

## PANIC MORALS AND ANTI-BULLYING EDUCATION MANAGEMENT ON VIRTUAL MEDIA FOR SCHOOL CHILDREN: A CASE STUDY IN LOMBOK WEST NUSA TENGGARA, INDONESIA

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### Abstract

Moral panic refers to the excessive reaction of society to certain issues, which is considered a threat to morality and public welfare triggered by virtual media that depicts an event or group in a sensational way, thereby triggering excessive fear and anxiety among the public. Bullying is a desire to hurt so that it causes a person to suffer. A bullying perpetrator can be a person, a group of people, and he or they perceive themselves to have the power to do anything to their victims. This paper uses a qualitative method with a netnography approach. This approach is used to understand individual behavior and interactions in online contexts, such as communities, social networks, forums, or other platforms related to bullying in school children in Lombok NTB. The theory used is the social learning theory from Albert Bandura. This concept emphasizes that behavior is learned through observation, imitation, and modeling. In the context of moral panic and the management of anti-bullying education in school children in Lombok NTB, this theory suggests that children can learn bullying or anti-bullying behavior through examples they see around them, especially in virtual world life. The findings of this paper reveal that virtual media often report cases of bullying in a dramatic way, creating the perception that bullying is a major crisis that threatens the well-being of school children. Then excessive action against the bullying phenomenon leads to moral panic to immediately disseminate information. The dissemination of inaccurate information is a new sign that people in Lombok NTB suffer from moral panic syndrome.

**Keywords:** Panic Moral, Education Management, Anti-Bullying, Virtual Media.

### INTRODUCTION

The phenomenon of moral panic is a term that refers to the excessive reaction of society to certain issues, which are considered a threat to morality and public welfare. The term was first introduced by sociologist Stanley Cohen in his book "Folk Devils and Moral Panics" in 1972 (Cohen, 2011). Moral panic is often triggered by media that portrays an event or group in a sensational way, thereby triggering excessive fear and anxiety among the public. One of the issues that often comes into the center of attention in the context of moral panic is bullying (Cohen, 2011). Bullying, or bullying, has become a serious problem among students around the world. Acts of bullying can be physical, verbal, or psychological violence, and the impact on the victim can be devastating, both emotionally and academically. Increased attention to bullying in the media and society often triggers a moral panic, prompting governments and educational institutions to take drastic steps to address the problem (Bloisi, 2008).

Bullying is a serious problem faced by students in various parts of the world, including in Indonesia. Bullying can be in the form of physical, verbal, social, or psychological violence carried out repeatedly by one or more individuals against weaker or helpless victims. The impact of bullying is very detrimental, not only for the victim, but also for the school environment as a whole. Victims of bullying often experience various psychological problems such as depression, anxiety, low self-esteem, and even suicidal tendencies (Rose, 2009). In Lombok, West Nusa Tenggara, the problem of bullying in schools is a special concern considering the importance of creating a safe and conducive educational environment for children's development. Anti-bullying education is one of the strategic efforts that can be made to prevent and overcome this problem. Through anti-bullying education, students are expected to understand the negative impact of bullying, develop empathy, and learn healthy social skills to interact with peers (Ramdani et al., 2021).

Lombok, as part of West Nusa Tenggara Province, has various challenges in its education system. In addition to the issue of infrastructure and accessibility of education, bullying in schools is one of the urgent problems to be addressed. Based on various reports and surveys, bullying cases in schools in Lombok show quite significant numbers, which require special attention and handling (Winata et al., 2020). Anti-bullying education in Lombok schools aims to provide students with an understanding of what bullying is, how to deal with it, and what steps can be taken to prevent bullying from occurring. The program also engages teachers, parents, and the entire school community to work together to create a safe and supportive environment for all students (Anggraini et al., 2024). Anti-bullying education is one of the main approaches in dealing with bullying issues. These educational programs are designed to raise awareness about the negative impacts of bullying, teach positive social skills, and create a safe and inclusive school environment (Walker, 2011). In the context of moral panic, anti-bullying education programs are often implemented with a high degree of urgency, sometimes without considering the most effective approach or according to the specific needs of the school community.

In recent decades, the phenomenon of moral panic has become the subject of attention in various circles, including in the world of education. Moral panic is an excessive reaction from society to certain issues that are considered to threaten social values and norms. One of the issues that often triggers moral panic is bullying, especially in the school environment (Young, 2004). Bullying is an aggressive act carried out repeatedly by a person or group of people against a weaker individual. This action can be in the form of physical, verbal, or psychological violence. The negative impact of bullying is not only felt by the victim, but it can also affect the overall school climate, as well as the social and emotional development of students. Bullying in schools is a global problem that affects millions of students every year (Roekel, 2010). According to UNESCO data in 2019, about 32% of students worldwide have experienced bullying at school. Forms of bullying can vary widely, ranging from ridicule, intimidation, spreading rumors, social exclusion, to physical violence. The long-term effects of bullying can include decreased academic performance, mental health issues such as depression and anxiety, and increased risk of suicide (O'moore, 1989).

In response to growing concerns about bullying, various anti-bullying education efforts have been developed. Anti-bullying education aims to create a safe and supportive school environment, where every student feels valued and protected from violence and harassment. These programs often include socialization about the dangers of bullying, social and emotional skills training, and the establishment of strict school policies against bullying. The approach to anti-bullying education is also often colored by the phenomenon of moral panic. Excessive worry can lead to reactive and less effective policies in the long run (Ata & Kutluk, 2015). Therefore, it is important to understand the dynamics of moral panic and its impact on the implementation of anti-bullying programs, so that the interventions carried out are truly effective and sustainable.

