Generation Z's Experience with Cyberbullying On TikTok
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ABSTRACT
This research seeks to identify the motivations behind cyberbullying directed at Generation Z and to identify the various kinds of cyberbullying. This study also seeks to discover Generation Z's perspective on cyberbullying and their corresponding reactions. This is prompted by the increase of cyberbullying perpetrated by users against individuals on social media, mostly on TikTok. Cyberbullying is often defined as an act of intimidation or verbal aggression perpetrated over the internet or social media platforms. This research employs a phenomenological approach using qualitative descriptive analysis methodology. This research employs a phenomenological method to comprehend the phenomena of cyberbullying from the viewpoints of the victims. This research included five informants through in-depth interviews. The results of this research are seen from the standpoint of five Generation Z individuals as the victims. The study concludes that cyberbullying is rooted in economic and social envy, lack of activity, and humor. The study determined that the presence of social media, particularly TikTok, encouraged perpetrators to engage in cyberbullying. Moreover, researcher indicates that TikTok may reduce the prevalence of cyberbullying; nonetheless, there exists a justification among the offenders to persist in such behaviour. The recent studies indicate that, from the victims' perspective, the prevalence of cyberbullying is mostly influenced by technology. Furthermore, cyberbullying adversely impacts the mental health of Generation Z, presenting as a frightening environment.

Keywords: Phenomenon of Cyberbullying, TikTok, Generation Z

ABSTRAK
Penelitian ini bertujuan untuk mengidentifikasi motivasi di balik perundungan siber yang ditujukankepada Generasi Z dan untuk mengidentifikasi berbagai jenis perundungan siber. Studi ini juga bertujuan untuk menemukan perspektif Generasi Z tentang cyberbullying dan reaksi mereka yang sesuai. Ini dipicu oleh peningkatan perundungan siber yang dilakukan oleh pengguna terhadap individu di media sosial, terutama di TikTok. Cyberbullying sering didefinisikan sebagai tindakan intimidasi atau agresi verbal yang dilakukan melalui internet atau platform media sosial. Penelitian ini menggunakan pendekatan fenomenologis dengan metodologi analisis deskriptif kualitatif. Penelitian ini menggunakan metode fenomenologis untuk memahami fenomena cyberbullying dari sudut pandang para korban. Penelitian ini melibatkan lima informan melalui wawancara mendalam. Hasil penelitian ini dilihat dari sudut pandang lima individu Generasi Z sebagai korban. Studi ini menyimpulkan bahwa cyberbullying berakar pada kecemburuan ekonomi dan sosial, kurangnya aktivitas, dan humor. Studi tersebut menentukan bahwa keberadaan media sosial, khususnya TikTok, mendorong pelaku untuk terlibat dalam perundungan siber. Selain itu, peneliti menunjukkan bahwa TikTok dapat mengurangi prevalensi perundungan siber; namun, ada pembenaran di antara pelaku untuk terus melakukan perilaku tersebut. Studi terbaru menunjukkan bahwa, dari perspektif korban, prevalensi perundungan siber sebagian besar dipengaruhi oleh teknologi.

INTRODUCTION

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

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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 Assesment (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). 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 fix. 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 perpetrates 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). 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.

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).

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

THEORETICAL FRAMEWORK

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.

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 phenomenalism in his book Dictionary of Philosophy. Phenomenalism 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).

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).

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.

3) Denigration, which involves spreading falsehoods about the cyberbullying target on social media to damage their reputation and good name.

4) 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.

5) Outing, which involves intentionally spreading the target's secrets or personal photos to the public for specific purposes.

6) Trickery, which involves deceiving someone or the target of cyberbullying to obtain their secrets or personal photos for specific purposes.

7) Exclusion, which involves deliberately excluding someone or the target of cyberbullying from an online group.

8) Cyberstalking, which involves sending threatening or intimidating messages using electronic communication.

RESEARCH METHODS

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).

The research subject are 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).

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.

