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Traditional Bullying, Cyberbullying, and Subjective Well-being Post-COVID-19 in Indonesia

Ihsana Sabriani Borualogo*[1], Muhamad Arif Saefudin[1],
Hedi Wahyudi[1], Sulisworo Kusdiyati[1]
[1]*Faculty of Psychology, Universitas Islam Bandung, Indonesia*

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Abstract. Previous research has highlighted bullying as a significant issue in Indonesia, with a notable increase in cyberbullying among adolescents during the COVID-19 pandemic, adversely affecting their psychological well-being. However, there has been limited discussion on bullying in the post-COVID-19 era. This study has three aims. The first is to examine the Subjective Well-Being (SWB) of children who have either experienced bullying or have not been bullied after the pandemic. The second is to assess the occurrence of both traditional bullying (involving siblings and at school) and cyberbullying in Indonesia following COVID-19. The third aim is to investigate the factors linked to these forms of bullying post-pandemic. The participants were middle school students (N = 943; 57.2% girls, 45.0% in grade 7). The Children's Worlds Subjective Well-Being Scale with five items (CW-SWBS5) was employed to assess children's SWB. Separate measures were utilized for traditional and cyberbullying. Six factors of family, school climate, personal satisfaction, friendships, safety, and social media usage were analyzed as independent variables using linear regression to determine their impact on bullying forms. The Structural Equation Model (SEM) was applied to evaluate how these bullying types affect SWB. The findings revealed that sibling bullying and cyberbullying significantly influenced children's SWB, with girls reporting lower SWB scores than boys. Cyberbullying emerged as the most prevalent form of bullying post-pandemic. A positive school climate was found to shield children from bullying. Cummins' theory of well-being homeostasis was employed to interpret the results. This study also discussed implications for educators and parents.

Keywords: cyberbullying; post-COVID-19; school bullying; sibling bullying; traditional bullying

On 5 May 2023, the World Health Organization (WHO) announced an end to COVID-19 as a public health crisis (Rice, 2023; WHO, 2023) followed by President Joko Widodo officially lifted the COVID-19 pandemic status on 21 June 2023 (Kementrian Sekretariat Negara Republik Indonesia [Ministry of State Secretariat of the Republic of Indonesia], 2023). For the education sector, learning activities can be resumed including face-to-face learning in school after their attendance and social interaction were restricted. A study by Bacher-Hicks et al. (2022) reported that during the COVID-19 pandemic, the

*Address for correspondence: ihsana.sabriani@unisba.ac.id

rate of bullying at school and cyberbullying dropped sharply after schools closure in the spring of 2020 in the United States. This finding aligned with a Finnish study that showed decreased bullying victimization in all grade levels during the children's lockdown school (Repo et al., 2022). Another study in China reported different results that showed the pervasiveness of bullying victimization and perpetration expanded during COVID-19 (Da et al., 2023). In Indonesia, sibling bullying is higher than before the COVID-19 pandemic, and school bullying is lower than before the COVID-19 pandemic (Borualogo & Casas, 2023). These situations happen because, during the COVID-19 pandemic, children are confined at home and in contact with siblings more frequently. They may get bored or tired and have conflicts with their siblings more often during the COVID-19 confinement. At the same time, because schools are temporarily closed during the COVID-19 pandemic and children are learning from home, they do not meet with their peers, which results in decreased school bullying incidents.

While studies have reported differences in bullying victimization across countries during the COVID-19 pandemic, no research has been reported on post-COVID-19 after students have returned to school. In Indonesia, bullying cases have been reported in the media, and the number of cases has increased (Astungkoro & Ramadhan, 2023; CNN Indonesia, 2023; Literasi Aktual, 2023). During the COVID-19 pandemic, children reported lower SWB scores (Borualogo & Casas, 2023) than before the pandemic. Upon returning to school post-COVID-19, they have to adjust to the school environment and bullying incidents. There are even children who have just entered junior high school; they need to adjust to the new school environment, the offline learning, and even further to the incidents of bullying.

Bullying victimization is a specific type of aggressive behavior from one or more children in which someone purposely and frequently harms or displeasures another person within the context of a lack of balance (Olweus, 1993; Smith, 2016; Volk et al., 2014). Bullying can be physical (hitting, punching, kicking), verbal (unkind name-calling), and emotional (social exclusion) (Olweus, 1993). These types of bullying were known as traditional bullying, named bullying by siblings and school bullying. Since technological progress and increased internet use, research on cyberbullying increased since it started in the 2000's. Patchin and Hinduja (2015) defined cyberbullying as "willful and repeated harm inflicted through computers, cell phones, and other electronic devices." Hellfeldt et al. (2019) and Rodriguez-Rivas et al. (2022) investigated support factors from family, friends, and teachers to cyberbullying. Family support negatively predicted cyberbullying victimization (Rodriguez-Rivas et al., 2022). Children anticipated social support from family and teachers helps cyberbullying victims decrease the odds of anxiety and depressive syndrome (Hellfeldt et al., 2019).

Studying bullying victimization (traditional and cyberbullying) and its relationship to children's and youths' Subjective Well-Being (SWB) is essential. SWB is defined as an individual's appraisal of his/her lives, the extent to which his/her thoughtful judgments and affective reactions indicate that his/her lives are desirable and going well (Diener, 1984; Diener et al., 2015). The Children's Worlds pioneered studies on SWB of children (Andresen & Ben-Arieh, 2016). Children's SWB is the results of children's cognitive and affective evaluation of their lives, the circumstances that affect their lives, and the social context in which they live (Savahl et al., 2018). Several factors are measured

in correlation with SWB: family, friends, school, neighborhood, self, and time use (Rees et al., 2020), including siblings and school bullying.

