influence on mental health, including anxiety, despair, and a feeling of unfairness. The report recommends greater digital literacy programmes and aggressive efforts to reduce cyberbullying and safeguard young people's mental health Hardiyanto, L., Iriansyah, H. S., & Pudjiastuti, S. R (2024).

This particular piece is directly related to the thesis because it looks at the link between Generation Z's use of social media and being a cybervictim, which is similar to the focus on TikTok. The first study shows that certain actions on social media, like sharing material and making friends, are linked to higher risks of cyberbullying. This study can add to these results by looking at how these habits show up on TikTok. This link can help put the actions that Generation Z might do that could lead to trolling on TikTok into context. The second study is mostly about cyberbullying at work, but it is related to the thesis because it looks at how socioeconomic and technical factors affect cyberbullying among Generation Z. You can use what you've learned about how personality traits and the use of digital tools can lead to cyberbullying to better understand how cyberbullying works on

TikTok. The thesis could look into whether similar socioeconomic and technological factors affect how Generation Z deals with trolling on TikTok. This would broaden the research's focus to a different but connected area. The third study main point of the article piece is to talk about how harassment can affect mental health. The study focuses on the harmful psychological effects of cyberbullying, like worry and sadness, which are very important to know when looking into Generation Z's experiences on TikTok. These results can be used in the thesis to talk about how harassment on TikTok affects people's mental health. This gives a full picture of how these kinds of events affect Generation Z.

1.5.3. Theory of Computer-Mediated Communication (CMC)

In explaining the phenomenon of cyberbullying among Generation Z teenagers, this research uses the theory of Computer-Mediated Communication (CMC) as a primary source of data to understand the phenomenon of cyberbullying in social media to provide a strong framework for analyzing how digital communication technology affects social behavior and interaction. CMC theory is the process of human communication through the use of 2 or more computers with human participation in a particular context (Andrianto, 2022). The CMC access model allows a person to communicate using computer communication tools, supported by Internet devices and applications that allow us to read real news online, we can chat, chat with someone wherever they are, can even give in-depth insight into how specific features of computer-mediated communication affect cyberbullying on social media such as TikTok.

Computer Mediated Communication is a process of human communication through a computer, involving people, located in a particular context, involved in the process of forming media for various purposes (Thurlow, 2004). (Walther, 2016) There are three perspectives that study CMC namely: 1. Impersonal. This perspective assumes that online communication is less supportive of the personal aspect because in online communication we cannot see the non-verbal side of language. 2. Interpersonal. The perspective is the answer from the impersonal perspective. Simply put, the perspective of interpersonal communication reveals that the absence of non-verbal clues can be bridged with attitude adjustments. 3. Hyperpersonal. Unlike the two previous perspectives that dealt with non-

verbal language, this perspective presupposes that the absence of nonverbal rather helps in interaction. Hyper-personal communication occurs when someone feels comfortable expressing themselves in channels of communication through the media rather than direct communication. Based on the theoretical study presented (Walther, 2016) when associated with cyberbullying in the ethical perspective of communicating on social media, then according to the authors, in online communication, social media users can communicate in a more free and less controlled way than face-to-face communication.

In this study, the author sees the Theory of Computer-Mediated Communication (CMC) as the appropriate theoretical framework to reveal the phenomena of cyberbullying in Generation Z. The CMC provides in-depth insights into the dynamics of communication that occur through digital technologies, including TikTok, which is the main platform on which Generations Z interact. The Theories of computer-mediated communication describe how individuals communicate through the use of computers or other digital devices. CMC emphasizes some key aspects that distinguish digital communication from face-to-face communication, including anonymity, asynchronous communication, and the minimalization of non-verbal signals.

1.5.4. Phenomenology

Inspired in the philosophical writings of Edmund Husserl and developed by Martin Heidegger, phenomenology theory emphasizes first-person perspective comprehension of human experiences (Hardy, 2020). It gives subjective reality and how people see and understand their lived experiences first importance (Smith, 2018). Dagobert D. Runes explains the idea of phenomenism in his book Dictionary of Philosophy. Phenomenism is based on two ideas: first, it doesn't believe in a separate reality; and second, it believes that reality can be known through events. One way to describe phenomenology is as a theory that starts with the study of events. These things happen all the time, and they include everything from worry to happiness that people feel. When phenomenology is linked to science, on the other hand, it turns into a study tool for finding the truth. It comes from people's own experiences, so everyone can give true information from their own experiences (Riyanto, 2010:32). People think of phenomenology as a new way of thinking because it takes a different method to knowing and understanding the world.

