

Factors Affecting the Resilience of Adolescent Victims of Cyberbullying in Dual-Earner Families

Wydelia Rahmanisa Aldera¹, Risda Rizkillah^{1*})

¹Department of Family and Consumer Sciences, Faculty of Human Ecology, IPB University, Jl. Kamper, IPB Dramaga Campus, Bogor, West Java 16880, Indonesia

*) Corresponding author: risdarizkillah@apps.ipb.ac.id

Abstract

Adolescents are the age group that uses social media the most and is the age group most vulnerable to becoming perpetrators or victims of cyberbullying. This research generally aims to analyze differences based on region, relationship, and the influence of parent-adolescent interactions and coping strategies on adolescent resilience. This research uses a quantitative approach and cross-sectional study design using survey and questionnaire methods. Sampling was carried out using purposive sampling with a total sample of 98 adolescents. This research was located in Bogor Regency and City, West Java. The results of the independent t-test showed that there are significant differences in adolescent resilience based on region. The results of the correlation test show that adolescent age has a significant negative correlation with the dimensions of self-acceptance. Family size has a negative correlation with parent-adolescent interactions. Correlation test results show that parent-adolescent interaction and coping strategies significantly correlate with adolescent resilience. The results of regression tests show that region, mother's education, parent-adolescent interactions, and coping strategies significantly positively affect adolescent resilience. The parents-adolescent interaction, coping strategies, and resilience in adolescents in this study are mostly still in the moderate category, so they still need to be improved.

Keywords: adolescent, coping strategy, cyberbullying, parent-adolescent interaction, resilience

Abstrak

Remaja adalah kelompok usia terbanyak menggunakan media sosial dan kelompok usia yang paling rentan menjadi pelaku maupun korban dari *cyberbullying*. Penelitian ini secara umum adalah untuk menganalisis perbedaan berdasarkan wilayah, hubungan, dan pengaruh interaksi antara orang tua-remaja dan strategi koping terhadap resiliensi remaja. Penelitian ini menggunakan pendekatan kuantitatif, desain *cross-sectional study* dengan menggunakan metode survey dan kuesioner. Penarikan contoh dilakukan dengan *purposive sampling* dengan jumlah contoh sebanyak 98 remaja. Penelitian ini berlokasi di Kabupaten dan Kota Bogor, Jawa Barat. Hasil uji beda menunjukkan bahwa terdapat perbedaan signifikan resiliensi remaja berdasarkan wilayah. Hasil uji korelasi menunjukkan bahwa usia remaja memiliki hubungan negatif signifikan dengan dimensi penerimaan diri resiliensi remaja. Selain itu, besar keluarga memiliki hubungan negatif dengan interaksi orang tua-remaja. Hasil korelasi juga menunjukkan bahwa interaksi orang tua-remaja dan strategi koping memiliki hubungan positif signifikan dengan resiliensi remaja. Sementara hasil uji regresi menunjukkan bahwa wilayah, lama pendidikan ibu, interaksi orang tua-remaja, dan strategi koping berpengaruh positif signifikan terhadap resiliensi remaja. Interaksi antara orang tua-remaja, strategi koping, dan resiliensi pada remaja di dalam penelitian ini sebagian besar masih dalam kategori sedang sehingga perlu ditingkatkan

Kata kunci: *cyberbullying*, interaksi orang tua-remaja, remaja, resiliensi, strategi koping

Introduction

The rapid development of technology makes it easy for various age groups, including adolescents. Adolescence is a transition period from childhood to adulthood, full of storms and stress, followed by physical, cognitive, and socioemotional changes (Santrock, 2003). Changes in adolescents can cause conflicts between them and their environment (Jannah, 2016). This technological development provides benefits for adolescents. Adolescents often use social media as a place to socialize and interact with each other. In addition, social media also has benefits for adolescents, such as allowing them to express themselves, seek information, do business, learn tools, and enjoy entertainment. However, on the other hand, social media also has negative impacts, such as cyberbullying, fraud, pornography, and social jealousy. However, with the ease of accessing social media, adolescents often fall into negative impacts. Based on APJII data regarding internet use in Indonesia, the young age group, namely 15-19 years and 20-24 years, dominates the utilization of internet use, and the increase in the use of communication and information technology is accompanied by an increase in the phenomenon of cyberbullying (Witjaksono et al., 2021). The cyberbullying theory used in this research is the Barlett and Gentile Cyberbullying Model (2017), which is a theoretical model that explicitly examines cyberbullying acts. The Barlett and Gentile Cyberbullying Model (BGCM) can lead to anonymity in cyberspace, recognition that a person's physical size does not contribute to online power imbalances, and ultimately predict the occurrence of cyberbullying acts (Ansary, 2019). Cyberbullying, as one of the negative impacts of the development of social media, is violence or a form of bullying that uses information technology or social media intentionally, which has a detrimental impact on the victim (Imani et al., 2021). Cyberbullying is behavior that always involves an element of power imbalance between the perpetrator and the victim (Hellsten, 2017). This action is carried out by a person or group against other people through various means, such as messages, videos, or photos, to harass or degrade other people (Hidajat et al., 2015).

