

Self-Acceptance Towards The Psychological Well-Being of Adolescents Experiencing Cyberbullying

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ABSTRACT

Cyberbullying can occur in all circles, especially among teenagers, as it often starts as a joke but continues and becomes behavior that is considered normal by the perpetrator. However, if left unchecked, it can impact on the psychological well-being of the teenage victims. The negative impact expressed in negative emotions such as stress, sadness, anger, frustration, shame, loneliness, fear, depression, a desire for revenge, and thoughts of suicide. Therefore, efforts are needed to address the impact of cyberbullying by enhancing adolescents' competencies through self-acceptance, which is a protective factor needed by adolescents. Objective: to determine the effect of self-acceptance on the psychological well-being of adolescents who experience cyberbullying. Research method: using a descriptive analytical research design with a cross-sectional approach. The data obtained were then grouped using tables according to their characteristics and categories using SEMPLS to illustrate the reflective indicators of the variables and to depict the influence of the two variables of self-acceptance on psychological well-being. Results: The self-acceptance of adolescents has the ability to choose situations in the high category, with 23 individuals (46%), the ability to spread attention in the moderate category, with 29 individuals (58%), and the ability to change thoughts in the high category, with 24 individuals (48%). The psychological well-being of adolescents is formed from happiness, with most being in the moderate category, namely 26 people (52%), while in the aspect of life satisfaction, most are also in the moderate category, namely 24 people (48%). The influence of (X) self-acceptance -> (Y1) psychological well-being produces a T statistic value of >1.96 and a p-value <0.05. This means there is a significant influence. Conclusion: good self-acceptance in adolescents can enhance psychological well-being

Keyword: Cyberbullying; Psychological Well-Being; Self-Acceptance; Adolescents

ABSTRAK

Cyberbullying dapat terjadi pada semua kalangan terutama remaja dikarenakan berawal dari bercanda berlanjut dan menjadi perilaku yang dianggap biasa bagi pelaku namun hal ini dapat berdampak pada masalah kesejahteraan psikologis remaja yang menjadi korban apabila dibiarkan. Dampak negatif yang diekspresikan dalam emosi negatif seperti stres, kesedihan, kemarahan, frustrasi, rasa malu, kesepian, ketakutan, depresi, keinginan balas dendam dan pikiran untuk bunuh diri oleh sebab itu diperlukan upaya dalam menanggulangi dampak cyberbullying dengan peningkatan kompetensi remaja melalui penerimaan diri merupakan faktor protektif yang diperlukan remaja. Tujuan: mengetahui pengaruh penerimaan diri terhadap kesejahteraan psikologis remaja yang mengalami cyberbullying. Metode penelitian: menggunakan desain penelitian deskriptif analisis dengan pendekatan cross sectional. Data yang diperoleh kemudian di kelompokkan menggunakan tabel menurut sifat dan kategorinya menggunakan SEMPLS untuk menggambarkan indikator reflektif variabel dan digambarkan pengaruh kedua variabel penerimaan diri terhadap kesejahteraan psikologis. Hasil: penerimaan diri remaja memiliki kemampuan memilih situasi dalam kategori tinggi yaitu 23 orang (46%), kemampuan dalam menyebar perhatian dalam kategori sedang yaitu 29 orang (58%), kemampuan merubah pikiran dalam kategori tinggi sejumlah 24 orang (48%). Kesejahteraan psikologis remaja terbentuk dari kebahagiaan, sebagian besar berada dalam kategori sedang yaitu 26 orang (52%) sedangkan pada aspek kepuasan hidup sebagian besar dalam kategori sedang yaitu 24 orang (48%). Pengaruh (X) penerimaan diri -> (Y1) kesejahteraan psikologis menghasilkan nilai T statistics sebesar >1.96 dan p-value <0,05. Hal ini berarti terdapat pengaruh yang signifikan. Kesimpulan: penerimaan diri remaja yang baik dapat meningkatkan kesejahteraan psikologis.