Communication is a key tool in phenomenological research for revealing personal experiences (Deetz, 1996). The main data in phenomenology is individual experience, which is used to understand reality (Deetz, 2003). Stanley Deetz outlines three basic principles:

1. Knowledge equates to consciousness, but knowledge cannot be simply reduced to experience.
2. The meaning of experience derives from an individual's potential; thus, the perspective on an object depends on how we interpret it.
3. Language is the vehicle for meaning; we interpret experiences through our language, which helps explain the contents of our mental world.

Phenomenological research aims to explain and study phenomena within the context of personal experiences. The phenomenological method describes and interprets these experiences through interviews, linking the results to phenomenological principles (Deetz, 2003).

1.5.5. Cyberbullying in Generation Z

Cyberbullying is when someone uses a computer or other digital tool to hurt or bother someone else by acting mean. It includes things like sending dangerous texts, creating lies, or sharing embarrassing things online (Patchin & Hinduja, 2018). This kind of bullying happens a lot on social media, message apps, and online groups, where bullies can pick on people without them knowing (Hinduja & Patchin, 2020). Cyberbullying is different from regular bullying because it can happen anywhere and quickly reach a lot of people thanks to the way computers work (Smith et al., 2008). Studies (Kowalski et al., 2014) show that people who are cyberbullied are more likely to be anxious, depressed, and feel alone. Online abuse is also hard for victims to get away from because it happens all the time, which makes its psychological effects worse (Hinduja & Patchin, 2019).

Harassment, impersonation, exclusion, outing, flaming, and cyberstalking are all types of cyberbullying. Sending cruel texts over and over is considered harassment (Kowalski et al., 2014). Impersonation is when someone online acts like someone else

(Patchin & Hinduja, 2015). Exclusion means leaving someone out of an online group on purpose (Smith et al., 2008). When you flame someone, you send them mean texts (Willard, 2007).

Because of the platform's unique features and user profiles, TikTok is where most abuse happens to people in Generation Z. Negative comments can spread quickly on TikTok because of its fast content sharing and popular trends, which makes cyberbullying worse (Kaye et al., 2020). Because the platform focuses on visual material, it pushes users to interact with each other, which often leads to mean comments and bullying (Nesi et al., 2018). TikTok's system also pushes content based on how much people interact with it instead of what the users want, which means that damaging content can reach more people (Hwang et al., 2021). This kind of exposure can cause patients a lot of mental pain because they might get bad feedback from people they don't know (Smahel et al., 2020). Also, the privacy and separation that come with digital interactions can give bullies more confidence, making them more likely to do damaging things (Patchin & Hinduja, 2018). Lastly, most of TikTok's users are still learning how to get along with others and deal with their feelings. This can cause mistakes and fights that turn into abuse (Frison & Eggermont, 2020). Because of this, TikTok's style and the way its users act add to the fact that harassment is common among Generation Z.

1.5.6. Research Assumption

A research assumption is a statement that assumes certain conditions or links to exist in a study. It guides the research process (Creswell, 2014). These beliefs help researchers narrow their focus by giving them a place to start with their theories and methods (Trochim, 2006).

When looking at how Generation Z deals with abuse on TikTok, it's likely that the platform's engaging and visual features, which make it easy to share material quickly and get people involved, play a big role in how common these events are. The researcher assumes that Generation Z members who use TikTok a lot are more likely to report experiencing cyberbullying than those who use it less often, because the way the platform is set up may make it easier for people to be mean to each other. Cyberbullying is also likely to have different emotional and mental effects on different people, depending on

things like their personal strength, social support networks, and ways of dealing with stress. People who are bullied online on TikTok are thought to have higher levels of worry and lower self-esteem, which could lead to long-term mental health problems. In addition, the researcher assumes that people who are cyberbullied will often turn to their friends for support instead of adults or platform supervisors. This is because people tend to look for approval and understanding in their social groups.