Adolescents are an age group that is vulnerable to becoming perpetrators and victims of cyberbullying (Sartana & Afriyeni, 2017). Family and parents are the closest environment for children or adolescents, so they become figures who provide adolescent experience (Utami & Pratiwi, 2021). Families have an important role in protecting children from becoming perpetrators or victims of cyberbullying. A victim of cyberbullying is someone who is the target of cyberbullying and is considered different from the people around him (Andriani, 2018). Research by Safaria (2016) shows that 80 percent of students in Indonesia often experience cyberbullying. Based on the research results of Sartana and Afriyeni (2017), it shows that there were 172 respondents, or 49 percent of teenage respondents, who were victims of cyberbullying. According to research by Sari (2017), adolescents who are victims of cyberbullying tend to close themselves off from their surroundings and do not discuss it with their parents. Based on the research results of Imani et al. (2021), there are still many cases of cyberbullying in Indonesia that have not been revealed because not all victims want to communicate it with their parents, friends, or teachers. In addition, adolescents who are heavy victims of cyberbullying experience significantly higher levels of loneliness than adolescents who have never been victims of cyberbullying (Larranaga et al., 2016). Cyberbullying has a negative impact on victims both physically, psychologically, socially, and healthily, even triggering the victim's desire to commit suicide. Adolescents who are victims of

cyberbullying feel afraid, angry, hurt, and ashamed (Priyatna, 2010). Apart from that, the negative emotions resulting from cyberbullying trigger the victim to withdraw or take revenge on the perpetrator (Sukmawati & Kumala, 2020). According to Pratomo's research results (2019), as many as 31.6 percent of cyberbullying victims did nothing and tolerated the bullying. Alavi et al. (2017) showed that out of a total of 270 respondents, 77 percent of adolescents had experienced bullying, and 68.9 percent had ideas about committing suicide. The results of Tandiono's research (2019) on adolescents in high school show that as many as 26 percent of adolescent victims of bullying have the idea of committing suicide. Likewise, according to research results from Sari and Suryanto (2016), cyberbullying has a negative impact on adolescents, such as 37 percent having mood disorders, 15 percent depression, and 37 percent having abnormal behavior before committing suicide. In addition, as many as 68.5 percent of adolescent victims of cyberbullying experience emotional impacts such as anger, stress, annoyance, fear, worry, annoyance, and depression (Bottino et al., 2015). Association of Indonesian Internet Service Providers (APJII) shows that the responses of victims of cyberbullying vary, such as allowing the action (31.6%), responding and replying (7.9%), and reporting to the authorities (3.6%). Based on this, it is important for adolescents to increase their resilience to avoid the negative effects of cyberbullying (APJII, 2019). Adolescent resilience is the ability of adolescents to anticipate, prevent, and overcome the problems they face (Sunarti et al., 2018). Resilience is very important for adolescents who are victims of cyberbullying to be able to live their lives and interact with their environment (Andriani, 2018).

In forming resilience in adolescents, parents, as the closest environment for children, have an important role in building good interactions with children. This is because parents are the main figures who can influence children (Fatimah et al., 2020). Interaction between parents and adolescents positively influences resilience, where increasing interaction between parents and children will lead to increased resilience in adolescents (Rachman et al., 2020). However, for dual-earner families, parents tend to have less time to spend with their children (Rustham, 2019). Low interaction between parents and children will determine the relationship of closeness and openness in communication (Putro et al., 2020). Interactions between parents and adolescents can increase resilience: warmth, care, help, and encouragement (Olsson et al., 2003). Interaction between parents and adolescent children can help them be resilient and face possible vulnerabilities (Ager, 2013). In dealing with various problems and negative impacts due to cyberbullying, it is important for adolescents to have the right coping strategy to overcome this problem. The results of research by Rahmatika and Handayani (2012) show that a small proportion of individuals with low resilience when experiencing bullying because their ability to deal with the pressure and stress they experience is ineffective, and they lack the ability to overcome these problems. Previously, research related to cyberbullying had been carried out. However, until now, no research has combined the variables of parent-adolescent interaction, coping strategies, and adolescent resilience. In addition, there is still little research involving cyberbullying victims as respondents. Based on the description and explanation above, this study has the following objectives: (1) to identify adolescent characteristics, family characteristics, parent-adolescent interactions, adolescent coping strategies, and resilience of adolescent victims of cyberbullying on social media; (2) analyze differences in parent-adolescent interactions, coping strategies, and adolescent resilience based on gender and region; (3) analyze the correlation between adolescent characteristics, family characteristics, parent-

adolescent interactions, and adolescent coping strategies with the resilience of adolescent cyberbullying victims on social media; (4) analyze the effect of adolescent characteristics, family characteristics, parent-adolescent interactions, and adolescent coping strategies on the resilience of cyberbullying victims in adolescents on social media.

Methods

Participant

This research used a cross-sectional study design. This research was carried out in a hybrid manner and was located at SMAN X Bogor Regency and SMAN X Bogor City. The time for conducting the research was from June to July 2023. This series of research consisted of the preparation stage, preparation of proposals, data collection, and data analysis, and ended with writing a report on the results of the research previously carried out. Location selection was carried out purposively. This research location was chosen because, based on the initial survey conducted, the majority of students had been victims of cyberbullying. The population in this study was 864 students in grades 10 and 11 from SMAN X Dramaga and 637 students from SMAN Y Bogor. Sampling was carried out using purposive sampling with a total sample of 98 adolescents, with 56 respondents from the district and 42 people from the city.

The example in this research is an adolescent victim of cyberbullying aged 15-18 years with both working parents. Adolescents were chosen as respondents because adolescents are the largest age group who use social media and are the most frequent perpetrators or victims of cyberbullying. The data used in this research is primary data with a quantitative approach. The data search comes from respondents who directly filled out the survey and had the appropriate criteria. The data that will be obtained includes adolescent characteristics, parent characteristics, parent-adolescent interactions, coping strategies, and adolescent resilience. The initial screening to determine the sample was carried out offline by filling out a paper questionnaire. An initial screening questionnaire in the form of paper was given to all students in grades 10 and 11 in both schools to be filled out according to their respective circumstances after explaining the protocol for filling out the questionnaire. Respondents who fit the criteria then fill out a questionnaire to collect primary data in a self-administered manner via Google Forms. Selected respondents filled out a follow-up questionnaire. Adolescents fill out questionnaires regarding parent-adolescent interactions, coping strategies, and adolescent resilience by conditioning themselves when they are victims of cyberbullying and come from dual-earner families. Respondents have an obligation to fill out the questionnaire completely, honestly, and without coercion.

