

# From Home to Digital Space: Mapping the Culture of Family Verbal Violence in Adolescent Cyberbullying

Endah Murwani<sup>1,\*</sup>, Agustinus Rusdianto Berto<sup>2</sup>, Teguh Dwi Putranto<sup>3</sup>

<sup>1,2</sup> Faculty of Communication Science, Universitas Multimedia Nusantara, Scientia Boulevard, Tangerang, Indonesia

<sup>3</sup> Department of Communication Science, Universitas Negeri Surabaya, Ketintang Street, Gayungan, Surabaya, Indonesia

\* Corresponding Author Email: [endahmurwani@umn.ac.id](mailto:endahmurwani@umn.ac.id)

## ARTICLE INFO

### Article history

Received December 31, 2025

Revised January 14, 2026

Accepted February 02, 2026

### Keywords

Family Communication;

Verbal Violence ;

Cyberbullying;

Adolescents;

Power relations

## ABSTRACT

Cyberbullying among adolescents is often examined through technological or psychological perspectives, while the role of family communication as a cultural foundation of aggressive behavior remains underexplored. This study aims to analyze verbal violence within family communication as a patterned communicative practice that contributes to adolescents' involvement in cyberbullying. Using a descriptive survey design, data were collected from 1,481 senior high school students in four Indonesian cities - Mataram, Pontianak, Medan, and Makassar. The instrument measured adolescents' experiences of verbal violence in family interactions, including negative labeling, verbal reprimands, and ridicule. The findings indicate that verbal violence is a common feature of everyday family communication, particularly in the form of negative labels related to physical appearance, habits, and personality traits. These communicative practices are embedded within hierarchical family structures characterized by collectivism and high-power distance, which legitimize verbal control by authority figures. The internalization of such communication patterns facilitates the reproduction of verbal aggression in digital environments, manifesting as cyberbullying. This study contributes to communication scholarship by highlighting cyberbullying as a continuation of meaning-making and power negotiation processes learned through family discourse. The findings underscore the importance of family-based and culturally informed communication interventions in cyberbullying prevention strategies.

Published by Association of Indonesian Communication Science Higher Education.

This is an open-access article under the [CC-BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



## 1. Introduction

The results of the National Survey on the Life Experiences of Children and Adolescents conducted by the Ministry of Women's Empowerment and Child Protection in 2021, show that children aged 13-17 years' experience emotional violence throughout their lives. Female adolescent experience more emotional violence than males, in urban and rural areas. The types of emotional violence experienced include bullying from adults, bullying from peers, and cyberbullying (Susilowati, 2022).

Cyberbullying is not a problem to be taken lightly. This is because cyberbullying can have a tremendously negative impact on its victims, ranging from mental, physical, and emotional. Many victims of cyberbullying end up experiencing depression, anxiety, and self-harm, even committing suicide due to being unable to accept the cyberbullying perpetrated against them by many people (Imanisa et al., 2025; Unicef, 2020). Research by Asosiasi Penyelenggara Jasa Internet Indonesia (APJII), in collaboration with Polling Indonesia, found that approximately 49 percent of netizens had been the target of bullying on social media, and 31.6 percent of them admitted to often ignoring the behavior and doing nothing (APJII, 2020).

Bullying and cyberbullying are serious problems, which must be understood in the cultural context in which bullying occurs. Indonesia, as a country that tends to adhere to a high-power distance culture, allows more oppression to occur compared to countries with low power distance (Murwani, 2023; Murwani & Dewi, 2019). Apart from that, Indonesia is also a country with an honor culture. In honor culture, reactions with revenge are common, so in honor culture, individuals are ready to defend social honor (Erişti & Akbulut, 2019). Culture may facilitate or constraint the channeling of expression through violence as a means of social control. Previous studies have shown that bullying and cyberbullying are influenced by individual factors, situational factors and proximal factors such as emotional aspects and the impact of cyberbullying (Livazović & Ham, 2019).