Cummins (2014) makes clear the homeostasis theory of SWB, which states that while individuals experience undesirable situations, SWB is actively inhibited and sustained similar to the homeostatic feed of body temperature. SWB homeostasis aims to support a decisive sense of well-being, which is considered general and somewhat abstract (Cummins, 2014). When people are asked about their satisfaction with life altogether, their replies reflect the rooted, secure, joyous mood that is the element of SWB. They are based on cognitive and affective appraisal. This general and abstract sense of optimistic perspective is what homeostasis seeks to maintain (Cummins, 2014). Each individual has a homeostatic system that, when projected onto a scale of 100, has a controllable SWB set point range from 60-90, with an average of 75, where 0 means not satisfied at all and 100 means very satisfied (Cummins, 2014). Homeostasis theory also explains that if a person experiences something that inhibits SWB below its set point, the system will restore the level of SWB into the normal range (Cummins, 2014). This mechanism also refers to the process of adaptation.

Although there are number of studies on bullying, little attention has been paid to the correlation between traditional bullying and cyberbullying and the SWB of children (Borualogo & Casas, 2023; Borualogo et al., 2023; Przybylski & Bowes, 2017; Rodriguez-Rivas et al., 2022), let alone research on bullying and SWB post-COVID-19. This study investigates traditional bullying, cyberbullying and SWB of children post-COVID-19 in Indonesia.

There are three objectives of this study. The first objective is to scrutinize the children' SWB who were bullied or never bullied post-COVID-19. The second objective is to analyze the prevalence of traditional bullying (bullying by sibling and school bullying) and cyberbullying post-COVID-19 in Indonesia. The third objective is to explore factors correlated with sibling bullying, school bullying, and cyberbullying post-COVID-19. This study will assist parents, teachers, and policymakers in preventing traditional bullying and cyberbullying, particularly post-COVID-19. The hypothesis of this research are 1) Children reporting higher levels of traditional bullying and cyberbullying victimization post-COVID-19 will be reporting lower levels of SWB.; 2) A positive individual perception of family, friends, school climate, satisfaction, perception of safety, and social media use will be associated with a lower frequency of traditional bullying and cyberbullying.

Methods

Participants

The study used cluster random sampling, which included 16 schools in Kota Bandung, West Java Province. Kota Bandung is among the highest bullying incidents in West Java Province (Borualogo & Gumilang, 2019). There were middle school students (N = 943, 57.2% girls, 42.8% boys) grades 7 (n = 424; 45.0%), 8 (n = 306; 32.4%), and 9 (n = 213; 22.6%) with mean age 13.75. Table 1 presents the characteristics of participants.

Table 1
Characteristic Participants

	Grade 7		Grade 8		Grade 9		Total	
	n	%	*n*	%	*n*	%	*n*	%
Girls	236	25.00	186	19.7	117	12.4	539	57.2
Boys	188	19.9	120	12.7	96	10.2	404	42.8
Total	424	45.0	306	32.4	213	22.6	943	100

Procedure

Data collected on Mei 2023. It has been eight months since students went back to school. Students have already been back to learning face-to-face since September 2022. Six schools administered online in classes, while ten schools used paper and pencil data collection at school. Data collection used the Google Form. A link to the questionnaires was sent to parents from the schools via WhatsApp. An introduction to the study and required consent for their children to participate were also sent to parents via WhatsApp. Parents' consent was obtained, then they passed the questionnaire to their children to complete. The study has obtained ethical approval from Nusantara Scientific Psychology Consortium (Konsorsium Psikologi Ilmiah Nusantara, K-PIN) with the letter of approval number 083/2023/Etik/KPIN.

Instruments

Bullying Victimization

This study used two items for the frequency of bullying victimization by siblings, three for the frequency of school bullying victimization, and nine for the frequency of cyberbullying. The five sibling and school bullying items were captured from the Children's Worlds international survey (Rees et al., 2020) and reworded into Indonesian (Borualogo & Casas, 2019). Cyberbullying is taken from Patchin and Hinduja (2015) and has been adapted and reworded into Indonesian (Borualogo & Casas, 2023). The cyberbullying scale includes one global item and eight specific behaviors (Patchin & Hinduja, 2015).

Sibling bullying victimization was measured by the frequency of two types of bullying: physical ("How often in the last month have you been hit by your siblings?") and verbal ("How often in the last month have you been called unkind names by your siblings?"). School bullying victimization was measured by the frequency of physical ("How often in the last month have you been hit by other children in school?"), verbal ("How often in the last month have you been called unkind names by other children in school?"), and emotional bullying ("How often in the last month have you been left out by other children in your class?") (Borualogo & Casas, 2023). These items are scored on a four-point frequency scale using four response options: 0 = Never, 1 = Once, 2 = Two or three times, and 3 = More than three times (Borualogo & Casas, 2023).