Measurement

Parent-adolescent interaction is a reciprocal relationship that exists between parents and adolescents (Rachman et al., 2020). The interaction between parents and adolescents was measured using The Parent-Child Interaction Questionnaire-Revised (PACIQ-R) Child Version instrument developed by Lange, Evers, Jansen, & Dolan (2002). The parent-adolescent interaction questionnaire consists of 25 questions. The questionnaire was measured using a Likert scale (1-4) with a score of 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. This instrument has a Cronbach's Alpha of 0.912. Meanwhile, the measurement of conflict resolution dimensions is 0.845, and acceptance

is 0.868. Lange et al. (2002) state that this instrument describes how children evaluate their relationship with their parents and refer to interpersonal behavior and feelings. Statements in the conflict resolution dimension describe the relationships involved in disputes, contradictions, and problems between parents and adolescents, while the acceptance dimension describes positive relationships between parents and adolescents (Lange et al., 2002).

A coping strategy is an effort to overcome and solve pressing and burdensome problems (Maryam, 2017). Adolescent coping strategies were measured using The Carver Brief COPE Inventory instrument developed by Carver (1997). This coping strategy questionnaire consists of 28 questions. This questionnaire uses a Likert scale (1-4) with a score of 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. This instrument has a Cronbach's Alpha of 0.799. Meanwhile, the dimension of problem-focused coping is 0.734, emotion-focused coping is 0.523, and avoidant-focused coping is 0.544. Adolescent resilience is the ability of adolescents to overcome their problems and rise from adversity. Adolescent resilience was measured using The Resilience Scale instrument developed by Wagnild and Young (1993). This resilience questionnaire consists of 25 questions. The questionnaire was measured using a Semantic scale (1-7), namely "1=strongly disagree to 7=strongly agree". This instrument has a Cronbach's Alpha of 0.942. Meanwhile, for measuring the dimensions of self-competence, it is 0.940, and self-acceptance is 0.736.

Analysis

Primary data was collected through interviews, then processed and analyzed through Microsoft Excel 2019 and IBM SPSS Statistics 26. The data processing includes editing, coding, entry, scoring, and analyzing, and ends with data interpretation. Each question from the three instruments is scored and transformed into an index. Then, the validity and reliability of measuring instruments for each variable. The converted data is then grouped into three cut-off categories according to Bloom, namely low (<60), moderate (60-80), and high (>80) (Yimer et al., 2014). Descriptive analysis to see the distribution of adolescent characteristics, family characteristics, parent-adolescent interactions, coping strategies, and adolescent resilience was analyzed using descriptive statistics in the form of average, standard deviation, minimum score, maximum score, and category. Difference test with independent regional t-test on parent-adolescent interactions, coping strategies, and adolescent resilience. The Pearson correlation test was conducted to see the relationship between adolescent characteristics, family characteristics, parent-adolescent interactions, and coping strategies with adolescent resilience. Multiple linear regression tests were conducted to analyze the influence of adolescent characteristics, family characteristics, parent-adolescent interactions, and coping strategies on adolescent resilience.

Findings

Adolescent Characteristics

Adolescent characteristics are seen from age, gender, school origin, type of cyberbullying received, frequency of experiencing cyberbullying, social media, and perpetrators of cyberbullying. The research results showed that the age of adolescents ranged from 15 years to 17 years, with an average age of 15.93 years, and the highest age of respondents was 16 years (44.9%). Based on the number of respondents, there are more

adolescent girls (67.3%) than boys (32.7%). Meanwhile, regarding the respondents' school origins, 57.1 percent of respondents came from Bogor Regency, and 42.9 percent came from Bogor City. The type of cyberbullying most frequently experienced by adolescents in this study was flaming (33.6%) with the social media where the most cyberbullying occurred being WhatsApp (53.1%). The frequency with which adolescents became victims of cyberbullying in this study was quite varied, from one to eight times. As many as 33.7 percent of adolescents have been victims of cyberbullying once. The perpetrators of cyberbullying in this research were family, friends, and strangers. Most respondents (82.6%) stated that the perpetrator of the cyberbullying they experienced was a friend.

Family Characteristics

Family characteristics were seen from mother's age, father's age, mother's length of education, father's length of education, mother's occupation, father's occupation, per capita income per month, and family size. The results showed that the age of the mother (67.3%) and the age of the father (84.7%) were mostly in the middle adult category, which ranged from 41 to 60 years. Most of the mother's education (73.5%) and father's education (74.5%) are 16 years old or until they graduate with a bachelor's degree. As many as 42.9 percent of fathers work as civil servants. Meanwhile, as much as 47 percent of mothers' jobs are categorized in other groups, such as teachers, self-employed, MSMEs, heads of offices, and bakers. The average per capita income per month for respondents is IDR 3,331,234. The most significant number of respondents' families are small (56%), and the rest are medium-sized (42%).

Parent-Adolescent Interaction

In research, interaction between parents and adolescents is defined as the reciprocal relationship that exists between parents and adolescents. Interactions between parents and adolescents are divided into two dimensions, namely conflict resolution and acceptance. Based on the results of the distribution of respondents on the parent-adolescent interaction variable, more than half of the respondents (51%) had conflict resolution in the moderate category, and the rest were in the low (24.5%) and high (24.5%) categories. Likewise, with the acceptance dimension, 42.9% of respondents were in the moderate category, and the rest were in the low (20.4%) and high (36.7%) categories.