Kata Kunci: Cyberbullying; Kesejahteraan Psikologis; Penerimaan Diri; Remaja

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Introduction:

Teenagers who are victims of cyberbullying are psychologically affected, often experiencing low self-esteem issues such as shame, helplessness, and feeling worthless (Niu *et al.*, 2020). Low self-esteem causes teenagers to tend to withdraw from social interactions, resulting in low psychological well-being, including low life satisfaction (Jiang *et al.*, 2020; González-Cabrera *et al.*, 2020; Yubero *et al.*, 2021). So far, efforts related to cyberbullying have tended to focus on handling it (Geng & Lei, 2021). Cyberbullying is something that cannot be avoided, so it is important to provide adolescents with the competence to face cyberbullying self-acceptance is needed as a protective factor.

Cyberbullying is a psychosocial problem occurring in schools around the world (Rey, Quintana-orts, & Sergio, 2020; Saleem *et al.*, 2021). The results from the school population show that the victims of cyberbullying vary between 10% and 53%, indicating the presence of this phenomenon across all age groups of students (Zhang *et al.*, 2021). Cyberbullying has a negative impact on the psychological well-being of adolescents, expressed in negative emotions such as stress, sadness, anger, frustration, shame, loneliness, fear, depression, a desire for revenge, and thoughts of suicide (Cabrera & Larrañaga, 2020; Kashy-Rosenbaum & Aizenkot, 2020; Rey *et al.*, 2020; L. Wang, 2021). Rey *et al.* (2020) explaining that cyberbullying impacts behavioral issues such as juvenile delinquency, violence, and even the deterioration of academic performance and functioning in school, leading to dropping out and withdrawal from social environments.

The incidence rates of adolescents expressing negative emotions such as stress (20.5%), sadness (32.4%), anger (28.6%), frustration (27.8%), shame (40%), loneliness (30%), fear, mild to moderate depression (52.3%), severe depression (24.2%), revenge desires and thoughts of suicide (23.5%), suicide attempts (4.2%) (Peng *et al.*, 2019; Tuyen, Dat, & Nhung, 2019; Cabrera & Larrañaga, 2020; Kashy-Rosenbaum & Aizenkot, 2020; Rey *et al.*, 2020; L. Wang, 2021). Psychological well-being includes happiness and life satisfaction, with 72% of teenagers' happiness declining due to incidents

of cyberbullying and school satisfaction (14.63%) as well as life satisfaction (18.89%) (Ramos Salazar, 2021; Varela *et al.*, 2021). The results of a preliminary study at SMKN 13 Malang in July 2024 showed that out of 144 students, 30 students experienced cyberbullying and had low self-esteem. Based on this data, teenagers who are victims of cyberbullying need attention.

Factors that influence the psychological well-being of teenagers who are victims of cyberbullying consist of parental factors, environmental factors, and cyberbullying factors. Parental factors include parenting styles, parental communication, and parental support (Olga *et al.*, 2019; Choi, Kabiri, & Yun, 2020). Ha and Jue (2018) explaining that parents provide care and become involved in the personal and psychological aspects of the child, leading to emotional dependence on the parents and experiencing failure when taking initiative, which negatively impacts emotional expression. Environmental factors that influence include peer support and teacher support at school (Brighi *et al.*, 2019; Grifoni *et al.*, 2021; Ngo *et al.*, 2021). The presence of peer support is a protective factor in dealing with cyberbullying (Arató *et al.*, 2022). The factors of cyberbullying consist of the intensity of cyberbullying and the impact of cyberbullying.

Efforts to address the impact of cyberbullying need attention to improve psychological well-being (Chen *et al.*, 2022). Welfare needs to be prioritized, especially during adolescence, because psychological well-being is point number 3 of the Sustainable Development Goals (SDGs), which aims to ensure healthy lives and promote well-being for all people of all ages (Haas & Ivanovskis, 2022). Those efforts have not yet developed the competence of adolescents in facing cyberbullying, so there needs to be efforts related to enhancing adolescents' competence in dealing with cyberbullying through self-acceptance, which is a protective factor needed by adolescents in facing cyberbullying (Geng & Lei, 2021) that is a positive attitude that refers to self-care (self-love), which includes being kind to oneself (self-kindness), being fully aware of what is happening without exaggerating the situation (mindfulness),

understanding and realizing that what happens is also experienced by humans in general (common humanity), thus helping adolescents improve their psychological well-being. Self-acceptance towards psychological well-being in adolescents facing cyberbullying has not yet been developed.