Cyberbullying victimization was measured by one global cyberbullying question (I have been cyberbullied) and eight specific behaviors: (1) Someone posted mean or hurtful comments about me online," (2) Someone posted a mean or hurtful picture online of me online," (3) Someone posted a mean or hurtful video online of me online," (4) Someone created a mean or hurtful web page about me," (5)

Someone spread rumors about me online," (6) Someone threatened to hurt me through a cell phone text message," (7) Someone threatened to hurt me online," and (8) Someone pretended to be me online and acted in a way that was mean or hurtful (Patchin & Hinduja, 2015). These items are scored on a five-point frequency scale using response options: 0 = Never, 1 = Once, 2 = A few times, 3 = Several times, and 4 = Many times.

Family

The relationships with family was measured through five items: (1) "There are people in my family who care about me"; (2) "If I have a problem, people in my family will help me"; (3) "We have a good time together in my family"; (4) "I feel safe at home"; and (5) "My parents listen to me and take what I say into account." These items are scored using a five-point scale where 0 = I do not agree, 1 = I agree a little, 2 = I agree somewhat, 3 = I agree a lot, and 4 = I totally agree (Rees et al., 2020).

Friends

The relationships with friends was measured by four items: (1) "I have enough friends"; (2) "My friends are usually nice to me"; (3) "Me and my friends get along well together"; and (4) "If I have a problem, I have a friend who will support me ."These items are scored using a five-point scale where 0 = I do not agree, 1 = I agree a little, 2 = I agree somewhat, 3 = I agree a lot, and 4 = I totally agree (Rees et al., 2020).

School Climate

School climate was measured through six items: (1) "My teachers care about me"; (2) "If I have a problem at school, my teacher will help me"; (3) "If I have a problem at school, other children will help me"; (4) "There are a lot of arguments between children in my class"; (5) "My teachers listen to me and take what I say into account"; and (6) "At school, I have opportunities to make decisions about things that are important to me ."These items are scored using a five-point scale where 0 = I do not agree; 1 = I agree a little; 2 = I agree somewhat; 3 = I agree a lot; 4 = I totally agree (Rees et al., 2020).

The Children's Worlds Subjective Well-Being Scale 5 (CW-SWBS5)

The five items Children's Worlds Subjective Well-Being Scale (CW-SWBS5) is a multi-item cognitive, context-free psychometric scale (Casas & González-Carrasco, 2021; Rees et al., 2020) validated and translated into Indonesian (Borualogo & Casas, 2019). CW-SWBS5 includes five items with an 11-point scale from 0 = do not agree at all to 10 = totally agree. The items are: (1) "I enjoy my life," (2) "My life is going well," (3) "I have a good life," (4) "The things that happen in my life are excellent," and (5) "I am happy with my life." For Indonesia, using representative samples, the original fit indices for 10-year-olds were $\chi 2 = 75.17$, $df = 5$, $p = .000$, comparative fit index (CFI) = .995, and root mean square error of approximation (RMSEA) = .043 (.035 - .052) (Borualogo & Casas, 2019). For 12-year-olds, the original fit indices were $\chi 2 = 93.79$, $df = 5$, $p = .000$, CFI = .995 and RMSEA = .047 (.039 - .056) (Borualogo & Casas, 2019).

Satisfaction Items

There were different aspects to measuring satisfaction. Family: "How satisfied are you with the people you live with?". Friends: "How satisfied are you with the relationship you have with your friends?". Being listened to: "How satisfied are you with being listened to by adults?". Student: "How satisfied are you with your life as a student?". Things you have learned at school: "How satisfied are you with things you have learned at school?". Other children: "How satisfied are you with other children in your class?". This item is scored using an 11-point scale where 0 = Not at all satisfied and 10 = Totally satisfied (Rees et al., 2020).

Perception of Safety

The level of safety perceived by participants was measured by three observed variables: (1) "I feel safe when I walk in the area I live in," (2) "I feel safe at home," and (3) "I feel safe at school ."These items are scored using a five-point scale where 0 = I do not agree; 1 = I agree a little; 2 = I agree somewhat; 3 = I agree a lot; 4 = I totally agree (Rees et al., 2020).

Social Media Used

We also used one item to measure social media: "How would you describe yourself as a social media user (Instagram, Facebook, TikTok)? The item is scored using a five-point scale where 0 = I never use social media, 1 = I rarely use social media, 2 = I sometimes use social media, 3 = I often use social media, and 4 =I very often use social media.

Data Analysis

We conducted several analyses to understand the effect of traditional bullying and cyberbullying on SWB, the prevalence of bullying incidents post-COVID-19, and factors associated with bullying incidents. A two-steps depuration procedure was performed. First, based on Casas (2016) recommendation, cases with three or more missing values in the SWB scale should be dropped for further analysis. Twenty-four cases were deleted. SEcond, the remaining missing values in the SWB scales were replaced with multiple imputation regression.

The Structural Equation Model (SEM) was used to analyze the data. SEM represents a set of data analysis techniques comprising Confirmatory Factor Analysis (CFA), multiple regression, and path analysis (Schreiber et al., 2006). Hox and Bechger (1999) stated that the analysis can estimate the parameters of the correlation between variables and evaluate the fit structure of models about the data. Hooper et al. (2007) recommended while using SEM to use more than one suitable index to assess model fit. According to Jackson et al. (2009) and Kline (2023), the fit indices considered were the CFI (Comparative Fix Index) and RMSEA (Root Mean Square Error of Approximation). According to Arbuckle (2010), that results higher than .950 for the CFI and results below .05 for the RMSEA are excellent. Browne and Cudeck (1993), Byrne (2016), and Marsh et al. (2010) suggested while RMSEA values up to .08 were considered tolerable errors of approximation, and according to Marsh et al. (2010), CFI of above .90 was considered to reflect tolerable fit to the data.