Table 1. Distribution of adolescents based on parent-adolescent interaction categories

Dimension	%
Conflict Resolution	
Low (<60)	24.5
Moderate (60-80)	51.0
High (>80)	24.5
Total	100.0
Min–Max	37.25–92.16
Mean	68.95
Acceptance	
Low (<60)	20.4
Moderate (60-80)	42.9
High (>80)	36.7
Total	100.0
Min–Max	33.33–100.00
Mean	73.29

Continue from Table 1

Dimension	%
Parent-Adolescent Interaction	
Low (<60)	23.5
Moderate (60-80)	50.0
High (>80)	26.5
Total	100.0
Min–Max	36.00–93.33
Mean	70.33

Coping Strategy

Coping strategies in research are defined as efforts made by a person to overcome and resolve problems. Coping strategies in this research are divided into three dimensions: problem-focused, emotion-focused, and avoidant-focused. Based on the distribution of respondents on the coping strategy variable, 67.3% of respondents had problem-focused coping in the moderate category, and the rest were in the low (19%) and high (13%) categories. More than half of the respondents (63.3%) had emotion-focused coping in the moderate category, and the rest were in the low (31%) and high (5%) categories. Likewise, with avoidant-focused coping, more than half of the respondents (68.4%) were categorized as moderate, and the rest were low (17.3%) and high (14.3%).

Table 2. Distribution of adolescents based on coping strategies categories

Dimension	%
Problem-Focused Coping	
Low (<60)	19.4
Moderate (60-80)	67.3
High (>80)	13.3
Total	100.0
Min–Max	16.67–100.00
Mean	67.64
Emotion-Focused Coping	
Low (<60)	31.6
Moderate (60-80)	63.3
High (>80)	5.1
Total	100.0
Min–Max	33.33–86.11
Mean	64.17
Avoidant-Focused Coping	
Low (<60)	17.3
Moderate (60-80)	68.4
High (>80)	14.3
Total	100.0
Min–Max	37.50–100.00
Mean	70.87
Coping Strategy	
Low (<60)	20.4
Moderate (60-80)	73.5
High (>80)	6.1
Total	100.0
Min–Max	42.86–89.29
Mean	67.08

Adolescent Resilience

Adolescent resilience in research is defined as the ability of adolescents to overcome their problems and rise from adversity. In this research, adolescent resilience is divided into two dimensions: self-competence and self-acceptance. Based on the distribution of respondents on adolescent resilience, 45% of respondents had self-competence in the high category, and the rest were in the low (15.3%) and moderate (38.8%) categories. Meanwhile, 46.9% of respondents were categorized as moderate in the self-acceptance dimension, and the rest were categorized as low (17.3%) and high (35.7%).

Table 3. Distribution of adolescents based on adolescent resilience categories

Dimension	%
Self-Competence	
Low (<60)	15.3
Moderate (60-80)	38.8
High (>80)	45.9
Total	100.0
Min–Max	33.33–94.14
Mean	74.00
Self-Acceptance	
Low (<60)	17.3
Moderate (60-80)	46.9
High (>80)	35.7
Total	100.0
Min–Max	33.33–91.67
Mean	71.89
Adolescent Resilience	
Low (<60)	15.3
Moderate (60-80)	42.9
High (>80)	41.8
Total	100.0
Min–Max	34.67–90.67
Mean	73.33

Differences in Parent-Adolescent Interaction, Coping Strategies, and Adolescent Resilience based on region

Table 4 shows the independent t-test results for variables based on district and city areas. The independent t-test results showed significant differences ($p < 0.05$) in coping strategies and dimensions of emotion-focused coping based on regency and city. Adolescents in regency areas have higher coping strategies and emotion-focused coping dimensions than those in city areas. In addition, the independent t-test results showed significant differences ($p < 0.01$) in the resilience of adolescents with the dimensions of self-competence and self-acceptance by regency and city. Regency areas have higher adolescent resilience than adolescents in cities. While the interaction variables of parents and adolescents and coping strategies with the dimensions of problem-focused coping and avoidant-focused coping, there is no significant difference between regencies and cities. That is, parent-adolescent interactions and coping strategies in problem-focused and avoidant-focused coping are relatively the same between adolescents in regencies and cities.

Table 4. Distribution of samples and independent t-test results for variables based on region

Category	Regency		City		p-value
	Min-Max	Mean	Min-Max	Mean	
Parent-adolescent interaction	36.00–93.33	71.76	41.33–92.00	68.44	0.225
Conflict resolution	37.25–92.16	70.23	43.13–92.16	67.22	0.257
Acceptance	33.33–100.0	74.99	33.33–95.83	71.03	0.231
Coping strategy	48.81–89.29	68.98	42.86–82.14	64.54	0.013*
Problem-focused coping	41.67–100.0	69.79	16.67–95.83	64.78	0.061
Emotion-focused coping	47.22–86.11	66.21	33.33–80.56	61.44	0.013*
Avoidant-focused coping	37.50–100.0	72.32	50.00–91.67	68.84	0.138
Adolescent resilience	52.00–90.67	80.16	34.67–88.00	64.22	0.000**
Self-competence	50.98–94.12	81.26	33.33–92.16	64.33	0.000**
Self-acceptance	52.08–91.67	77.82	33.33–85.42	63.98	0.000**

The Effect of Adolescent Characteristics, Family Characteristics, Parent-Adolescent Interaction, and Coping Strategies on Adolescent Resilience

Table 5 shows the results of the regression test analysis with per-dimensional values. The adjusted R2 result is 0.456. Adolescent characteristics, family characteristics, parent-adolescent interactions, and coping strategies affect adolescent resilience by 45.6 percent. In comparison, other variables outside of this study influence the other 54.4 percent. Based on the table, the length of the mother's education ($\beta=1.943$; $p=0.013$) significantly affects adolescent resilience. That is, every increase in one mother's education unit will increase adolescents' resilience. The regression analysis results showed that emotion-focused coping ($\beta=0.226$; $p=0.000$) had a significant positive effect on adolescent resilience. That is, every increase of one unit of emotion-focused coping will increase the resilience of adolescents. In addition, avoidant-focused coping ($\beta=0.242$; $p=0.000$) significantly positively affects adolescent resilience. That is, every increase in one unit of avoidant-focused coping will increase the resilience of adolescents.