Methods:

The research design is descriptive analysis with a cross-sectional approach. This research was conducted at SMKN 13 Malang from November 11-13, 2024, with a sample size of 50 adolescents who met the inclusion criteria. The inclusion criteria in this study include being active users of social media (WhatsApp / Instagram / Facebook / other social media), teenagers who are victims (do not respond to the perpetrator) and those who respond to the cyberbullying perpetrator in the last 6 months, as well as teenagers aged 15 – 19 years who are willing to be respondents and attend SMKN 13 Malang. The sampling technique used is cluster random sampling. The instrument in this study was adapted and developed from self-acceptance and psychological well-being instruments. The data obtained were then grouped using tables according to their nature and categories, employing SEMPLS to illustrate the reflective indicators of a variable and to depict the influence of the two variables of self-acceptance on psychological well-being. This research has been declared ethically valid by the Faculty of Science and Technology, UIN Maulana Malik Ibrahim Malang, with the number: 43/EC/KEP-FST/2024.

Results:

The teenagers who participated as respondents in this study numbered 50, with 32 individuals (64%) being pure victims of cyberbullying and 18 individuals (36%) being both victims and perpetrators. The demographic characteristics of the adolescents to be presented include age, gender, duration of social media ownership (in years), duration of social media use (hours/day), duration of internet use (hours/day), duration of mobile phone use (in hours/day), and types of social media used.

Table 1 Demographic Characteristics of Adolescents at SMKN 13 Malang 2024 (n = 50)

Characteristics of the respondents	Average	Standard deviation
Age	16,72	0,95
Lama has had social media (years)	5,21	1,72
Duration of social media use (hours/day)	7,82	5,12
Duration of internet use (hours/day)	9,35	5,83
Duration of mobile phone usage (hours/days)	10,11	5,55
	Frequency (f)	Percentage (%)
Gender		
Male	35	70
Female	15	30

Table 1 explains that the majority of the respondents are male teenagers, with an average age of 17 years, having had social media for 5 years, using social media for 8 hours per day, using the internet for 9 hours per day, and using mobile phones for 10 hours per day. Based on that explanation, 10 hours per day, teenagers use their phones for 9 hours per day for internet use. Teenagers use 7 hours per day for social media from the 9 hours per day they use the internet.

Table 2 Types of Social Media Used by SMKN 13 Malang Students 2024 (n = 50)

No	Type of social media used	Frequency (f)	Percentage (%)
1	WhatsApp	50	100
2	Instagram	38	76
3	Youtube	34	68
4	Tik Tok	28	56
5	Facebook	24	48
6	Twitter	19	38
7	Snapchat	3	6

Table 2 shows that out of 50 teenagers, most of them use more than 3 types of social media. In addition, the type of social media most used by teenagers is WhatsApp, with 50 respondents (100%), Instagram with 38 respondents (76%), YouTube with 34 respondents (68%), and TikTok with 28 respondents (56%).

Table 3 Cyberbullying Experienced by Adolescents at SMKN 13 Malang 2024 (n = 50)

No	Types of cyberbullying	Never		1 times		2 – 3 times		> 3 times	
		f	%	f	%	f	%	f	%
1	Received a threatening message	20	40	12	24	10	20	8	16
2	Ignored in the online chat/group forum	13	26	10	20	21	42	6	12
3	Receiving a barrage of embarrassing comments	15	30	14	28	11	22	10	20
4	Slandered and spread through social media	28	56	15	30	4	8	3	6
5	Embarrassing pictures/videos are made into mockery and spread without permission	22	44	20	40	4	8	4	8
6	Accounts are faked to spread false news	27	54	15	30	8	16	0	0
7	Insulted/denigrated on social media/group/forum chat/private messages	26	52	11	22	10	20	3	6
8	False and embarrassing news has been spread	20	40	17	34	10	20	3	6
9	Receiving phone calls/SMS/chat messages that disturb me	19	38	16	32	11	22	4	8

Table 3 can be explained that the type of cyberbullying experienced by teenagers over the past 6 months in this study mostly consisted of neglect in chat forums/online groups, with 2-3 times reported by 21 respondents (42%) and more than 3 times by 6 people (12%). Another type of cyberbullying experienced by most teenagers is receiving disturbing phone calls/SMS/chat messages, with 2-3 occurrences reported by 11 individuals (22%) and more than 3 occurrences reported by 4 individuals (8%). Another type of cyberbullying experienced is receiving threatening messages, with 10 people (20%) receiving them 2-3 times and 6 people (12%) receiving them more than 3 times, as well as being insulted/denigrated on social media/group/forum chat/private messages, with 10 people (20%) experiencing this 2-3 times and 3 people (6%) experiencing it more than 3 times.