Correlation between variables, cross-tabulation, mean scores, and frequencies were computed separately using SPSS 25. ANOVA was used to test the mean differences between gender and age groups. The contribution of independent variables (family relationships, school climate, relationships with friends, satisfaction, safety, internet use, and learning changes) on each bullying incident (sibling bullying, school bullying, and cyberbullying) with gender and age groups as control variables was analyzed by linear regression. The scores for CW-SWBS5 were converted into a 0−100 scale; therefore, they were visually comparable in the tables. SPSS version 25 and AMOS 23 were used for all analyses.

Results

Table 2
The Skewness and Kurtosis Analysis for Data Normality Assumptions

Item	N	Mean	Standard deviation	Skewness	Kurtosis
I enjoy my life	943	7.92	2.35	-1.20	0.805
My life is going well	943	7.18	2.48	-0.822	0.0304
I have a good life	943	7.49	2.39	-0.925	0.204
The things that happen in my life are excellent	943	6.92	2.45	-0.663	-0.213
I am happy with my life	943	7.70	2.45	-1.14	0.620
Have you been hit by your siblings?	943	1.71	1.03	1.18	-0.0262
Have you been called unkind names by your siblings?	943	1.62	1.00	1.42	0.613
Have you been hit by other children in school?	943	1.44	0.862	1.93	2.54
Have you been called unkind names by other children in school?	943	1.83	1.13	0.959	-0.644
Have you been left out by other children in your class?	943	1.54	0.922	1.63	1.45
I have been cyberbullied	943	1.83	1.03	1.15	0.648

According to Brown (2006), the data can be stated as normal distribution if the appropriate skewness values are between -3 and +3, and kurtosis values between 10 and +10. Kline (2023) stated that data indicated problem when it has skewness values more than 3 and kurtosis values more than 10, therefore it is recommended that the value be less than that. Hair et al (2010) and Byrne (2016) argued if skewness values between -2 and 2 and kurtosis values between -7 and 7, then it can be stated that the data is normally distributed. All objects in this study have a skewness and kurtosis values which is required for performing CFA.

Table 2 shows that gender correlates with SWB (p = .281) and school bullying (p = .068). Grade negatively correlates with school bullying (p = -.066). SWB negatively correlates with all bullying victimization. Sibling bullying correlates with school bullying (p = .365) and cyberbullying (p = 286), and school bullying correlates with cyberbullying (p = .462).

Table 3
Correlation between Variables

		Gender	Grade	SWB	Sibling	School	Cyberbullying
Gender	Pearson	1					
	Sig						
Grade	Pearson	-.004	1				
	Sig	.894					
SWB	Pearson	.281**	-.032	1			
	Sig	.000	.326				
Sibling	Pearson	.008	-.057	-.169**	1		
	Sig	.802	.078	.000			
School	Pearson	.068*	-.066*	-.147**	.365**	1	
	Sig	.037	.044	.000	.000		
Cyberbullying	Pearson	-.043	.003	-.270**	.286**	.462**	1
	Sig	.182	.932	.000	.000	.000	

Table 3 presents the mean scores of CW-SWBS by grade and gender. Girls (M = 69.19) were significantly lower than boys (M = 81.39). There are no significant differences between grades.

Table 4
Mean Scores of CW-SWBS by Grade and Gender

	Mean	N	SD	p
Girls	69.19	539	23.13	.000**
Boys	81.39	404	16.72	
Grade 7	75.71	424	21.04	.140ns
Grade 8	72.52	306	22.59	
Grade 9	74.58	213	20.61	
Total	74.42	943	21.48	

**significant $p < .000$

Traditional Bullying, Cyberbullying, and SWB of Bullied Children

To analyze the consequence of all bullying types here discussed on SWB, an SEM was constructed linking two sibling bullying items, three school bullying items, and one cyberbullying item, gender, and age, with the latent variable CW-SWBS, which was considered an endogenous variable in the model. We only used one general cyberbullying item (I have been cyberbullied) post-COVID-19, as Patchin and Hinduja (2022) did in a study before and during COVID-19.

This SEM displays an acceptable fit, as presented in Figure 1. Loadings for the CW-SWBS items on its latent variable are between .79 and .93. Field (2005) suggests that a value of at least .6 was excellent regardless of the sample size.

Being called unkind names by siblings (-.19; p = .000) and being cyberbullied (-.13; p = .000) significantly negatively affect SWB. Other bullying incidents do not show a significant effect on SWB. Gender and grade have .268 and -.041 roles, respectively (p = .000).

School bullying items correlated with cyberbullying (Figure 1). There are two constructs measured at once. This unmodeled data pattern is due to the effect of the method (Castro-Schilo et al., 2016). The results of correlation errors that occur between measurements also indicate that there are

constructs that have not been captured in the model (Kline, 2023). In this case, a correlation was found between items on the school bullying scale and items measuring cyberbullying. We cannot yet determine why this occurs, or why there is a similarity in direction between the two. However, in fact, cyberbullying and school bullying are related (Baldry et al., 2017; Beran & Li, 2008). Therefore, it can be interpreted that children who are bullied in school tend to be bullied in cyber too. Both cyberbullying or school (traditional) bullying behavior predict the same outcomes (Thomas et al., 2014) and the role of traditional bullying, whether as victim or perpetrator, indicated the same role in cyberbullying (Raskauskas & Stoltz, 2007).