Table 5. The influence of adolescent characteristics, family characteristics, parent-adolescent interactions, and coping strategies on adolescent resilience

Variable	Adolescent Resilience		Sig.
	Unstandardized coefficients β	Standardized coefficients β	
Constant			0.279
Adolescent characteristics			
Age	-1.838	-0.099	0.237
Frequency of experiencing cyberbullying	-0.114	-0.012	0.880
Family Characteristics			
Mother's age	-0.340	-0.106	0.523
Father's age	0.308	0.113	0.514
Mother's education	1.943	0.253	0.019*
Father's education	0.339	0.038	0.686
Monthly per capita income	-1.023E-6	-0.313	0.080

Continue from Table 5

Variable	Adolescent resilience		Sig.
	Unstandardized coefficients β	Standardized coefficients β	
Parent-adolescent interaction			
Conflict resolution	-0.011	-0.010	0.367
Acceptance	0.123	0.141	0.140
Coping strategy			
Problem-focused coping	0.162	0.150	0.136
Emotion-focused coping	0.226	0.151	0.004*
Avoidant-focused coping	0.242	0.191	0.037*
Adjusted R square = 0.456			
F = 7.265			
Sig = 0.000			

Note. (*) significant at $p < 0.05$, (**) significant at $p < 0.001$

Discussion

The research results show that the types of cyberbullying most often experienced by victims are flaming, outing, denigration, and harassment. In addition, most of the respondents received cyberbullying from friends. Maya (2015) states that the surrounding environment influences flaming acts committed by adolescents. Rastati's (2016) research results show that these forms of cyberbullying often occur in individuals and regions, religions, races, and certain institutions. Cyberbullying makes victims have difficulty sleeping, tend to avoid using communication tools, and have a reduced appetite Rastati (2016). Apart from that, victims of cyberbullying also feel stressed, depressed, isolated, and helpless after being cyberbullied (Karyanti & Aminudin, 2019).

The results of field observations show that some victims of cyberbullying cannot differentiate between cyberbullying and joking, especially when done by friends. In line, Rastati (2016) states that the most difficult thing about the practice of cyberbullying is distinguishing between real cyberbullying and excessive teasing between friends, especially when it comes from close friends. The problem of minimal awareness about cyberbullying occurs due to a lack of perceptual quality regarding cyberbullying and a person's lack of understanding of the facts regarding the cyberbullying acts they receive because adolescents think that the cyberbullying they receive is a joke that usually happens and does not need to be taken seriously (Wisprianti & Sari, 2021).

The research results show that WhatsApp and Instagram are the most common social media where victims receive cyberbullying treatment. These results are in line with Aizenkot and Kasy-Rosenbaum's (2018) statement that cyberbullying often occurs on WhatsApp, especially in the form of verbal violence, visual violence, group violence, and group selectivity. Rachmayanti and Candrasari (2022) stated that cyberbullying is often found on Instagram in the form of making fun of the victim, using aggressive and hurtful words, and distributing the victim's personal photos.

Adolescents fill out questionnaires regarding parent-adolescent interactions, coping strategies, and adolescent resilience by conditioning themselves when they become victims of cyberbullying. The interaction between parents and adolescents, coping strategies, and the resilience of adolescent victims of cyberbullying in this study are included in the moderate category. This shows that the majority of respondents have built interactions with their parents fairly well, implemented fairly good coping strategies so

they can overcome problems, and have fairly good resilience. Interactions that are positively established between parents and adolescents can be the right way to strengthen the relationship between parents and adolescents so that adolescents are not easily influenced by various negative things (Firdaniaty et al., 2016). Using the right coping strategy is very important, especially for victims of cyberbullying. This is because appropriate and effective coping strategies can overcome stressors or problems experienced (Maryam, 2017). In addition, building resilience to cyberbullying victims properly will be able to provide motivation effectively so that victims can bounce back after the incident experienced by the victim (Andriani, 2018).

The results of the different tests by region show significant differences in adolescents' resilience with the dimensions of self-competence and self-acceptance between district and city adolescents, where adolescents in districts have better resilience than adolescents in cities. This is in line with the research results of Sunarti et al. (2018), who stated that rural youth have better resilience than urban youth. Based on the study results, adolescents in districts have higher self-competence and self-acceptance than urban adolescents, so adolescents in districts have better resilience than adolescents in urban areas. This is because adolescents in districts have a greater average on the dimensions of self-competence and self-acceptance than adolescents in urban areas. Wagnild and Young (1993) divided resilience characters into five, namely meaningfulness, perseverance, self-reliance, equanimity, and existential aloneness, representing statements on the dimensions of self-competence and self-acceptance. Someone who has meaningfulness, which is an important character for someone to have, will be able to do various things according to their goals and provide meaningful value in their life (Wagnild & Young, 1993). Apart from that, perseverance is the perseverance to continue moving forward despite experiencing difficulties, and self-reliance is the ability to depend on oneself and recognize one's own strengths and limitations, equanimity is having a balanced view of life and experience, and existential aloneness is the feeling of freedom and learning. To live comfortably with oneself (Dwipa & Chusari, 2018). This is in line with the statement that the resilience of adolescents in rural areas is better than in cities because adolescents who live in rural areas tend to experience various difficulties so they have stronger stimulants to build resilience (Sunarti et al., 2018).