RESULT AND DISCUSSION

In theoretical terms, data analysis may determine the validity of study assumptions. This study

demonstrates that a review of the data obtained by researchers reveals significant similarities in the reasons, forms, and replies provided by victims (Smith et al., 2008). Similarities include the belief that cyberbullying is an act motivated by envy and jealousy toward the victim. Aside from that, the similarities between types of cyberbullying arise from the idea that the perpetrator's form of cyberbullying is to insult the victim (Tokunaga, 2010). Finally, the similarity in victims' reactions stems from the idea that some victims attempt to confront the perpetrator of cyberbullying, while others do nothing about the actions that hit them (Hinduja & Patchin, 2010).

According to Walther (2012), the computer-mediated communication (CMC) theory has three fundamental concepts. The first concept is impersonal. Impersonal communication refers to conversations that are superficial or depersonalized, with little emotional depth or personal connection. In CMC, this occurs when communications are short, transactional, or anonymous. Many users may participate in cyberbullying using anonymous or semi-anonymous identities, rendering the contact impersonal. The absence of face-to-face connection allows bullies to behave without regard for the victim's emotions or empathy. According to the findings of some of the interviews, individuals claimed to have been cyberbullied by harsh remarks but did not specify who. It may be inferred that some were sent from anonymous accounts that cyberbullied some of the interviewees (Kowalski et al., 2014).

The second concept formed by computer-mediated communication is interpersonal. Interpersonal communication entails more personal and direct conversations between persons, with participants often engaging with one another on a deeper, more emotional level. This style of communication often involves mutual understanding and personal interest in the connection. When cyberbullying happens through comments, direct messages, or video responses, it may begin as a more intimate form of communication in which the bully targets someone they know. However, since TikTok's platform is often utilized by big audiences, these intimate exchanges may rapidly become viral. Some respondents were cyberbullied by someone they knew directly, which had a substantial impact on their reputation and self-esteem (Wright, 2017).

The last concept is hyperpersonal. Hyperpersonal communication happens when people connect online in more intense, intimate, or personal ways than they would in person. CMC lacks nonverbal clues, allowing for idealized self-presentation. TikTok users, especially Generation Z, may edit their accounts to show an idealized picture of themselves, leaving them

subject to hyperpersonal cyberbullying. Critics may attack this created identity by exploiting highly intimate details or inflated claims to harm or humiliate the user (Walther, 2012; Joinson, 2001). Furthermore, the research emphasizes the urgent necessity for proactive actions to establish safer online environments. The research's investigation of emotional and psychological consequences points out the serious implications of cyberbullying, such as low self-esteem and mental health issues (Kowalski et al., 2018). These findings underline the need for stakeholders—parents, educators, legislators, and social media companies—to create settings that develop empathy, respect, and accountability (Hinduja & Patchin, 2021).

The research of Generation Z's experiences with cyberbullying on TikTok has important societal implications, especially in terms of increasing public awareness of the widespread of digital harassment in the lives of young people nowadays. Cyberbullying on social media sites such as TikTok is more than just an individual issue; it reflects larger societal processes, such as the growing digitalization of social relationships and changing standards of online conduct (Livingstone & Smith, 2020). By throwing light on this topic, the research helps to raise awareness about how such events influence Generation Z's mental health, emotional well-being, and social relationships (Patchin &

Hinduja, 2022). This awareness is crucial in overcoming the stigma associated with cyberbullying, since it normalizes open talks about the effect of digital harassment on young people's life.

The research provides significant data for the creation of focused procedures, such as training programs on digital citizenship and stricter moderation regulations on platforms like TikTok, by providing precise patterns of cyberbullying activities and victims' emotional reactions (Smith et al., 2019). The research also highlights Generation Z's experiences and coping mechanisms. By gathering their emotions and actions, such as reporting bullies or contemplating leaving the site, the research gives people a better grasp of how to manage and reduce cyberbullying (Livingstone & Smith, 2020). Likewise, by stressing the function of support networks, such as friends and families, the research emphasizes the significance of communal solidarity in assisting victims to recover and reclaim their digital spaces (Vanderbilt-Adriance & Shaw, 2017).