The effect of cyberbullying on SWB was -.13 (p = .000), which can be interpreted that when cyberbullying increases by one standard deviation, SWB decreases by .13 standard deviations.

Figure 1
SEM with Pooled Sample by Gender and Grade

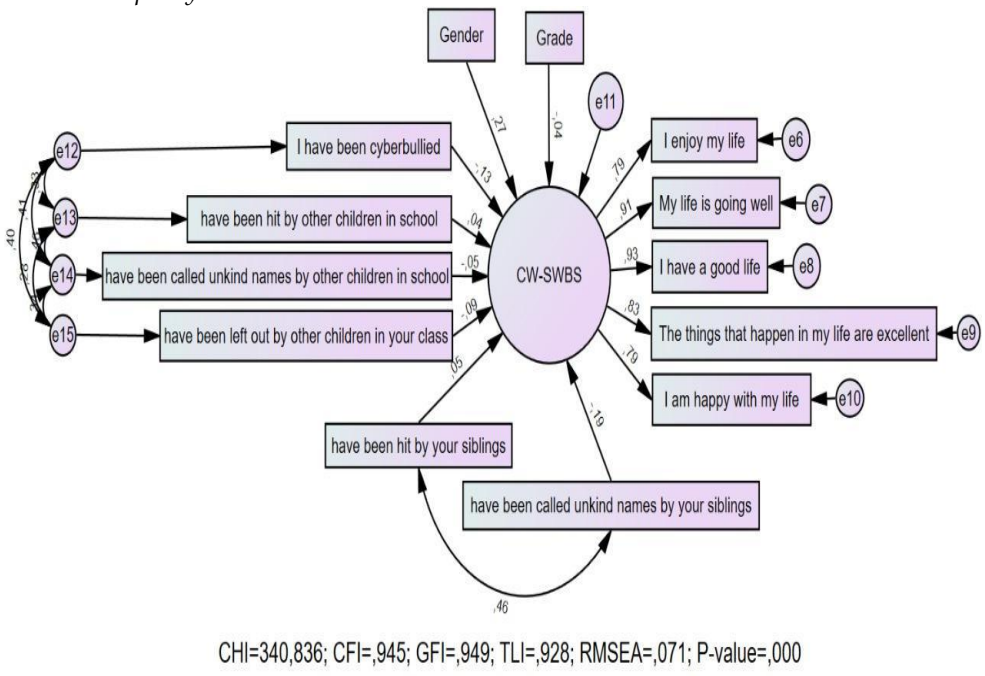

Table 5
Standard Weight Factors

			Estimate
CW-SWBS	←	Cyberbullying	-.127
CW-SWBS	←	Being hit by other children	.044
CW-SWBS	←	Being called unkind names by other children	-.052

Table 5 (Continued)

Standard Weight Factors

CW-SWBS	←	Being left out by other children	-.092
CW-SWBS	←	Being hit by siblings	.051
CW-SWBS	←	Being called unkind names by sibling	-.191
CW-SWBS	←	Gender	.268
CW-SWBS	←	Grade	-.041
Enjoy life	←	CW-SWBS	.794
Life going well	←	CW-SWBS	.913
Have a good life	←	CW-SWBS	.928
Things are excellent	←	CW-SWBS	.827
Happy with my life	←	CW-SWBS	.795

We examined this model as a multi-group by each grade and gender, and fit statistics were considered satisfactory. The fit statistics do not display any decrease more significant than .01 with each additional constraint. Cheung and Rensvold (2002) stated that the CFI value between compared models is not more than .01; the model can be said to have no difference. Therefore, association, mean scores, and regression are worthy of comparison across groups, and answering styles can be considered equal (Table 5).

Table 6

Comparison of Unconstrained VS Constrained Models

	Differences		
	Chi-square	df	CFI
Multi-group by gender			
Unconstrained vs Measurement weight	6.509	4	.001
Unconstrained vs Structural weight	19.234	11	.002
Unconstrained vs Structural covariances	26.628	15	.003
Multi-group by grades			
Unconstrained vs Measurement weight	6.509	8	.001
Unconstrained vs Structural weight	19.234	22	.002
Unconstrained vs Structural covariances	26.628	30	.003

Prevalence of Bullying Victimization

Table frequency of bullying incidents post-COVID-19 between gender and grade presented in the supplement. The results are presented here.

Post-COVID-19, children reported experiencing being hit by sibling two or three times (11.7%) and more than three times (10.4%), being called unkind names by sibling two or three times (8.6%) and more than three times (9.9%), being hit by other children at school two or three times (6.7%) and more than three times (6.0%), and being called unkind names by other children at school two or three times (11.7%) and more than three times (15%), being left out two or three times (7.1%) and more than three times (7.6%), and being cyberbullying a few times (16.8%), several times (4.9%) and many times (2.4%).

More girls reported sibling bullying than did boys. More girls reported being hit by siblings two or three times (6.6%) and more than three times (5.6%) than did boys (5.1% and 4.8%, respectively). More girls also reported being called unkind names by siblings two or three times (5.1%) and more than three times (6.2%) than did boys (3.5% and 3.7%, respectively).

In contrast, more boys reported school bullying than girls, except for being left out by other children. More boys have been hit by other children two or three times (4.5%) and more than three times (3.4%) and been called unkind names two or three times (6.0%) and more than three times (8.2%). Girls reported being left out more frequently by other children two or three times (4.9%) and more than three times (5.8%) than boys.