Ager (2013) states that interactions between parents and adolescents can help adolescents be resilient when facing future vulnerabilities. The concept of acceptance in the form of saying good things, pride, opinion, praising, understanding, and friendship given by parents, especially mothers to children can help children solve their problems wisely and become more mature people in the future (Ikhwanus et al., 2022). A relationship between parents and children with low conflict can make it easier for adolescents to assess themselves and adapt to their surrounding environment (Widianingsih & Widyarini, 2009). The results of Wardhani et al. (2017) show that external family protective factors can determine adolescent resilience. Then, the results show that coping strategies have a significant positive relationship with adolescent resilience. This is in line with research by Rahmawati (2012), which states that there is a significant positive correlation between adolescent coping strategies and resilience, in which the higher the level of coping strategies, the higher the resilience. Good coping strategies can protect someone from problems and can make someone able to deal with emergencies (Xu & He, 2012). The use of positive coping strategies will increase adolescent resilience so that adolescents can have good mental health (Syamsiah et al., 2022).

Adolescent resilience is the ability of adolescents to overcome their problems and rise from adversity. Adolescent resilience consists of self-competence and self-acceptance. Self-competence is a person's knowledge, skills, abilities, and actions in overcoming the problems that befall him. In comparison, self-acceptance is a person's ability to accept all their strengths and weaknesses. Resilience with the dimensions of self-competence and self-acceptance measures the resilience or resilience of adolescents after being treated with cyberbullying. The results of the regression test show that the length of a mother's education has a positive effect on adolescent resilience. Higher education for mothers can help and support children in building their resilience. Parents with higher education tend to provide better knowledge and help adolescents deal with problems or pressures in their lives (Syamsiah et al., 2022). In addition, this is in line with the statement of Rasmin and Ani (2022) that there is a significant positive relationship between family support and adolescent resilience, in which the higher the family support obtained, the higher the resilience in adolescents. The regression test results also show that emotional-focused coping has a significant effect on adolescent resilience. Rismelina (2020) states that using emotion-focused coping can prevent someone from drowning in their negative emotions by developing positive thoughts about themselves and seeking support from those closest to them to deal with the problems they are experiencing. Avoidant-focused coping has a significant positive effect on resilience. According to Sari (2019), avoidant-focused coping is significantly related to stress and is often used by adolescents when they feel the level of stress they are experiencing is high. Coping strategies have a significant positive effect on adolescent resilience. Claudia and Sudarji (2018) show that the right skills and strategies used by cyberbullying victims can make them fight and survive the bullying they have been receiving. In this study, almost half of the respondents had. High self-competence shows that most adolescents can manage things in one or more ways, do things on their own, handle problems, have determination and self-discipline, and read situations and find solutions to the problems they experience. Moderate self-acceptance can be shown that adolescents accept every condition they experience, can face anything calmly, and think that their life has meaning. In line with research by Rachman et al. (2020), the prominent feature of adolescent resilience is having a good relationship with their family and having solutions to their problems. The existence of the role of parents, appropriate coping strategies, competence, and good self-acceptance will make resilience or resilience in adolescent victims of cyberbullying well-formed so that adolescents can rise from adversity.

The limitation of this research is that it is conducted online, making it quite difficult for researchers to contact and not meet the respondents directly. In addition, this study measures the interaction between parents and adolescents only according to the adolescent's perception, so it does not measure it from the perceptions of both parents.

Conclusion and Recommendation

Conclusion

The results of research on adolescents show that the average age of adolescents in this study is 16 years old and is dominated by women who are divided into two regions, namely city and regency. Adolescents in this study experienced the most types of flaming cyberbullying, with the social media most likely to be the place where cyberbullying occurred, namely WhatsApp. The average age of the respondents' fathers and mothers is in the middle adult range, with an average length of education of 16 years. More than half

of the respondents' family sizes are small families. The research results show moderate interactions between parents and adolescents, coping strategies, and resilience. The results show significant differences in coping strategies and adolescent resilience between regencies and cities. The influence test results showed that the length of a mother's education, emotion-focused coping, avoidant-focused coping, and coping strategies significantly positively affected adolescent resilience.

Recommendation

Parent-adolescent interaction, coping strategies, and adolescent resilience have reached the moderate category. However, interactions between parents and adolescents, coping strategies, and the resilience of adolescent victims of cyberbullying must continue to be improved. Therefore, adolescents are expected to be able to communicate the problems they are experiencing to those closest to them and choose appropriate coping strategies such as problem-focused and positive emotion-focused in overcoming problems. Parents are expected to set aside time every day to communicate with their children, strengthen their relationships with their children, and monitor their children's use of social media so that they do not cover up the problems they are experiencing. Schools are expected to provide regular education regarding cyberbullying and the appropriate use of social media so that children do not become perpetrators or victims. Researchers suggest that the government expand educational programs and facilitate activities related to cyberbullying so that activities can be evenly distributed. Researchers also suggest carrying out surveys again regarding cyberbullying cases, especially those related to victims, so that they are more accessible and appropriate assistance can be provided. The educational programs provided can be related to the formation of positive coping strategies, the formation of good self-competence and self-acceptance, and the building of positive interactions between parents and adolescents so that adolescents who are victims of cyberbullying can develop their resilience well. Future research is expected to be able to measure parent-adolescent interactions from the parent's perspective and add other variables that influence adolescent resilience.

References

- Ager. (2013). Annual research review: Resilience and child well-being public policy implications. *Journal of child psychology and psychiatry*, 54, 488–500. <https://doi.org/10.1111/jcpp.12030>
- Alavi, N., Reshetukha, T., Prost, E., Antoniak, K., Patel, C., Sajid, S., & Groll, D. (2017). Relationship between bullying and suicidal behavior in youth presenting to the emergency department. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 26, 70-77. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510935/pdf/ccap26_p0070.pdf
- Andriani, F. (2018). Resiliensi korban *cyberbullying* dalam perspektif psikologi dan islam. *Esoterik Jurnal Akhlak dan Tasawuf*, 4(1), 78-100. <http://dx.doi.org/10.21043/esoterik.v4i2.3462>
- Ansary, N. S. (2019). Cyberbullying: concept, theories, and correlates informing evidence-based best practices for prevention. *Aggression and Violent Behavior*. 50. <https://doi.org/10.1016/j.avb.2019.101343>.