Table 4 Frequency Distribution of Cyberbullying Factors (n = 50)

Variable	Category	Frequency	Percentage
		(f)	(%)
Intensity of cyberbullying	Low	9	18
	Moderate	40	80
	Good	1	2
	Very good	0	0
	Total	50	100
Impact of cyberbullying	Low	0	0
	Moderate	16	32
	Good	29	58
	Very good	5	10
	Total	50	100

Table 4 can be explained that most teenagers who are victims of cyberbullying experience the intensity of cyberbullying in the moderate category, which amounts to 40 people (80%), but the impact of cyberbullying felt by these teenage victims is in the high category, which amounts to 29 people (58%). The impact of cyberbullying needs attention because there is a tendency for it to have a very high impact

category, with 5 people (10%). Self-acceptance is a latent variable formed by variables that include choosing situations, spreading attention, and changing thoughts.

Table 5 Frequency Distribution of Self-Acceptance (n = 50)

Variable	Category	Frequency (f)	Percentage (%)
Choosing a situation	Low	8	16
	Moderate	19	38
	Good	23	46
	Total	50	100
Spreading attention	Low	6	12
	Moderate	29	58
	Good	15	30
Change one's mind	Low	9	18
	Moderate	17	34
	Good	24	48
	Total	50	100

Table 5 can be explained that the self-acceptance of adolescents has the ability to choose situations in the high category, with 23 people (46%), so this ability still needs to be improved. The ability to spread attention falls into the moderate category, with 29 people (58%), while the ability to change thoughts falls into the high category, with 24 people (48%). Psychological well-being is a latent variable formed by observational variables consisting of happiness and life satisfaction.

Table 6 Frequency Distribution of Psychological Well-Being (n = 50)

Variable	Category	Frequency (f)	Percentage (%)
Happiness	Low	3	6
	Moderate	26	52
	Good	21	42

Variable	Category	Frequency (f)	Percentage (%)
Life satisfaction	Low	4	8
	Moderate	24	48
	Good	22	44
	Total	50	100

Table 6 can be explained that the psychological well-being of adolescents formed from happiness is mostly in the moderate category, with 26 people (52%), while in the aspect of life satisfaction, most are also in the moderate category, with 24 people (48%). The influence of the self-acceptance variable on the psychological well-being variable, which has been tested using SEMPLS, is shown in the model in Figure 1

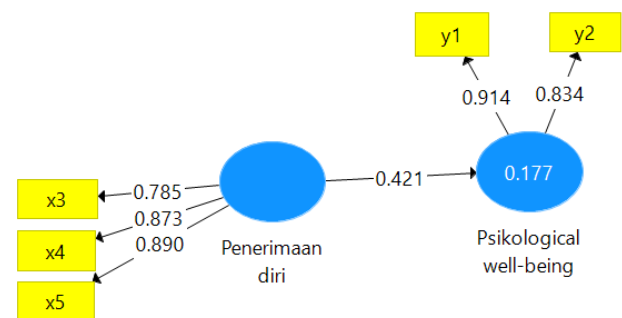


Figure 1 shows that self-acceptance is shaped by the ability to choose something, spread attention, and change thoughts, while the variable psychological well-being is shaped by happiness and life satisfaction. Showing the indicators of each variable that are valid with an outer loading value > 0.5. This indicates that based on convergent validity, the indicator is declared valid for measuring its variable.