More girls reported being cyberbullied a few times (8.6%), several times (3.6%) and many times (1.6%) than did boys (8.2%, 1.3%, and 0.8%, respectively).ăMore participants from grade 7 reported sibling bullying, being bullied by children, and cyberbullying than did grade 8 and grade 9. Grade 9 reported fewer bullying experiences than did the two other grades.

Table 6 presents the mean frequency of bullying incidents post-COVID-19. Only significant ones are presented here. There are significant grade differences in being hit by siblings (p = .024), where siblings were more frequently hitting younger children (M = 1.780) than older children (M = 1.712 for grade 8 and M = 1.545 for grade 9). There are significant gender (p = .000) and grade (p = 0.47) differences in being hit by other children in school. Boys (M = 1.594) and younger children (M = 1.512) were more frequently being hit by other children than did girls (M = 1.321), grade 8 (M = 1.398) and grade 9 (M = 1.347).

There are significant gender (p = .000) differences in the other two school bullying incidents. Boys (M = 2.012) were more frequently being called unkind names than girls (M = 1.699). At the same time, girls were more frequently being left out by other children in the class (M = 1.654) than boys (M = 1.376). For cyberbullying, two bullying incidents are gender differences significance: someone posted a mean or hurtful comment (p = .000), and someone created a mean or hurtful webpage (p = .000).

Table 7
Mean Frequency of Bullying Incidents post-COVID-19

		Mean	N	SD	Sig
Have been hit by sibling	Grade 7	1.780	424	1.050	.024*
	Grade 8	1.712	306	1.059	
	Grade 9	1.545	213	0.938	
Have been hit by other children in school	Girls	1.321	539	0.758	.000**
	Boys	1.594	404	0.962	
	Grade 7	1.512	424	0.919	.047*
	Grade 8	1.398	306	0.832	
	Grade 9	1.347	213	0.771	
Have been called unkind names by other children	Girls	1.699	539	1.058	.000**
	Boys	2.012	404	1.190	
Have been left out by other children	Girls	1.654	539	1.004	.000**

Table 7 (Continued)

Mean Frequency of Bullying Incidents post-COVID-19

	Boys	1.376	404	0.769	
Someone posted mean or hurtful comments about me	Girls	1.651	539	0.93	.000**
	Boys	1.799	404	0.979	
Someone created a mean or hurtful web page about me	Girls	1.644	539	1.034	.000**
	Boys	1.440	404	0.833	

*Sig $p < .01$; **Sig $p < .05$

Factors Associated with Bullying Incident

Table 8 presents regression on several variables of bullying incidents. Only significant variables are presented here.

Table 8

Regression of Several Variables on Bullying Incidents

	B	*SE*	*β*	*t*	*p*	Lower bound	Upper bound
Sibling bullying							
A lot argument	.064	.022	.095	2.931	.003	.021	.107
Social media used	-.092	.028	-.106	-3.256	.001	-.148	-.037
School bullying							
Gender	.258	.048	.173	5.417	.000	.164	.351
Getting well with friends	-.085	.035	-.108	-2.408	.016	-.154	-.016
A lot argument	.111	.017	.195	6.381	.000	.077	.145
Satisfaction with other children	-.054	.013	-.172	-4.119	.000	-.079	.028
Safety at school	-.085	.028	-.121	-2.975	.003	-.141	-.029
Cyberbullying							
Gender	.082	.036	.072	2.214	.027	.009	.151
Getting well with a friend	-.061	.027	-.103	-2.282	.023	-.114	-.009
A lot argument	.046	.013	.107	3.466	.001	.020	.072
Making decisions at school	.045	.021	.084	2.205	.028	.005	.086
Satisfaction with being listened to	-.021	.009	-.100	-2.427	.015	-.039	-.004
Satisfaction with life as a student	.027	.014	.097	2.016	.044	.001	.054
Satisfaction with other children	-.044	.010	-.188	-4.436	.000	-.063	-.024
Social media used	.063	.017	.113	3.635	.000	.029	.096
Safety at school	-.048	.022	-.091	-2.215	.027	-.090	-.005

Note:

Sibling bullying: $F = 4.088$; df1 = 21; df2 = 910; Adjusted R square = .082; Sig = .000

School bullying: $F = 8.893$; df1 = 27; df2 = 9105; Adjusted R square = .185; Sig = .000

Cyberbullying: $F = 7.880$; df1 = 27; df2 = 910; Adjusted R square = .165; Sig = .000

The models could explain lower to higher percentages of the variability of the dependent variables. The highest percentage was school bullying, which explains 18.5% of the variability of the dependent variables. Cyberbullying explained 16.5% of the variability of the dependent variables. The lowest percentage was sibling bullying, which explains 8.2% of the variability of the dependent variables.

The positive β scores in linear regression indicated that being a boy is correlated with a higher frequency of school bullying (β = .173) and cyberbullying (β = .072). There are a lot arguments between children in class appear to be correlated with a higher frequency of sibling bullying (β = .095), school bullying (β = .195), and cyberbullying (β = .107). Social media (β = -.106) is correlated with a lower frequency of sibling bullying. Meanwhile, social media used (β = .113) is correlated with a higher frequency of cyberbullying.