Individual factors that influence bullying behavior are gender, age and personality. Research indicates that gender plays an important role in cyberbullying behavior (Marinoni et al., 2023). Male and female adolescents exhibit different responses to cyberbullying. Studies in China show that males experience cyberbullying more frequently and tend to use aggressive humor in daily life (Huang et al., 2023). Research also shows that male have higher abilities when it comes to revenge and confrontation (Erişti & Akbulut, 2019), whereas female is more inclined toward avoidance and preventive strategies (Larrañaga et al., 2016), preferring indirect forms to avoid aggression (Makri-Botsari & Karagianni, 2014)

Situational factors influencing bullying include power ownership, low parental and teacher supervision, and the quality of family and peer relationships (Larrañaga et al., 2018; Livazović & Ham, 2019). Possession of power creates the potential for bullying. This happens when someone feels they have power, there tends to be dislike, hatred, neglect and denigration of other people who are considered unequal (Bergmann & Baier, 2018)

Lack of or no supervision from parents and teachers is a situational factor that has the potential to cause bullying and cyberbullying. Shao's research results show that low levels of parental supervision and high levels of family conflict are risk factors that cause children to become victims of cyberbullying (Shao et al., 2023). Another situational factor that influences bullying behavior is the closeness of relationships within family and friends. While several studies show that good relationships within family and friends are correlated with lower psychological distress (Escario et al., 2022; Horwitz et al., 2015; Rodriguez-Rivas et al., 2022), the quality of family communication is a protective factor against cyberbullying, for victims and perpetrators (Buelga et al., 2017; Larrañaga et al., 2016). Likewise, research on students in Spain found that adolescents who were victims or perpetrators of cyberbullying had less open communication with their parents than students who were not involved in cyberbullying (Gómez-Ortiz et al., 2019)

The findings of several studies emphasize the important role of parents in preventing children's involvement in bullying and cyberbullying. Violent practices carried out by parents, such as physical punishment and verbal violence, lack of attention and communication with children, lack of autonomy for children, and excessive behavioral control, can actually increase children's vulnerability to becoming victims of bullying (Gómez-Ortiz et al., 2016)

Cross-cultural studies in Asian societies such as China, Taiwan, and South Korea show that there are significant differences in the prevalence and patterns of cyberbullying across cultures (Barlett et al., 2014; Chen & Chen, 2020; Jungup et al., 2020; Migliaccio et al., 2024; Park et al., 2021). Culture shapes how individuals learn, interpret, and reproduce aggressive behavior. Families, schools, and social environments function as primary cultural agents guiding behavioral norms (Barlett et al., 2014)

Previous research results found that the culture where bullying victims live (Barlett et al., 2014, 2023) influences the behavior of bullying victims. Culture influences every individual's behavior, both directly and indirectly. Cultural factors can be a variable that explains the behavior displayed by cyberbullying perpetrators and also the reactions shown by victims. Culture has an important role for individuals in learning aggressive behavior and defensive behavior. An individual's immediate environment, namely family, school and social environment, guides this behavior according to the culture in which they live (Barlett et al., 2014)

Culture is a force that guides individuals to behave in accordance with their culture when faced with a bullying situation. This tends to predominate in societies with higher collectivist values. In collectivist cultures, individuals must put society before themselves (Barlett et al., 2014)

Therefore, mapping bullying and cyberbullying from a cultural perspective is essential. Cyberbullying cannot be addressed solely through a technological determinism approach but requires cultural analysis. Given Indonesia's collectivist and honor-based cultural orientations, culturally sensitive and family-centered approaches are necessary, particularly for adolescent populations.

This study aims to bullying and cyberbullying behavior within family environments. Research is limited to the family environment, based on the the assumption that children learn norms and behavior primarily from the families. The family environment is a key factor in the psychological development of children and adolescents. The significance of this research lies in its contribution to the development of culturally grounded cyberbullying literacy models and integrated policy strategies involving Ministry of Primary and Secondary Education; Ministry of Women's Empowerment and Child Protection, Ministry of Communcation and Digital.

From a communication studies perspective, verbal violence can be understood not merely as individual behavior but as a patterned communicative practice embedded within everyday interactions. Family communication functions as the primary site where meanings, norms, and expectations regarding acceptable speech are constructed and negotiated. Through repeated verbal exchanges, families transmit implicit rules about authority, obedience, emotional expression, and the legitimacy of verbal control.

Within this framework, verbal violence operates as a form of symbolic communication that reinforces power relations and social hierarchies. Language is not neutral; it carries cultural meanings that shape how individuals perceive themselves and others. When negative labeling and verbal aggression are repeatedly used in family communication, adolescents learn to associate authority with verbal dominance and humiliation. These communicative patterns are subsequently transferred to digital environments, where they are reproduced through cyberbullying practices. Thus, cyberbullying should be examined as a communicative extension of offline family interaction patterns rather than solely as a technologically mediated behavior.