Table 7 Results of Convergent Validity Testing

Variable	Variable construction	Indicator/Manifest variable	Loading Factor	AVE	Explanation
X	Self-acceptance	X ₃ Choosing a situation	0.785	0.724	Significant
		X ₂ Spreading attention	0.873		
		X ₃ Changing one's mind	0.890		

Variable	Variable construction	Indicator/Manifest variable	Loading Factor	AVE	Explanation
Y	Psychological well-being	Y ₁ Happiness	0.914	0.765	Significant
		Y ₂ Life satisfaction	0.834		

Table 7 shows that all indicators produce factor loading and average variance extracted (AVE) values greater than 0.5; thus, based on convergent validity, all indicators are declared valid for measuring their respective variables. Confabulated constructs that can be used to test the reliability of a construct are Cronbach's alpha and composite reliability. The testing criteria state that if composite reliability is greater than 0.7 and Cronbach's alpha is greater than 0.6, then the construct is considered reliable. The results of the composite reliability and Cronbach's alpha calculations can be seen in the summary presented in Table 8.

Table 8 Results of Construct Reliability Testing

Variable	Cronbach's Alpha	Composite Reliability
(X) Self-acceptance	0.817	0.887
(Y) Psychological well-being	0.700	0.867

Table 8 shows that each variable produces a Cronbach's alpha value greater than 0.6 or a composite reliability value greater than 0.7. Thus, based on the calculation of the Cronbach's alpha value or the composite reliability value, all indicators are declared reliable in measuring their respective variables. The Q² value can be used to measure how well the observation values are produced by the model and also the estimation of its parameters.

Table 9 Results of predictive relevance testing (Q²)

Variable	SSO	SSE	Q ² (=1-SSE/SSO)
(X) Self-acceptance	150.000	88.277	0.411
(Y) Psychological well-being	100.000	72.030	0.280

Table 9 shows that the model produces a predictive relevance value (Q²) greater than 0 (zero), indicating that the model is considered good. Hypothesis testing is used to examine the presence or absence of the influence of exogenous variables on endogenous variables.

Table 10 Hypothesis Testing Results

Influence	Coefficient	T Statistics (O/STDEV)	P Values	Significant
(X) self-acceptance -> (Y) psychological well-being	0.421	2.336	0.020	Significant

Table 10 shows all the effects of (X) self-acceptance -> (Y₁) psychological well-being, resulting in a T statistic value of > 1.96 and a p-value < 0.05. This means that there is a significant influence of adolescent self-acceptance on psychological well-being

Discussion:

Related to the intensity of cyberbullying and the impact of cyberbullying felt by teenage victims, teenagers need to have sufficient competence to be able to face and adapt to cyberbullying, thereby minimizing the impact of cyberbullying.

The average respondent is 16 years old, a transitional period marked by physical, emotional, and social changes, making them vulnerable to cyberbullying. Teenagers at the age of 16 are in the stage of self-discovery, seeking recognition and acceptance from peers, especially in the online world. They experience hormonal changes and emotional development, making them more sensitive to criticism or comments perceived as attacks on their self-esteem. At the age of 16, they are very active on social media, using platforms to interact with peers through group conversations, sharing personal photos and

videos that reveal parts of their lives openly, sharing experiences, and expressing themselves, making them vulnerable to negative comments and insults.

In their teenage years, individuals are more vulnerable to becoming victims of cyberbullying when they do not meet their friends' expectations or do not conform to peer group norms regarding differences in appearance, lifestyle, social status, and the tendency to compare themselves with others. The online world provides a sense of anonymity to perpetrators who feel there are no direct consequences for their actions, making them more daring in attacking other teenagers without remorse. The average duration of having social media is 5 years, the average daily use of social media is 7 hours, the average daily use of the internet is 9 hours, and the average daily use of mobile phones is 10 hours. In 10 hours per day, teenagers use their phones for 9 hours per day for internet use. Teenagers spend 7 hours a day on social media out of the 9 hours a day they use the internet. The prolonged use of mobile phones increases the likelihood of reading negative comments, making them targets of ridicule. The habit of excessive scrolling allows them to continuously see updates or messages containing bullying, thereby worsening the emotional impact. Besides bullying, prolonged use of mobile phones increases the risk of exposure to negative content such as violence and scams, which can affect teenagers' mindset and worsen their feelings, as well as the lack of direct social interaction or activities to develop social skills. Most of the male teenagers, totaling 35, where gender does not determine the occurrence of bullying, but the type of bullying does differentiate, with girls more often being victims of verbal, emotional, or social bullying, while boys are more vulnerable to physical bullying or aggressive attacks.