Not getting well with friends (β = -.108), not being satisfied with other children (β = -.172), and feeling unsafe at school (β = -.121) are associated with a higher frequency of school bullying. Not getting well with friends (β = -.103), not satisfied with being listened to (β = -.100), non-satisfied with other children (β = -.188), and not feeling safe at school (β = -.091) are correlated with a higher frequency of cyberbullying. Making important decisions at school (β = .084) and being satisfied with life as a student (β = .097) are correlated with a lower frequency of cyberbullying.

Discussion

Subjective Well-Being of Bullied Children

This study aimed to investigate the effect of traditional bullying and cyberbullying on students' SWB. This study found a significant negative effect between being called unkind names by siblings and cyberbullying and students' SWB post-COVID-19. These findings aligned with a study in Indonesia before COVID-19 that showed siblings who called other children unkind names showed significant adverse effects (Borualogo, 2021). Home is supposed to be a place for children that is the safest. However, this is different. Parents return to offline work post-COVID-19 and leave their children at home unsupervised. Many Indonesian children live at home with their siblings during the day. Alternatively, the children live at home with a home assistant who never supervises them because they are busy with household chores. This situation increased the number of siblings bullying -particularly called unkind names- and this has affected their SWB. These findings align with a study by Borualogo and Casas (2023).

This current study also revealed that cyberbullying affected students' SWB post-COVID-19. Borualogo and Casas (2023) indicated the increased cyberbullying incidents during COVID-19 because students use online platforms more frequently. This current study revealed that students who experience cyberbullying most likely experienced school bullying by the same person who perpetrated them. According to Carvalho et al. (2021), cyberbullying is related to school bullying. Children who reported being victims of cyberbullying also reported being victims of school bullying. Baldry et al. (2017) and Carvalho et al. (2021) agreed that these children have a role continuity in bullying. Children who have role continuity (i.e., have the same role as victims of school and cyberbullying) need serious attention from parents and teachers because of their vulnerability.

Although students experienced sibling bullying and cyberbullying post-COVID-19, they still presented a relatively high SWB. Theory of homeostasis (Cummins, 2014) can explain this. Students who experienced bullying incidents post-COVID-19 seem to adapt to the bullying experiences. They

perceive the situation of being bullied as a challenge. They have experienced an increased number of sibling bullying (Borualogo & Casas, 2023) and cyberbullying incidents during COVID-19. Therefore, the incidents post-COVID-19 were a challenge they could not avoid. Bullying incidents are very worrying and should be of concern to parents and teachers so that bullying incidents can be prevented.

Girls' mean scores of SWB post-COVID-19 were lower than the mean expected set-points indicated by Cummins (2014). Although girls adapted to the unpleasant situation, they needed help from parents and teachers. This can be a severe problem. They experienced bullying by siblings at home, which means they tend to hide their problems from their parents. These findings are aligned with findings from a study in Australian (Tanrikulu & Campbell, 2015) that showed girls reported being physically bullied by siblings at home much more frequent than being physically bullied at school. The current study also revealed that they also experienced cyberbullying, which has a more devastating effect. Parents and teachers should pay more attention to these children because they may hide serious problems.

Prevalence of Traditional Bullying and Cyberbullying

The second objective of this study was to analyze the prevalence of bullying by siblings, school bullying, and cyberbullying post-COVID-19 in Indonesia. This current study revealed that boys were more likely to report physical and verbal bullying at school, and being posted comments online than girls post-COVID-19. Girls were more likely to report being abandoned by other children in class -being left out- and being created a mean or hurtful web page than did boys post-COVID-19. Younger children were likely to be hit by siblings and other children in class. Studies in Indonesia (Borualogo & Casas, 2023), Mexico, and Chile (Bravo-Sanzana et al., 2022) aligned with these results. Unfortunately, there were no reports on cyberbullying post-COVID-19. In contrast, a study in Malaysia revealed that cyberbullying is not associated with the individual's gender along the COVID-19 pandemic (Kee et al., 2022).

The prevalence of cyberbullying was the utmost among other bullying incidents post-COVID-19. This study is the first to report cyberbullying post-COVID-19 in Indonesia. Borualogo and Casas (2023) indicated that children were tied to cyberbullying along the COVID-19.In post-COVID-19, children did not learn online and returned to face-to-face learning in class. However, they still use the internet and risk themselves being cyberbullied. The number of cyberbullying incidents raised along the COVID-19 (Barlett et al., 2021). The study with Asian American youth most likely to report increased victimization during the COVID-19 (Patchin & Hinduja, 2022). In Portugal, most participants (61%) reported experiencing cyberbullying during COVID-19 lockdowns (António et al., 2023). In Indonesia, online media reported that 1,895 students (43.35%) had been cyberbullied (Fahlevi, 2023). Indonesia is the number one country with the most cyberbullying cases (Dewi, 2023). In this current study, more girls reported cyber bullied than did boys post-COVID-19, that is aligned with our previous study during COVID-19 presented that more students committed in cyberbullying victimization than perpetration, and the victims were more girls than boys (Borualogo et al., 2023). Post-COVID-19, cyberbullying incidents increased. Children do many activities online, from learning

to social activities with peers. As such, parents should pay more attention to the online activities of their children and also their children's social media usage.

The prevalence of children reporting being called unkind names by other children in school was the second highest among other bullying incidents post-COVID-19. In Indonesia, teachers are aware of this type of bullying, however they are unaware that bullying incidents take place in schools before the COVID-19 pandemic (Borualogo et al., 2023). Most teachers guessed that children were only made fun of and realized later when the incidents happened more often and became more severe (Borualogo, 2021). These incidents continue to happen in post-COVID-19. Students only met briefly during the COVID-19 pandemic and studied online. During the meeting at school, they teased other children. It escalated quickly to another type of bullying. The online media reported high bullying after children returned to school (CNN Indonesia, 2023; Literasi Aktual, 2023). In this study, more boys reported being bullied verbally by other children than girls post-COVID-19. This incident should be taken seriously by the teacher during face-to-face study.