Practically, the research shows that cyberbullying activities occur either individually or in groups, and that they are motivated by internal factors such as jealously (Patchin & Hinduja, 2020). The effects are likewise diverse, ranging from mental health to the victim's

everyday life (Kowalski, Giumetti, Schroeder, & Lattanner, 2014). These implications are especially important since TikTok, a popular medium among this age, provides as both a venue for creative expression and a potential source of harm (Anderson & Jiang, 2018). Understanding these consequences may give users with actionable knowledge, including educators, parents, lawmakers, mental health experts, and the platform itself.

One key effect is the urgent need for mental health methods that are customized to the specific issues of cyberbullying on TikTok. Generation Z, often known as digital natives, may absorb the unpleasant remarks and abuse they get online, leading to anxiety, despair, and low self-esteem (Twenge et al., 2017). Mental health specialists must create specific support systems as a whole such as counseling programs and coping skills, to assist people in overcoming the psychological effects of online abuse (Tokunaga, 2010).

TikTok must improve its methods for detecting, preventing, and responding to cyberbullying. Improved algorithms for detecting hazardous material, greater enforcement of community norms, and more accessible reporting capabilities are required to provide a safer online environment (Livingstone & Helsper, 2007). Furthermore, working with lawmakers to develop clearer regulations regarding online

harassment might act as a disincentive to future attackers (Hinduja & Patchin, 2015).

CONCLUSION

Generation Z's experience with cyberbullying on TikTok indicates a complicated interaction of negative emotions, coping techniques, and the value of support systems. The site, which is very popular among this age, has become a double-edged sword, providing both entertainment and creativity while exposing users to potentially hazardous encounters. Cyberbullying presents itself as nasty remarks, derision, and targeted harassment, often leaving victims with emotional and psychological scars. Many people describe feelings of sadness, worry, and low self-esteem, highlighting the serious effect such events may have on mental health. These emotional consequences not only impact their well-being but also influence their behavior on TikTok, prompting some to contemplate leaving the site entirely. People's reactions to cyberbullying differ. While some choose to confront the bullies or report them to the site, others choose a passive approach, such as ignoring the abuse or disappearing totally. Despite these attempts, TikTok's tactics to fight cyberbullying are often seen as insufficient, leaving victims feeling vulnerable and unprotected. Despite this, friends and families develop as an important support system. Many Generation Z users turn to their

friends for comfort, affirmation, and help on dealing with cyberbullying, emphasizing the importance of community in handling online issues. In conclusion, although TikTok is popular for Generation Z, its atmosphere might put users at danger of cyberbullying. To establish a safer online world for all users, it is necessary to address these difficulties not just using individual resiliency, but also through increased platform responsibility and strong support structures.

RECOMMENDATIONS

To deal with the ongoing issue of cyberbullying among Generation Z on TikTok, this research highlights the need for a complex strategy that includes the platform, its users, and the larger social context. Practically, TikTok's moderation systems must be improved by using advanced artificial intelligence to more efficiently detect and eliminate abusive remarks, while maintaining transparency in its reporting and accountability methods. The platform might also incorporate in-app tools such as reminders advising users to rethink uploading harmful content or digital etiquette training to foster a healthier online community. Educating individuals about safe digital conduct and promoting empathetic culture could further contribute to reducing cyberbullying.

Socially, young people must be encouraged to seek help when confronted with cyberbullying.

Families and friends have a vital role in creating an open environment where victims feel comfortable sharing their experiences. Governments and organizations can work together to improve digital literacy initiatives, enabling Generation Z to navigate the online space ethically and resiliently. Programs focused on developing skills to identify, respond to, and combat online abuse can empower users to engage more positively in digital environments. Theoretically, future studies should focus on innovative methods to reduce the psychological effects of cyberbullying and ensure victims receive holistic care. This may include exploring the long-term impacts of digital abuse on mental health, identifying effective intervention strategies, and examining the interplay between platform policies and user behaviors. With the collective efforts of all stakeholders, the digital world could evolve into a safer and more inclusive environment for Generation Z and beyond.

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