Most teenagers use more than 3 types of social media. Additionally, the types of social media most used by teenagers are WhatsApp, with 50 respondents (100%), Instagram with 38 respondents (76%), YouTube with 34 respondents (68%), and TikTok with 28 respondents (56%). WhatsApp is more vulnerable to cyberbullying compared to YouTube and

TikTok due to its more personal nature based on direct conversations and group chats, which allows for the rapid spread of bullying messages. Additionally, WhatsApp provides less supervision and moderation compared to video-based platforms like YouTube and TikTok, which have more extensive reporting and control systems for uploaded content.

The type of cyberbullying experienced by teenagers over the past 6 months in this study mostly involved neglect in online chat forums, with 2-3 times reported by 21 respondents (42%) and more than 3 times by 6 individuals (12%). Another type of cyberbullying experienced by most teenagers is receiving disturbing phone calls/SMS/chat messages, with 2-3 occurrences reported by 11 individuals (22%) and more than 3 occurrences reported by 4 individuals (8%). Another type of cyberbullying experience includes receiving threatening messages 2-3 times by 10 people (20%) and more than 3 times by 6 people (12%), as well as being belittled on social media/group/forum chat/private messages 2-3 times by 10 people (20%) and more than 3 times by 3 people (6%). The intensity of cyberbullying among teenagers can be influenced by low self-esteem, making them more susceptible to others' opinions and feeling intimidated by negative comments. Aggressive behavior can lead to prolonged and painful instances of cyberbullying. Additionally, social status based on appearance and academic ability, as well as parental supervision and an indifferent family environment towards teenagers, can enable bullying to occur.

Most teenagers who are victims of cyberbullying experience a moderate intensity of cyberbullying, with 40 individuals (80%) falling into this category. However, the impact of cyberbullying felt by these teenage victims is categorized as high, with 29 individuals (58%) in this group. The impact of cyberbullying needs attention because there is a tendency for it to fall into the very high category, affecting 5 people (10%). The intensity and impact of cyberbullying felt by teenage victims of cyberbullying requires teenagers to have sufficient competence so that they can face and adapt to cyberbullying, thereby minimizing its impact. The impact of moderate

intensity cyberbullying varies depending on the individual and their social context. The frequency of cyberbullying incidents among teenage victims of cyberbullying causes feelings of depression, confusion, guilt, fear, shame, stress, and anxiety because many users witness these events. The type of cyberbullying experienced by teenagers in the last 6 months in this study mostly involved neglect in online chat forums, occurring 2-3 times for 21 respondents (42%) and more than 3 times for 6 people (12%). Another type of cyberbullying experienced by most teenagers is receiving disturbing phone calls/SMS/chat messages, with 2-3 occurrences reported by 11 people (22%) and more than 3 occurrences reported by 4 people (8%). Another type of cyberbullying received includes receiving threatening messages, with 10 people (20%) experiencing it 2-3 times and 6 people (12%) experiencing it more than 3 times, as well as being belittled on social media/group/forum chat/private messages. 2 – 3 times for 10 people (20%) and more than 3 times for 3 people (6%). The intensity of cyberbullying among teenagers can be influenced by low self-esteem, making them more susceptible to others' opinions and feeling intimidated by negative comments. Aggressive behavior can lead to prolonged and painful instances of cyberbullying. Additionally, social status related to appearance and academic ability, as well as parental supervision and an indifferent family environment towards teenagers, can facilitate bullying (Turliuc et al., 2020).

Cyberbullying with moderate intensity means that the bullying that occurs is not too extreme, but it is damaging enough to affect the victim's well-being. The bullying occurs in the form of verbal intimidation, spreading rumors, social exclusion, or repeated negative comments through online platforms. Although the impact is not as severe as high-intensity bullying, it still has psychological and social effects. Teenagers who possess good social and emotional competencies will have the ability to self-regulate in stressful situations, including bullying and cyberbullying, capable of having empathy and good awareness, thus able to consider the consequences to manage emotions and understand the conditions of others (Salem et al., 2023). Teenagers' self-acceptance

has a high ability to choose situations, with 23 people (46%) in this category, so this ability still needs to be improved. The ability to spread attention falls into the moderate category with 29 people (58%), while the ability to change thoughts falls into the high category with 24 people (48%). Self-acceptance is an individual's process of accepting and valuing themselves, including their strengths and weaknesses. The negative impact of cyberbullying causes a decrease in self-confidence, self-esteem, self-acceptance, and self-identity. Therefore, it is very important to provide emotional and psychological support so that teenagers can accept themselves after the treatment or words that others have directed at them. Additionally, educating them about mental health, self-acceptance, and social skills is crucial to developing healthy self-confidence.