## 2. Method

This study employed a descriptive survey method, which is appropriate for mapping patterns, tendencies, and characteristics of verbal violence among adolescents within the family. Descriptive surveys are widely used in communication and social research to capture respondents' experiences, perceptions, and interaction patterns without testing causal relationships (Creswell, 2014; Neuman, 2014).

The use of a self-administered questionnaire instrument for adolescents allowed the researcher to systematically document respondents' practices and experiences regarding verbal violence within the family (Bryman, 2016). The population in this study was high school, with the following considerations: 1) high school students are included in the teenage age category; 2) high school students are digital native which is assumed to be born and grow in a new technological era; 3) high school students have the potential to become perpetrators and victims *cyberbullying*. Sample selection was carried out through several stages. The first stage is to determine various high schools in each city. School selection is carried out in coordination with the Provincial Education Office or the

Provincial Education and Culture Service. This first stage produces selected high schools in each city. The second stage, selecting samples from selected schools, namely each school was taken from classes X, XI, and XII.

A total of 1,481 senior high school students from Mataram, Pontianak, Medan, and Makassar participated voluntarily in this study. Respondents were assured of anonymity and confidentiality, and informed that their responses would not be accessed by parents or teachers. The self-report questionnaire was completed within 30–45 minutes.

**Table 1.** Respondents

No	City	School sample	Number of respondents
1	Mataram	SMAN 1, SMAN 5, SMAN 9, SMAN 11, SMAK Kesuma, SMA Nurul Jannah	310
2	Pontianak	SMAN 4, SMAN 6, SMAN 8, SMAN 9, SMAN 11, SMA Imanuel, SMA Al Azhar, SMA Mujahidin	366
3	Medan	SMAN 1, SMAN 4, SMAN 10, SMAN 11, SMA Santo Thomas, SMA Harapan Medan, SMA Cahaya Medan, SMA Kemala Bayangkari	400
4	Makassar	SMAN 2, SMAN 3, SMAN 8, SMAN 11, SMAN 14, SMA Gamaliel, SMA Kartika Chandra Kirana, SMA Islam Athirah	405
		Total	1.481

First, respondents provided information on sociodemographic characteristics (gender, age, religion, and ethnicity). Furthermore, to determine their background, the questionnaire also asked about the types of social media used and duration of daily use. Violence exposure in the family was investigated with three questions. The items included frequency of adults living in the home arguing, a family member feeling threatened at home, and home invasion. Next, the questionnaire investigates labels in the family. Negative labeling is considered a type of verbal bullying. Negative labels are categorized into three: labels that refer to the physical body, labels that refer to habits, and labels that refer to nature or character.

The questionnaire asked, 'has the respondent received labels from family members?'. If the answer is 'yes', the respondent is asked to state the label they received, and to name the family member who provided the label. Likewise, the questionnaire asked, 'do respondents label family members?'. If the answer is 'yes', the respondent is asked to name the label given to the family member, and to name the family member who was given the label by the respondent.

To identify bullying in the family, this study also asked respondents, 'have they ever been verbally abused by family members when they made a mistake'. If respondents answered 'yes', they were asked to state the type of abuse received from family members, and to name the family member who abused them. Similarly, the questionnaire asked, 'has the respondent ever verbally abused a family member?'. If the answer is 'yes', the respondent is asked to state the type of abuse given to family members, and to name the family member who was verbally abused by the respondent.

Data were analyzed descriptively to identify dominant patterns of verbal violence in family communication, in line with the study's objective of mapping trends in cultural patterns of verbal violence, rather than explaining causal mechanisms.

### 3. Results and Discussion

#### 3.1. Respondent Background

Out of a total of 1.481 respondents, 54.83 percent respondents were female, 45.17 percent were male. The age range of respondents was between 14-19 years.

The majority of ethnicities in the city of Mataram are Sasak, Balinese, Chinese and Javanese. Ethnic groups in the city of Pontianak are predominantly Malay, Chinese and Bugis. Respondents in the city of Medan were dominated by Batak and Malay tribes. Meanwhile, the majority of respondents in Makassar are Bugis and Malay ethnic.

The data collected shows that all respondents access the internet every day, including social media. Some schools implement rules limiting the use of cell phones in class. In more detail, the 1.481 respondents, on average, spent 4-6 hours accessing the internet every day.

The social media most frequently used by respondents are: 1) TikTok 2) Instagram; 3) WhatsApp; 4) YouTube. On average, respondents use these four social media 4-6 hours a day. For Line, Facebook, X (Twitter) media, not all respondents have these social media accounts. For respondents who have Line, Facebook, X (Twitter) accounts, the average usage time is 1-3 hours.