- Barlett, C. P. (2017). From theory to practice: Cyberbullying theory and its application to intervention. *Computers in Human Behavior*, 72, 269-275. <http://dx.doi.org/10.1016/j.chb.2017.02.060>.
- Bottino, S. M. B., Bottino, C. M. C., Regina, C. G., Correia, A. V. L., & Ribeiro. (2015). Cyberbullying and adolescent mental health: systematic review. *Cadernos de Saúde Pública*, 31(3), 463-475. <https://doi.org/10.1590/0102-311x00036114>
- Claudia, F., & Sudarji, S. (2018). Sumber-sumber resiliensi pada remaja korban perundungan di SMK Negeri X Jakarta. *Jurnal Psibemetika*, 11(2), 101-114. <http://dx.doi.org/10.30813/psibernetika.v11i2.1436>
- Dwipa, I. M. D. K. S., & Chusairi, A. (2018). Gambaran resiliensi atlet bisbol Jawa Timur pasca cedera. *Jurnal Psikologi Kepribadian dan Sosial*, 7(1), 36-45. Retrieved from <https://journal.unair.ac.id/download-fullpapers-jpks4eff25ebcafull.pdf>
- Fatimah, R., Sunarti, E., & Hastuti, D. (2020). Tekanan ekonomi, interaksi orang tua-remaja, dan perkembangan sosial emosi remaja. *Jurnal Ilmu Keluarga dan Konsumen*, 13(2), 137-150. <http://dx.doi.org/10.24156/jikk.2020.13.2.137>.
- Firdaniaty, Lubis, D., Puspitawati, H., & Susanto, D. (2016). Komunikasi remaja dengan ayah masih minim: studi pada siswa di Kota Bogor. *Jurnal Ilmu Keluarga dan Konsumen*, 9(2), 124-135. <https://doi.org/10.24156/jikk.2016.9.2.124>
- Hellsten, L. M. (2017). An Introduction to Cyberbullying Outline: Methodological Issues in Researching Cyberbullying. Retrieved from <https://docenti.unimc.it/alessandra.fermani/teaching/2016/15583/files/slide-2-seminario-prof.ssa-hellsten>
- Hidajat, M., Adam, A.R., Danaparamita, M., & Suhendrik, S. (2015). Dampak media sosial dalam cyber bullying. *ComTech: Computer, Mathematics and Engineering Applications*, 6(1), 72. <https://doi.org/10.21512/comtech.v6i1.2289>.
- Ikhwanus, A., Salamah, A., Khairana, A., Simanjuntak, M., Riany, Y. E. (2022). Case study of the mother-child interaction reality during online learning in the covid-19 pandemic. *Journal of Family Sciences*, 37-51. <https://doi.org/10.29244/jfs.vi.39528>.
- Imani, F. A., Kusmawati, A., & Tohari, H. M. A. (2021). Pencegahan kasus cyberbullying bagi remaja pengguna sosial media. *Journal of Social Work and Social Services*, 2(1), 74-83.
- Jannah, M. (2016). Remaja dan tugas-tugas perkembangannya dalam islam. *Jurnal Psikoislamedia*, 1(1), 244-256.
- Lange, A., Evers, A., Jansen, H., & Dolan, C. (2002). PACHIQ-R: the parent-child interaction questionnaire-revised. *Family Process*, 41(4),709-22. <https://doi.org/10.1111/j.1545-5300.2002.00709.x>.
- Larranaga, E., Yubero, S., Ovejero, A., & Navarro R. (2016). Loneliness, parent-child communication and cyberbullying victimization among Spanish youth. *Computers in Human Behavior*, 65, 1-8. <https://doi.org/10.1016/j.chb.2016.08.015>.
- Maryam, S. (2017). Strategi coping: teori dan sumberdayanya. *JURKAM: Jurnal Konseling Andi Matappa*, 1(2), 101-107. Retrieved from <https://media.neliti.com/media/publications/177181-ID-strategi-coping-teori-dan-sumberdayanya.pdf>
- Olsson, C.A., Bond, L., Burns, J. M., Vella-Brodrick, D. A., & Sawyer, S. M. (2003). Adolescent resilience: a concept analysis. *Journal of Adolescent*, 26, 1-11. [https://doi.org/10.1016/s0140-1971\(02\)00118-5](https://doi.org/10.1016/s0140-1971(02)00118-5)