Emotionally intelligent teenagers are more capable of detecting emotional pressure that can occur in class or from their peers, emotional pressure in the virtual world, able to cope with the differences between their own emotions and those of their peers, and have enough self-control to avoid falling into self-destructive behavior (Sanchez-sanchez *et al.*, 2020). Teenagers with high emotional intelligence in dealing with cyberbullying will do their best to prevent negative situations from occurring but will not avoid negative situations or stress if they want to bring long-term benefits, so they will strive to face the situations positively (Peña-Sarrionandia *et al.*, 2015).

Ways to improve self-acceptance include building self-confidence by praising efforts that have been successfully achieved, setting life goals with parental guidance, accepting human imperfections and being grateful for the blessings given by God, encouraging enjoyable physical activities through exercise, promoting critical thinking about what is seen on social media, listening without judgment to foster trust in parents and teachers, recognizing and managing emotions through meditation, encouraging teenagers to join activity groups they are interested in, teaching effective communication skills, setting a good example, encouraging teenagers to be selective in choosing platforms,

teaching empathy and self-forgiveness for past mistakes and failures, and striving to be better than the previous day. Teenagers who are victims of cyberbullying and possess high emotional intelligence tend to avoid aggressive actions and are more likely to recommend gratitude when facing cyberbullying to reduce aggressive behavior and revenge against the perpetrators. They have an optimistic, realistic, and flexible attitude, are capable of problem-solving, can handle stress, and can control themselves (Chamizo-Nieto et al., 2020; Delgado & Garc, 2019; Fteiha & Awwad, 2020; Méndez et al., 2019; Rey et al., 2019; Segura et al., 2020).

Teenagers' self-acceptance has a high ability to choose situations, with 23 people (46%) in this category, so this ability still needs to be improved. The ability to spread attention falls into the moderate category with 29 people (58%), while the ability to change thoughts falls into the high category with 24 people (48%). Self-acceptance is an individual's process of accepting and appreciating themselves, including their strengths and weaknesses. The negative impact of cyberbullying causes a decrease in self-confidence, self-esteem, self-acceptance, and self-identity. Therefore, it is very important to provide emotional and psychological support so that teenagers can accept themselves after the treatment or words that others have directed at them, and to provide education about mental health, self-acceptance, and social skills to develop healthy self-confidence.

Emotionally intelligent teenagers are more capable of detecting emotional pressure that may arise in class or from their peers, emotional pressure in the online world, and able to cope with the differences between their own emotions and those of their peers, possessing enough self-control to avoid falling into self-destructive behavior (Sanchez-sanchez *et al.*, 2020). Teenagers with high emotional intelligence in dealing with cyberbullying will do their best to prevent negative situations from occurring but will not avoid negative situations or stress if they want to bring long-term benefits, so they will strive to face the situations positively (Peña-Sarrionandia *et al.*, 2015).

Efforts to enhance self-acceptance include building self-confidence by praising achieved efforts, setting life goals with parental guidance, accepting human imperfection and being grateful for the blessings given by God, encouraging enjoyable physical activities through exercise, urging teenagers to think critically about what they see on social media, listening without judgment to foster trust in parents and teachers, recognizing and managing emotions through meditation, inviting teenagers to join interest-based activity groups, teaching effective communication skills, setting a good example, encouraging teenagers to be selective in choosing platforms, teaching empathy and self-forgiveness for past mistakes and failures, and striving to be better than the previous day.

Conclusions:

Teenagers who are victims of cyberbullying and have good self-acceptance can possess high emotional intelligence, which can enhance psychological well-being by not engaging in aggressive actions and instead suggesting gratitude when facing cyberbullying to reduce aggressive and retaliatory actions towards the perpetrators. They should have an optimistic, realistic, and flexible attitude, be able to solve problems, face stress, and control themselves.

Limitation Study:

The limitation of this study was that it was only conducted in one school, it is hoped that future research can use more than one school location.

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Conflict of Interests:

The authors declare that they have no conflict of interests

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