### 3.2. Exposure to Family Violence

Exposure to violence in the family environment, consisting of : arguments, threats and attacks. Exposure to violence can influence children's involvement in cyberbullying behavior. The research results show that the majority of respondents were exposed to quarrels within the family. 39.95 percent witnessed an argument in the past year. 16.35 percent in the last month, even 4.26 percent were exposed to quarrels almost every day.

Regarding exposure to violence in the form of threats, 25.21 percent experienced threats in the last year, and 3.31 percent were exposed to threats every day. The frequency of daily exposure to threats in the family environment can affect children's cognition. Meanwhile, exposure to attacks showed that 78.12% of respondents had never seen an attack at home. 14.75% of respondents were exposed to attacks in the last year.

**Table 2.** Frequency of Exposure to Violence in the Family

No	Exposure to family violence	Quarrel (%)	Threat (%)	Attack (%)
1	Never	32,57	54,25	78,12
2	1-2 times in the last year	39,95	25,21	14,75
3	1-2 times in the last month	16,35	12,14	4,71
4	1 time in the last week	6,87	6,09	1,78
5	Almost every day	4,26	3,31	0,64
	Total	100,00	100,00	100,00

### 3.3. Family as an Arena for the Socialization of Verbal Violence

Research show that high school students experience bullying from family members. Nicknames, negative labels or derogatory names are the root of verbal violence or bullying in the family. The data obtained showed that 79.49% of respondents admitted to receiving labels they considered negative from their parents and siblings. However, it turns out that extended family members such as grandparents, aunts and uncles, and cousins also give negative labels. On the other hand, 64.46% of respondents also gave labels to family members, especially aimed at younger family members such as younger siblings. However, some respondents stated that they gave the label to their parents.

**Table 3.** Acceptance and labeling in the family

No	Acceptance and labeling	Of (%)	No (%)	Total (%)
1	Receiving labels from family members	79.49	20.51	100
2	Labeling family members	64.46	35.54	100

Respondents' answers regarding labels received or given to family members were categorized based on physical characteristics, daily habits, and nature. The research data in Table 4 shows that the percentages of labels based on physical characteristics received and given by respondents to family members were not significantly different, namely 24.64% and 25.10%. Similarly, the percentages of labels based on habits, traits, and a combination (physical characteristics, habits, traits) were almost the same.

**Table 4.** Categories of labels accepted and given in the family

No	Label categories	Physique (%)	Habit (%)	Characteristic (%)	Combination (%)	Total (%)
1	Receiving Labels	24,64 (308)	25,28 (316)	23,36 (292)	26,72 (334)	100 (1250)
2	Labeling	25,10 (254)	27,67 (280)	25,49 (258)	21,74 (220)	100 (1012)

The results of the study showed that the labels received and given to family members were based on physical characteristics, namely: short, fat body, thin body, black skin, curly hair, long hair, afro hair, flat nose, bald, missing teeth, dirty appearance, and so on.

Labels in the habit category tend to be associated with bad habits, such as laziness, nagging, stingy, mischievous, and whiny. Labels categorized by traits also tend to be associated with bad traits, such as stupidity, stubbornness, fierceness, and short-temperedness.

The labels received or given also use regional terms or language from local cultures. Negative labeling has the potential to be the root of verbal abuse against children. The impact of negative labeling on children or siblings can lead to depression, low self-esteem, and weakened family ties. (Brett et al., 2023; Wolke et al., 2015).

**Table 5.** Labels Received and Given in the Family

No	Category	Labels and nicknames
1	Physique	dwarf, short, fat, black, little, skinny, curly, curly, chubby, flat-nosed, skinny, tiny, toothless, bald, dirty, fat, long-haired
2	Habit	lazy, fussy, stingy, ignorant, crybaby
3	Traits	stubborn, stupid, angry, stubborn, fierce

This study also identified verbal violence within families, in the form of verbal violence received and given by respondents. The results showed that 71.50 percent of respondents had received verbal violence from family members. Conversely, 52.16% of respondents had verbally abused family members. The types of verbal violence received and given to family members tended to be related to physical characteristics, habits, character, and animals.

Table 6 displays the categories of violence: physical, habitual, character, and animal. Respondents frequently received abuse from their parents when they were angry. Children were perceived as not meeting their parents' expectations: being lazy about studying, undisciplined, preoccupied with their cell phones, playing online games, and so on.