Meanwhile, in the domestic context, a similar trend can be observed. My study during COVID-19 and this study both found that the most frequent sibling bullying incident was being hit by siblings (Borualogo & Casas, 2023). Being hit by a sibling continues post-COVID-19 could be due to the absence of parental supervision is predicted as a cause (Fontanesi et al., 2020).

Factors Related to Sibling Bullying, School Bullying, and Cyberbullying Post-COVID-19

The third objective of the study was to explore factors related to being bullied by siblings, school bullying, and cyberbullying post-COVID-19 in Indonesia. The current study revealed several findings on factors correlated to being bullied by sibling, school bullying, and cyberbullying post-COVID-19. The dynamics of socialization and learning among children have been significantly altered by the COVID-19 pandemic, impacting aspects such as bullying and online activity. Throughout the pandemic, children encountered diverse circumstances, each influencing instances of bullying within domestic settings, schools, and online environments. As children transition back to in-person learning post-COVID-19, they resume face-to-face interaction with peers, necessitating an examination of the factors contributing to bullying experiences across home, school, and cyber space.

Surprisingly, the family variables were not correlated with children's experiences of being bullied at home by siblings, at school by other children, and cyberbullied post-COVID-19. However, school climate (e.i., perceiving a lot of arguments between children in class) was correlated with a higher frequency of all bullying experiences post-COVID-19. Varela et al. (2021) revealed the significance of the school climate to the bullying experience. Students' perceptions of school climates were significantly associated with traditional and cyberbullying (Dorio et al., 2019).

Positive school climates (i.e., making important decisions at school and being satisfied as a student) represent essential conditions protecting children from cyberbullying. Making decisions important for children at school allows them to be listened to by teachers. A previous study in Indonesia revealed the significance of being listened to (Borualogo, 2021). Corominas et al. (2019) said it was associated with their SWB. Having opportunities to make decisions about important

things to children is correlated with a lower frequency of being cyberbullied. Children who have the opportunity to be heard at school in making important decisions for themselves feel that teachers understand their needs, particularly about bullying experiences. A positive school climate is an important factor to protect children from bullying. children from bullying. This current study is aligned with research by Zhao et al. (2021) that revealed that a positive school climate was correlated with bullying victimization with a sample of Chinese adolescents, mediated by self-esteem.

Social media use is correlated with a greater frequency of being cyberbullied. During COVID-19, children communicated with friends using social media. It has become an innate part of adolescent life. Problematic social media use was most strongly and consistently associated with cyberbullying (Craig et al., 2020). Media reported that children who use social media to socialize with other children become victims of cyberbullying (Jurnal Post, 2021). Children have the possibility of exposure to danger, harm, and hazard. Risk brings the potential for adverse outcomes (Bauman & Rivers, 2023). A study said cyberbullying was lower when peer relationships were more robust (Eden et al., 2023).

Conclusion

The objective of this study was to examine the impact of traditional bullying, cyberbullying, and Subjective Well-Being (SWB) among Indonesian children following the COVID-19 pandemic. The research revealed that traditional forms of bullying, especially being called unkind names by siblings, along with cyberbullying, significantly diminished children's SWB post-pandemic. Although children often endure bullying, they frequently conceal their struggles from parents and teachers, potentially leading to severe issues. Cyberbullying emerged as the predominant form of bullying in the post-pandemic period. While both boys and girls experienced bullying, they faced different forms, with girls reporting lower SWB scores than boys, indicating a degree of forced adaptation to these adverse situations. Thus, it is crucial for parents and teachers to recognize the potential severity of these issues.

The study also emphasizes the need for school authorities to foster a positive school climate to mitigate bullying and cyberbullying. Additionally, the role of social media in cyberbullying was highlighted as a critical area for intervention.

Recommendation

However, the study has several limitations. Notably, the Structural Equation Modeling (SEM) analysis used only one general item to measure cyberbullying, leading to a poor model fit when combined with eight specific behavioral items, which likely measured overlapping aspects of cyberbullying. This methodological issue underscores the need for future research to employ multiple items to better capture the nuances of cyberbullying in the Indonesian context, as suggested by similar research by Patchin and Hinduja (2022). Moreover, the cross-sectional nature of the study and the timing of data collection post-COVID-19 limit the generalizability of the findings. Lastly, the study did not include children under 13, pointing to a gap that future research should address by exploring younger

children's perceptions of their SWB post-pandemic.

Declaration

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Authors' Contributions

ISB designed the study, led in the data collection, conducted the data analysis, and wrote the article. MAS conducted the SEM analysis, results, and discussion. HW and SK contributed equally to conducting the study. All authors read and approved the final version of the manuscript.

Conflict of Interest

The authors declare no conflict of interest to disclose.

Orcid ID

Ihsana Sabriani Borualogo https://orcid.org/0000-0002-8590-9701
Muhamad Arif Saefudin https://orcid.org/0000-0001-9076-9929
Hedi Wahyudi https://orcid.org/0000-0002-6526-5654
Sulisworo Kusdiyati https://orcid.org/0000-0001-9513-8499

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