1.6 OPERATIONAL CONCEPT

1.6.1 Cyberbullying

In the OED (Oxford English Dictionary), the term "cyberbullying" refers to the use of information technology with the intent to intimidate someone by conveying something negative, intimidating, and threatening. Cyberbullying is defined as an action using information technology that deliberately and repeatedly intimidates and threatens another individual (Law Reform, 2016). The perpetrators of cyberbullying can also harass their victims through technological devices. Cyberbullying perpetrators seek victims to harm in various ways.

According to Riswanto & Marsinun (2020), cyberbullying is harmful behavior carried out by an individual or a specific group that involves sending messages or publishing images and videos on social media that encompass aspects of harm, humiliation, and mistreatment. Cyberbullying is an indirect form of violence through social media, targeting the victim's mental state, making it more painful compared to direct or physical violence. This is because cyberbullying can intimidate anyone, anytime, and anywhere due to the easy and quick access to the internet via smartphones, laptops, or chatrooms. A cyberbully can freely and easily make cruel, harsh, and insulting comments without feeling guilty and feeling safe because their behaviour is also often carried out by others. Cyberbullies can hide their identities, allowing them to feel free from existing social and normative rules. Cyberbullying can occur on social media such as TikTok (Novita, 2021).

1.6.2 Forms of Cyberbullying

According to Iqbal and Jami (2022) there are several forms of cyberbullying, including the following:

1. Flaming, which involves insulting and mocking interactions, using inappropriate or obscene words without considering social norms. The cyberbully sends messages with harsh and angry statements to the target of cyberbullying.
2. Harassment, which involves continuously sending messages with disrespectful words to the target of cyberbullying through email, SMS, and text messages on social media.
- 2) Denigration, which involves spreading falsehoods about the cyberbullying target on social media to damage their reputation and good name.
- 3) Impersonation, where the cyberbully pretends to be someone else using a fake account to conceal their identity and sends harmful messages to someone or posts inappropriate statuses on social media.
- 4) Outing, which involves intentionally spreading the target's secrets or personal photos to the public for specific purposes.
- 5) Trickery, which involves deceiving someone or the target of cyberbullying to obtain their secrets or personal photos for specific purposes.
- 6) Exclusion, which involves deliberately excluding someone or the target of cyberbullying from an online group.
- 7) Cyberstalking, which involves sending threatening or intimidating messages using electronic communication.

1.7 RESEARCH METHODS

1.7.1 Research Type

This research is conducted using a qualitative method with a phenomenological approach. Phenomenology is a type of qualitative study that tries to understand and explore people's real-life events and how they make sense of them (Creswell, 2013). This method emphasizes individuals' emotional views in order to get to the heart of things as they are seen by them (Van Manen, 2016). Phenomenology is a kind of descriptive research that seeks to examine human life occurrences in quotidian contexts, at the site of occurrence, and from the

viewpoint of persons who directly encounter the phenomenon. Phenomenology does not seek to clarify connections, conduct testing, or provide descriptions, as empirical approaches do. This method highlights the presence and depth of meaning inside an individual's experience (Denzin & Lincoln, 2017).

1.7.2 Research Subject

Five college students in Surabaya, Indonesia, between the ages of 18 and 24 regularly use TikTok. This group fits in with Generation Z as a whole, giving the researcher a good sample of young people who are regularly using the app (Dimock, 2019). College students were chosen because they are very active on digital platforms and could be targets of harassment because they are so active on social media (Anderson & Jiang, 2018).

People who have been cyberbullied on TikTok will be asked to give thorough, personal reports of their experiences through semi-structured interviews. This way gives researchers a lot of freedom and detail when looking into how people think, and feel, and how their events have affected them (Creswell & Poth, 2018). For phenomenological research, semi-structured interviews work well because they let people talk about their real-life experiences in their own words, which helps the researcher learn more about the topic (Smith, Flowers, & Larkin, 2009).