The form of violence received by respondents was also based on physical characteristics of the body, habits, nature and animals such as dogs, pigs, monkeys, buffalo, lions.

On the other hand, respondents also cursed at family members who were not equal, such as younger siblings or cousins. When angry at their parents or older siblings, respondents did not dare to curse at their parents directly.

**Table 6.** Swearing in the family

No	Category of swearing	Physique (%)	Habit (%)	Characteristic (%)	Animal (%)	Combinatio n (%)	Total (%)
1	Receiving swearing	17,08 (192)	20,99 (236)	20,12 (226)	13,70 (154)	28,11 (316)	100 (1124)
2	Giving swearing	18,78 (154)	20,97 (172)	19,51 (160)	15,37 (126)	25,37 (208)	100 (820)

**Table 7.** Categories of violence in the family

No	Category	Swearing
1	Physique	short, fat, black, chubby, skinny, curly, curly, chubby, pug, skinny, tiny, toothless, bald, dirty, fat, long-haired
2	Habit	lazy, stupid,
3	Traits	stubborn, stupid, angry, monkey
4	Animal	dog, pig, devil

The results of the study showed that labels received and given to family members tended to be associated with physical characteristics. Negative labels for physical characteristics included: short, fat, thin, dark skin, curly hair, long hair, afro hair, flat nose, bald, missing teeth, dirty appearance, and crybaby.

Labels in the habit category tend to be associated with bad habits, such as laziness, nagging, stingy, and mischievousness. Labels categorized by traits also tend to be associated with bad traits, such as stupidity, stubbornness, fierceness, anger, and stupidity.

The findings indicate that verbal violence in families is not merely an interpersonal issue but a deeply internalized cultural communication pattern among adolescents. The dominance of negative labels related to physical appearance, habits, and character reflects symbolic control over children's bodies and identities within family relationships. In high power distance cultures, such practices are often normalized as discipline, humor, or emotional expression rather than recognized as violence.

Collectivism and honor culture further reinforce this normalization. Hierarchical family structures legitimize verbal criticism from authority figures, while adolescents lack the power to negotiate or reject imposed labels. Consequently, verbal violence is reproduced horizontally by adolescents toward weaker family members, such as younger siblings.

The internalization of verbal violence shapes adolescents' cognitive schemas, framing aggression as an acceptable communication strategy. In digital spaces characterized by anonymity and minimal social control, these aggressive patterns find new channels of expression. Cyberbullying, therefore, represents a continuation of culturally learned verbal violence rather than a purely technological phenomenon.

These findings reinforce cross-cultural research that confirms that the cultural context in which individuals grow up influences how they interpret, display, and respond to aggressive behavior. The study's primary contribution lies in affirming the role of the family as an early cultural space that shapes adolescents' cyberbullying tendencies. Therefore, cyberbullying prevention efforts need to go beyond school- and technology-based approaches to incorporate family- and culture-based interventions as a strategic foundation.

From a socio-cultural perspective, the family is the primary environment in which children learn, norms, values, and communication patterns. Verbal violence practice within families—such as negative labeling, nicknames, and verbal insult – may function as a mechanism for normalizing aggression. Hierarchical and harsh family communication pattern with limited dialog is associated with higher risks of bullying and cyberbullying involvement (Larrañaga et al., 2018; Makri-Botsari & Karagianni, 2014). Patterns of aggression and violence cannot be separated from the value systems

that structure social relations. Two cultural dimensions that are particularly relevant in explaining the normalization and reproduction of verbal violence within families are collectivism and high power distance

Within the family context, unequal power relations between parents and children, as well as between siblings, allow verbal abuse to be accepted as discipline, humor, or emotional expression. Repeated verbal abuse has the potential to shape children's cognitive schemas that verbal aggression is an acceptable form of communication.

Beyond the frequency and forms of verbal violence, the findings of this study highlight the communicative functions of verbal aggression within family interactions. Verbal violence does not occur randomly; it follows recognizable patterns of meaning-making shaped by cultural expectations and relational roles. Negative labeling, ridicule, and verbal reprimands serve not only to express dissatisfaction but also to assert authority, regulate behavior, and reinforce social boundaries within the family.

In high power distance family structures, communication tends to be unidirectional, flowing from authority figures to subordinates. Adolescents are positioned primarily as receivers of messages rather than as active participants in dialogue. This asymmetrical communication limits opportunities for clarification, resistance, or emotional negotiation. As a result, verbal aggression becomes normalized as part of everyday interaction, while alternative communicative practices—such as empathetic listening or dialogic conflict resolution—remain underdeveloped.