- Pratomo, Y. (16 Mei 2019). APJII: Jumlah pengguna internet di Indonesia tembus 171 juta jiwa. Internet. Retrieved from <https://tekno.kompas.com/read/2019/05/16/03260037/apji-jumlah-pengguna-internet-di-indonesia-tembus-171-juta-jiwa>
- Priyatna, A. (2010). *Let's end Bullying: Memahami, Mencegah dan Mengatasi Bullying*. Jakarta (ID): PT. Elex Media Komputindo.
- Putro, K. Z., Amri, M. A., Wulandari, N., & Kurniawan, D. (2020). Patterns of interaction between children and parents during the learning policy at home (pola interaksi anak dan orangtua selama kebijakan pembelajaran di rumah). *Fitrah: Journal of Islamic Education*, 1(1), 124–140. <https://doi.org/10.53802/fitrah.v1i1.12>.
- Rachman, Y. A., Sunarti, E., & Herawati, T. (2020). Interaksi suami-istri, interaksi orang tua-anak, interaksi teman sebaya, dan resiliensi remaja. *Jurnal Ilmu Keluarga dan Konsumen*, 13(1), 1-12. <http://dx.doi.org/10.24156/jikk.2020.13.1.1>.
- Rahmatika, N. S., & Handayani, M. M. (2012). Hubungan antara bentuk strategi coping dengan komitmen perkawinan pada pasangan dewasa madya dual karir. *Jurnal Psikologi Pendidikan dan Perkembangan*, 1(3), 1-8. Retrieved from https://journal.unair.ac.id/filerPDF/110911153_Ringkasan.pdf
- Rahmawati, S. W. (2012). Hubungan antara coping strategy terhadap resiliensi siswa SMA dalam menghadapi ujian nasional. *Jurnal Psiko Utama*, 1(1), 43-57. Retrieved from https://www.researchgate.net/publication/324861451_HUBUNGAN_ANTARA_COPING_STRATEGY_TERHADAP_RESILENSI_SISWA_SMA_DALAM_MENGHADAPI_UJIAN_NASIONAL
- Rasmin, M. Z., & Asni. (2022). Hubungan antara dukungan keluarga dengan resiliensi siswa pada saat pandemic. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 8(3), 57-63. <http://dx.doi.org/10.31602/jmbkan.v8i3.7727>
- Rastati, R. (2016). Bentuk perundungan siber di media sosial dan pencegahannya bagi korban dan pelaku. *Jurnal Sositologi*, 15(2), 169-186. <https://doi.org/10.5614/sostek.itbj.2016.15.02.1>
- Rustham, T. P. (2019). *Dual earner family* dan pengaruhnya pada kesejahteraan psikologis anak: sebuah studi literatur. *InSight*, 21(1), 23-29. <http://dx.doi.org/10.26486/psikologi.v21i1.757>
- Santrock, J. W. (2003). *Adolescence (Perkembangan Remaja)*. In Kristiaji, W. C. & Sumiharti, Y (Eds). Jakarta (ID): Erlangga.
- Sartana, & Afriyeni, N. (2017). Perundungan maya (*cyber bullying*) pada remaja awal. *Jurnal Psikologi Insight*, 1(1), 25-39. <https://doi.org/10.17509/insight.v1i1.8442>
- Sari, D. P. C. (2017). Keterbukaan diri pada remaja korban *cyberbullying*. *Psikoborneo*, 5(1), 69-73. <http://dx.doi.org/10.30872/psikoborneo.v5i1.4332>
- Sari, E. N. M. (2019). Hubungan antara emotion focused coping dan kepuasan hidup pada mahasiswa. *Cognicia*, 7(1), 95-111. <https://doi.org/10.22219/cognicia.v7i1.8116>
- Sari, R. N., & Suryanto. (2016). Kecerdasan emosi, anonimitas dan *cyberbullying* (bully dunia maya). *Persona: Jurnal Psikologi Indonesia*, 5(1). <https://doi.org/10.30996/persona.v5i01.741>
- Safaria, T. (2016). Prevalence and impact of cyberbullying in a sample of Indonesian junior high school students. *The Turkish Online Journal of Educational Technology*, 15, 1–3. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1086191.pdf>

- Sukmawati A, & Kumala, A. P. B. (2020). Dampak *cyberbullying* pada remaja di media sosial. *ASJN: Alauddin Scientific Journal of Nursing*, 1(1), 55-65. <https://doi.org/10.24252/asjn.v1i1.17648>
- Sunarti, E., Islamia, I., & Rochimah, N., & Ulfa, M. (2018). Pengaruh faktor ekologi terhadap resiliensi remaja. *Jurnal Ilmu Keluarga dan Konsumen*, 10(2), 107–119. <https://doi.org/10.24156/jikk.2017.10.2.107>.
- Syamsiah, R. I., Lestari, R., & Yuliatun, L. (2022). Hubungan gaya coping remaja dan keterlibatan orang tua dengan resiliensi pada remaja selama pandemi Covid-19. *Jurnal Kesehatan Vokasional*, 7(1), 32-41. <https://doi.org/10.22146/jkesvo.67065>
- Tandiono, I. M., Dewi, F. I. R., & Soetikno, N. (2020). Ide bunuh diri pada remaja korban perundungan: keberfungsian keluarga dan kualitas hubungan pertemanan sebagai predictor. *Jurnal Psikologi*, 13(2), 156-172. <http://dx.doi.org/10.35760/psi.2020.v13i2.3307>
- Utami, M. D., & Pratiwi, R. G. (2021). Remaja yang dilihat dari kelekatan orang tua terhadap kecerdasan emosi. *Jurnal Ilmiah PSYCHE*, 15(1), 35-44. <https://doi.org/10.33557/jpsyche.v15i01.1379>
- Wardhani, R. H., Sunarti, E., & Muflikhati, I. (2019). Ancaman, faktor protektif, aktivitas, dan resiliensi remaja: analisis berdasarkan tipologi sosiodemografi. *Jurnal Ilmu Keluarga dan Konsumen*, 10(1), 47-58. <http://dx.doi.org/10.24156/jikk.2017.10.1.47>
- Wagnild, G. M., & Young, H. (1993). Development and psychometric. *J Nurs Meas*, 1(2), 165–78. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/7850498/>
- Widianingsih, R., & Widyarini, N. M. (2009). Dukungan orang tua dan penyesuaian diri remaja mantan pengguna narkoba. *Jurnal Psikologi*, 3(1), 1-9.
- Xu, J., & He, Y. (2012). Psychological health and coping strategy among survivors in the year following the 2008 Wenchuan earthquake. *Psychiatry and Clinical Neurosciences*, 66(3), 210–219. <https://doi.org/10.1111/j.1440-1819.2012.02331.x>