Thematic analysis will be used to look for similar themes and trends in the interview data that are connected to cyberbullying experiences. Using this method, the data is coded and put into themes that show how the users' experiences and points of view are similar (Braun & Clarke, 2006). Thematic analysis works well with phenomenological research because it helps to make sense of and make sense of the meanings that people give to their experiences. This gives researchers a better understanding of what cyberbullying is really about (Braun & Clarke, 2006).

1.7.3 Data Type

This research uses qualitative data in the form of text, written words, phrases, or symbols that describe the subject's experiences and perceptions regarding cyberbullying. This qualitative data covers various aspects, ranging from personal narratives that enrich understanding of individual experiences, in-depth descriptions of situations that occur, to emotional reflections that

reflect the psychological impact of these experiences.

1.7.4 Data Source

1.7.4.1 Primary Data Sources

Main data was gathered using an in-depth interview procedure carried out personally with students who regularly use TikTok. By means of this interview, the

researcher may immediately acquire an understanding of the experiences and viewpoints of the subject on the noted cyberbullying problem.

1.7.4.2 Secondary Data Sources

Secondary data was taken from various relevant literature, including previous research reports, journal articles, and official data from related

1.7.5 Data Collection Technique

In-depth interviews were used with each research subject one-on-one to get information for this study. In-depth interviews are a type of qualitative study that are used to get full and thorough information from a person about their experiences, thoughts, and feelings about a certain subject. Participants are asked open-ended questions that let them say what they think in their own words (Boyce & Neale, 2006).

1.7.6 Data Analysis and Interpretation

The study's data analysis and interpretation are very important parts because it helps the researcher find meaningful insights from the data and come to conclusions that are in line with the research goals. The study's data analysis is based on phenomenological methods, which make sure that the experiences of Generation Z with cyberbullying on TikTok are looked into in detail and correctly (Moustakas, 1994). lists the processes for phenomenological data analysis (Moustakas, 1994):

1. Bracketing

This technique prevents the researcher's beliefs from influencing data analysis, revealing the participants' real experiences.

2. **Transcription and Familiarization**
Familiarization helps the researcher engage with the data and comprehend each participant's story.
3. **Horizontalization**
This ensures that no significant data is missed, enabling all elements of participants' experiences to be examined.
4. **Coding and Clustering of Meanings**
Coding and clustering arrange data into themes, making patterns and insights simpler to spot.
5. **Thematic Analysis**
Gives an organized way to look at the data, which helps the researcher find the deeper meanings and effects of the subjects' experiences.
6. **Composite Description (Textural-Structural Synthesis)**
Combining individuals' experiences with environmental circumstances, the composite description gives a complete view of the phenomena.
7. **Interpretation of Findings**
The researcher is able to draw conclusions that make sense and add to the knowledge of harm among the subject.

1.7.7 Goodness Criteria

The quality of the data in this research is sought by paying attention to various aspects that support its validity and reliability. This is achieved through a careful analysis of the credibility and authenticity of the experiences narrated by the research subjects, which is the main basis for understanding the phenomenon of cyberbullying among Generation Z. In order to make the data more reliable, this study uses four main factors to decide how reliable the data is. The four are reliability, believability, and confirmability (Lincoln and Guba, 1985).

1. **Credibility**

Credibility is how much research participants and other academics trust the findings. To build trust in this study, combine many data

sources, have members verify interview or observation findings, and include the researcher for a long period throughout data collection. Lincoln and Guba (1985) stressed the importance of trustworthiness in qualitative research.

2. Transferability

Transferability is how well study results apply to diverse situations. The researcher must describe the study setting in detail to ensure transferability and enable readers to evaluate the results' applicability. Detailed descriptions of the participants' histories, TikTok experiences, and cyberbullying will improve the transferability of this study's results (Merriam, 1998).

3. Dependability

Dependability refers to data consistency or reliability throughout study. So that other researchers may duplicate or verify the study, researchers must thoroughly record each step, including methodological choices and justifications. This study will be reliable with complete research design, interview, and data analysis records (Shenton, 2004).

4. Confirmability

Confirmability is how much our study results are influenced by our participants, not our prejudices. An audit trail, where the researcher preserves interview transcripts, field notes, and analytical results, proves that the conclusions are based on legitimate data. In this research, a verification record will assure confirmability (Miles & Huberman, 1994).