From a symbolic interactionist perspective, repeated verbal labels contribute to the construction of adolescents' self-concepts. Labels related to physical appearance, habits, or personality traits are not merely descriptive; they function as symbolic cues that shape how adolescents interpret their identities and social worth. Over time, these communicative experiences may foster internalized perceptions of inadequacy or aggression, influencing how adolescents communicate with others both offline and online.

When these adolescents engage in digital communication, the absence of immediate social cues and face-to-face accountability amplifies the reproduction of aggressive communication patterns. Cyberbullying, therefore, reflects a continuity of meaning-making processes learned within family communication contexts. Digital platforms provide a space where verbal dominance can be exercised with fewer social constraints, reinforcing the communicative logic that aggression is an effective and acceptable mode of interaction.

### **3.4. Positioning The Findings Within Previous Studies and Communication Perspective**

The findings of this study reinforce existing research that emphasizes the importance of family environments in shaping adolescents' involvement in bullying and cyberbullying. Previous studies have demonstrated that family conflict, authoritarian parenting styles, and limited parental supervision are associated with higher risks of aggressive behavior in both offline and online contexts (Buelga et al., 2017; Larrañaga et al., 2018). The present findings are consistent with this body of research, while extending it by foregrounding verbal violence as a patterned form of family communication, rather than merely a behavioral risk factor.

Unlike prior studies that primarily conceptualize family influence in psychological or behavioral terms, this research adopts a communication-centered perspective. The prevalence of negative labeling, ridicule, and verbal reprimands identified in this study indicates that verbal violence operates as a routine communicative practice through which authority, obedience, and social boundaries are negotiated within family interactions. This finding resonates with communication scholarship that conceptualizes language as a symbolic resource for the construction and maintenance of power relations, rather than as a neutral medium of message transmission.

Cross-cultural studies have shown that cyberbullying manifests differently across cultural contexts, shaped by prevailing social values and norms (Barlett et al., 2014; Park et al., 2021). Within collectivist societies characterized by high power distance, verbal control by authority figures is often

legitimized as discipline or moral guidance. The findings of this study contribute empirical evidence from the Indonesian context, illustrating how such cultural orientations are reflected in everyday family communication practices and subsequently reproduced in adolescents' digital interactions.

Furthermore, previous research on sibling bullying suggests that exposure to verbal aggression within families increases the likelihood of horizontal reproduction of violence among siblings and peers (Brett et al., 2023). The current findings support this pattern, demonstrating that adolescents who experience verbal violence from parents or older family members are more likely to reproduce similar communicative behaviors toward younger or less powerful family members. This dynamic reinforces the argument that cyberbullying represents a continuation of learned communicative practices across relational contexts.

By integrating empirical findings with previous studies and communication perspectives, this research advances understanding of cyberbullying as a culturally embedded communicative phenomenon. Rather than being driven solely by technological affordances, cyberbullying emerges as an extension of meaning-making processes and power negotiations learned through family discourse.

#### 4. Conclusion

The conclusions drawn from this study indicate that verbal violence in family communication is a crucial cultural foundation for adolescent cyberbullying behavior. Patterns of negative labeling, verbal reprimands, and hierarchical verbal control are embedded in everyday family interactions and serve as normalized communication practices. These patterns shape adolescents' understandings of power, authority, and acceptable speech, which are then reproduced in the digital environment. These findings position cyberbullying not simply as a technology-driven phenomenon, but as a continuation of communication practices learned through family discourse.

The study highlights the importance of incorporating family-based and culturally informed communication approaches into cyberbullying prevention efforts. Future research may build upon these findings by employing longitudinal or explanatory designs to examine causal relationships between family communication patterns and digital aggression. Qualitative approaches may also provide deeper insight into how adolescents interpret and negotiate verbal violence within both family and online interactions. Nevertheless, this research contributes to communication scholarship by highlighting the central role of family discourse in shaping adolescents' engagement with digital aggression.

**Author Contribution:** All authors contributed equally to the main contributor to this paper. All authors read and approved the final paper.

**Acknowledgment:** This research funded by Ministry of Education, Culture, Higher Education and Research Republic Indonesia under Fundamental Research grant number: 179/E5/PG.02.00/PL/2023.

