

ABSTRAK

“PENGEMBANGAN KONTEN PENCEGAHAN *CYBERBULLYING* DI MEDIA SOSIAL INSTAGRAM”

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Penelitian ini dilatarbelakangi oleh tingginya penggunaan Instagram di kalangan remaja menjadikan platform tersebut rentan digunakan sebagai sarana terjadinya *cyberbullying*. Sementara itu, masih terbatas media edukasi yang membahas pencegahan *cyberbullying* secara menarik dan sesuai dengan karakteristik remaja. Penelitian ini bertujuan untuk mengembangkan konten edukasi pencegahan *cyberbullying* di media sosial Instagram berdasarkan *Social Cognitive Theory* Albert Bandura, mengetahui tingkat kelayakan media yang dikembangkan berdasarkan penilaian ahli materi dan ahli media, dan mengetahui tanggapan remaja terhadap media yang dikembangkan.

Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan Four-D (4D) yang terdiri atas tahap define, design, develop, dan disseminate. Subjek penelitian terdiri atas satu ahli materi, satu ahli media, dan lima remaja pengguna aktif Instagram sebagai responden uji coba produk. Teknik pengumpulan data menggunakan wawancara, dokumentasi, dan angket validasi ahli. Data kualitatif dianalisis menggunakan teknik Miles dan Huberman, sedangkan data kuantitatif dianalisis menggunakan rata-rata skor.

Hasil penelitian menunjukkan bahwa video edukasi pencegahan *cyberbullying* berbasis Instagram Reels yang dikembangkan memperoleh skor rata-rata 3.50 dari ahli materi dan 3.78 dari ahli media dengan kategori Sangat Layak. Hasil uji coba menunjukkan bahwa media yang dikembangkan memperoleh tanggapan positif dari remaja karena mudah dipahami, menarik, relevan dengan kehidupan sehari-hari, serta membantu meningkatkan pemahaman mengenai bentuk, dampak, dan pencegahan *cyberbullying*. Dengan demikian, media edukasi pencegahan *cyberbullying* berbasis Instagram dinyatakan layak digunakan sebagai media edukasi bagi remaja.

Kata Kunci: *cyberbullying*, Instagram, media edukasi, remaja, *Social Cognitive Theory*

ABSTRACT

**“DEVELOPMENT OF CYBERBULLYING PREVENTION CONTENT ON
INSTAGRAM SOCIAL MEDIA”**

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This study was motivated by the widespread use of Instagram among adolescents makes this platform vulnerable to cyberbullying incidents. Meanwhile, educational media that provide engaging and age-appropriate information on cyberbullying prevention remain limited. This study aimed to develop cyberbullying prevention educational content on Instagram based on Albert Bandura's Social Cognitive Theory, to determine the feasibility of the developed media based on evaluations from material and media experts, and to identify adolescents' responses to the developed media.

This study employed a Research and Development (R&D) method using the Four-D (4D) development model consisting of the define, design, develop, and disseminate stages. The research subjects consisted of one material expert, one media expert, and five active Instagram users who participated in the product trial. Data were collected through interviews, documentation, and expert validation questionnaires. Qualitative data were analyzed using the Miles and Huberman model, while quantitative data were analyzed using mean score calculations.

The results indicated that the Instagram Reels-based cyberbullying prevention educational videos developed in this study obtained an average score of 3.50 from the material expert and 3.78 from the media expert, both categorized as Highly Feasible. The product trial results showed that the developed media received positive responses from adolescents because it was easy to understand, engaging, relevant to their daily lives, and helpful in improving their understanding of the forms, impacts, and prevention of cyberbullying. Therefore, the Instagram-based cyberbullying prevention educational media was considered feasible for use as an educational medium for adolescents.

Keywords: cyberbullying, Instagram, educational media, adolescents, Social Cognitive Theory.