**Conflicts of Interest:** The authors declare no conflict of interest.

#### References

- APJII. (2020). Laporan survei internet APJII 2019 – 2020. *Asosiasi Penyelenggara Jasa Internet Indonesia, 2020*, 1–146. <https://apjii.or.id/survei>
- Barlett, C. P., Gentile, D. A., Anderson, C. A., Suzuki, K., Sakamoto, A., Yamaoka, A., & Katsura, R. (2014). Cross-cultural differences in cyberbullying behavior: A short-term longitudinal study. *Journal of Cross-Cultural Psychology, 45*(2), 300–313. <https://doi.org/10.1177/0022022113504622>
- Barlett, C. P., Kowalski, R. M., & Wilson, A. M. (2023). Meta-analyses of the predictors and outcomes of cyberbullying perpetration and victimization while controlling for traditional bullying

- perpetration and victimization. *Aggression and Violent Behavior*, 101886. <https://doi.org/https://doi.org/10.1016/j.avb.2023.101886>
- Bergmann, M. C., & Baier, D. (2018). Prevalence and correlates of cyberbullying perpetration. Findings from a German representative student survey. *International Journal of Environmental Research and Public Health*, 15(2). <https://doi.org/10.3390/ijerph15020274>
- Brett, H., Jones Bartoli, A., & Smith, P. K. (2023). Sibling bullying during childhood: A scoping review. *Aggression and Violent Behavior*, 72, 101862. <https://doi.org/10.1016/J.AVB.2023.101862>
- Buelga, S., Martínez-Ferrer, B., & Cava, M. J. (2017). Differences in family climate and family communication among cyberbullies, cybervictims, and cyber bully-victims in adolescents. *Computers in Human Behavior*, 76, 164–173. <https://doi.org/10.1016/J.CHB.2017.07.017>
- Chen, J. K., & Chen, L. M. (2020). Cyberbullying among adolescents in Taiwan, Hong Kong, and Mainland China: a cross-national study in Chinese societies. *Asia Pacific Journal of Social Work and Development*, 00(00), 227–241. <https://doi.org/10.1080/02185385.2020.1788978>
- Creswell, John. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4 th ed). SAGE Publications. Inc.
- Erişti, B., & Akbulut, Y. (2019). Reactions to cyberbullying among high school and university students. *The Social Science Journal*, 56(1), 10–20. <https://doi.org/10.1016/J.SOSCIJ.2018.06.002>
- Escario, J. J., Giménez-Nadal, J. I., & Wilkinson, A. V. (2022). Predictors of adolescent truancy: The importance of cyberbullying, peer behavior, and parenting style. *Children and Youth Services Review*, 143, 106692. <https://doi.org/10.1016/J.CHILDYOUTH.2022.106692>
- Gómez-Ortiz, O., Apolinario, C., Romera, E. M., & Ortega-Ruiz, R. (2019). The role of family in bullying and cyberbullying involvement: Examining a new typology of parental education management based on adolescents' view of their parents. *Social Sciences*, 8(1). <https://doi.org/10.3390/socsci8010025>
- Gómez-Ortiz, O., Romera, E. M., & Ortega-Ruiz, R. (2016). Parenting styles and bullying. The mediating role of parental psychological aggression and physical punishment. *Child Abuse & Neglect*, 51, 132–143. <https://doi.org/10.1016/J.CHIABU.2015.10.025>
- Horwitz, B. N., Reynolds, C. A., & Charles, S. T. (2015). Understanding associations among family support, friend support, and psychological distress. *Personal Relationships*, 22(1), 79–91. <https://doi.org/10.1111/pere.12063>
- Huang, C. L., Alimu, Y., Yang, S. C., & Kang, S. (2023). What you think is a joke is actually cyberbullying: The effects of ethical dissonance, event judgment and humor style on cyberbullying behavior. *Computers in Human Behavior*, 142, 107670. <https://doi.org/10.1016/J.CHB.2023.107670>
- Imanisa, D., Anwar, R. K., & Winoto, Y. (2025). Cyberbullying and digital ethics: A bibliometric analysis from a communication research perspective. *Jurnal ASPIKOM*, 10(1), 147. <https://doi.org/10.24329/aspikom.v10i1.1618>
- Jungup, L., Hsieh, Y. P., & Thornberg, R. (2020). An introduction to the special issue on cyberbullying in Asia and Pacific: its nature and impact. *Asia Pacific Journal of Social Work and Development*, 30(3), 1–5. <https://doi.org/10.1080/02185385.2020.1793809>
- Larrañaga, E., Yubero, S., & Navarro, R. (2018). Parents' responses to coping with bullying: Variations by adolescents' self-reported victimization and parents' awareness of bullying involvement. *Social Sciences*, 7(8). <https://doi.org/10.3390/socsci7080121>

- Larrañaga, E., Yubero, S., Ovejero, A., & Navarro, R. (2016). Loneliness, parent-child communication and cyberbullying victimization among Spanish youths. *Computers in Human Behavior*, *65*, 1–8. <https://doi.org/https://doi.org/10.1016/j.chb.2016.08.015>
- Livazović, G., & Ham, E. (2019). Cyberbullying and emotional distress in adolescents: the importance of family, peers and school. *Heliyon*, *5*(6), e01992. <https://doi.org/10.1016/J.HELIYON.2019.E01992>
- Makri-Botsari, E., & Karagianni, G. (2014). Cyberbullying in Greek Adolescents: The Role of Parents. *Procedia - Social and Behavioral Sciences*, *116*, 3241–3253. <https://doi.org/10.1016/j.sbspro.2014.01.742>
- Marinoni, C., Zanetti, M. A., & Caravita, S. C. S. (2023). Sex differences in cyberbullying behavior and victimization and perceived parental control before and during the COVID-19 pandemic. *Social Sciences & Humanities Open*, *8*(1), 100731. <https://doi.org/10.1016/J.SSAHO.2023.100731>
- Migliaccio, T., Rivas, A., Rivas, B., & Stark, R. (2024). Bullying within academia: A cultural and structural analysis. *Learning, Culture and Social Interaction*, *44*, 100783. <https://doi.org/10.1016/J.LCSI.2023.100783>
- Murwani, E. (2023). Pemetaan pola keragaman konten perilaku perundungan daring pada remaja melalui media sosial. *Jurnal Studi Komunikasi*, *7*(1), 319–334. <https://doi.org/10.25139/jsk.v7i1.6105>
- Murwani, E., & Dewi, H. (2019). Cyberbullying Behavior Patterns in Adolescents in Jakarta. *Jurnal Komunikasi Ikatan Sarjana Komunikasi Indonesia*, *4*(2), 96–103. <https://doi.org/10.25008/jkiski.v4i2.330>
- Neuman, W. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed). Pearson New International Education.
- Park, M. S. A., Golden, K. J., Vizcaino-Vickers, S., Jidong, D., & Raj, S. (2021). Sociocultural values, attitudes and risk factors associated with adolescent cyberbullying in east asia: A systematic review. *Cyberpsychology*, *15*(1), 1–19. <https://doi.org/10.5817/CP2021-1-5>
- Rodriguez-Rivas, M. E., Varela, J. J., González, C., & Chuecas, M. J. (2022). The role of family support and conflict in cyberbullying and subjective well-being among Chilean adolescents during the Covid-19 period. *Heliyon*, *8*(4), e09243. <https://doi.org/10.1016/J.HELIYON.2022.E09243>
- Shao, I. Y., Al-shoaibi, A. A. A., Testa, A., Ganson, K. T., Baker, F. C., & Nagata, J. M. (2023). The Association between Family Environment and Subsequent Risk of Cyberbullying Victimization in Adolescents. *Academic Pediatrics*. <https://doi.org/10.1016/J.ACAP.2023.11.019>
- Susilowati, E. (2022). *Survei Nasional Pengalaman Hidup Anak dan Remaja (SNPHAR) 2021* (I. Praptoraharjo, Ed.; 1st ed.). Politeknik Kesejahteraan Sosial Bandung. [https://www.kemenpppa.go.id/lib/uploads/list/5d9c4-311022\\_snphar-2021-cetak.pdf](https://www.kemenpppa.go.id/lib/uploads/list/5d9c4-311022_snphar-2021-cetak.pdf)
- Unicef. (2020). *Perundungan Di Indonesia: Fakta-fakta Kunci, Solusi, dan Rekomendasi untuk setiap anak*. 1–4. <https://indonesia.ureport.in/v2/opinion/3454/>
- Wolke, D., Tippet, N., & Dantchev, S. (2015). Bullying in the family: sibling bullying. *The Lancet Psychiatry*, *2*(10), 917–929. [https://doi.org/https://doi.org/10.1016/S2215-0366\(15\)00262-X](https://doi.org/https://doi.org/10.1016/S2215-0366(15)00262-X)