In the context of the management in question, namely, **Anti-bullying education** refers to the strategies and policies implemented by educational institutions to prevent and handle bullying cases. The main goal is to create a safe and inclusive school environment for all students. **Which of which** sEkolah must have a clear written policy regarding the definition of bullying, consequences for perpetrators, and case handling procedures, **then** educating students, teachers, and parents about what bullying is and its negative impact (Wallace, 1993). In addition, it also provides training for para-teachers to be able to detect signs of bullying and how to handle it effectively. Not only that, managerial skills are also to be able to provide psychological support and counseling for victims of bullying in order to be able to create an inclusive school culture and respect differences (Teixeira, 2022).

The phenomenon of moral panic experienced by children in the school environment requires art in management, Because management is related to management, leadership, management, and also management is related to the process of implementing the achievement of certain goals held with supervision. If referring to in Arabic terms, management is referred to as idarah, tadbir, siyasah, qiyadah, and tanzim, which means; a place to store everything and put everything in its place (Spiridonova, 2021). Related to the moral panic that occurs in the real world and cyberspace, of course it requires art in management, because excessive moral panic can have an impact on the perspective of the community and the school environment in dealing with the phenomenon of bullying. For example, if the media triggers a moral panic against bullying, the community may demand quick and harsh action from the school. This can result in reactive and ineffective policies, such as excessive punishment or approaches that do not address the root of the problem. On the other hand, panic morals can also bring the necessary attention to serious problems, prompting educational institutions to improve their systems and implement better anti-bullying programs (Gaffney, 2019).

From the above problems, the author will focus on the study of the phenomenon of bullying that occurs in virtual media, both on Facebook, YouTube, Instagram, and TikTok. The locus of the study on the bullying phenomenon is also based on a case study in Lombok, NTB. The author's purpose in this study is to explore the concept of panic morality, the phenomenon of bullying in schools, and the importance of effective anti-bullying education management. By understanding the relationship between these three elements, the author seeks to develop a more comprehensive strategy in dealing with moral panic related to bullying and creating a more positive and inclusive educational environment.

## **LITERATURE REVIEW**

### **Theoretical Framework**

In examining the moral phanic and the management of anti-bullying education in virtual media for school children in Lombok NTB, the author uses the social learning theory of Albert Bandura (Ozer, 2022). This concept emphasizes that behavior is learned through observation, imitation, and modeling. In the context of panic morality and anti-bullying management, this theory suggests that children can learn bullying or anti-bullying behaviors through the examples they see around them, especially in the life of the world (Ferrari, 2010). To be more operational, this social learning theory has several things that must be emphasized, namely: 1) Observation, where learning is through observing the behavior of others and the consequences of that behavior. 2) Modeling, is the process by which behaviors, values, or attitudes are adopted from the model. This model can be a parent, teacher, peer, media figure, or other individual who is considered a role model. 3) Imitation, after observing a behavior, the individual may imitate or imitate the behavior. Imitation is more likely to occur if the model is valued or does not get a penalty for her behavior. 4) Reinforcement and punishment, positive and negative reinforcement aspects play an important role in reinforcing or weakening observed behaviors, as punishment against the model can reduce the likelihood of the same behavior being adopted by observers. 5) Cognitive processes, in which social learning involves mental processes such as attention, retention (memory), motor reproduction (the ability to reproduce observed actions), and motivation, then individuals process the information they observe and make decisions about whether or not to imitate those behaviors. In the moral aspects of panic and management of anti-bullying education in school children, the anti-bullying program can use a positive role model to show desired behavior, then teachers and school staff play a role as a model that shows ways to interact positively and overcome conflicts related to anti-bullying education.

## **METHOD**

This study uses a qualitative method with a netnography approach (Young, 2004). This approach is used to understand individual behavior and interactions in online contexts, such as communities, social networks, forums, or other platforms. This approach involves observing, analyzing, and interpreting the data generated from these online activities (Dehkhoda, 2020). Here are the steps that the author takes. First, the author identifies the topic and online community, on social media platforms, which the author then accesses and collects data from relevant online sources. This is related to texts from forums, messages, comments, images, videos, or other elements related to the phenomenon of bullying in school children in Lombok NTB. Second, the authors passively observe online activities in communities related to dominant topics of conversation, social norms, and interaction patterns. Then the author makes observations in the form of notes, screenshots, or other forms of data storage. Third, the author conducts data analysis to identify relevant patterns, trends, and findings, such as content analysis, narrative analysis, or social network analysis.

## **RESULTS AND DISCUSSION**

### **Definition of Panic Morals**

Moral panic is a social phenomenon in which there is an excessive reaction from society to an event, group, or condition that is considered to threaten the prevailing social values and norms. The term was first introduced by sociologist Stanley Cohen (Wasserman, 2020). Moral panic is a process in which the media, authorities, and society together perceive a threat excessively, which is often inconsistent with existing reality or facts. Panic morals have several main characteristics that can be recognized, namely: 1) Worry, there is an increase in concern among the public about a behavior or group that is considered threatening. 2) Hostility, behavior that is the target of panic morals is perceived as a dangerous public enemy. 3) Consensus, there is a general consensus among the public that the threat is real and should be addressed, even though objective evidence may not support it. 4) Disproportionate reactions to such threats are often exaggerated and disproportionate to the actual level of

threat. 5) Volatility, where moral panic tends to be temporary, although the effects can be long-lasting (Cohen, 2011). Some examples of cases of moral panic are satanic panic. In the 1980s and early 1990s, the United States experienced a mass panic about the existence of satanic cults that practiced torture and satanic rituals, many of which were later proven unfounded. Panic over Rock music, where Rock music was often considered to be damaging to the morals of the younger generation in the 1950s to 1980s. Concerns about video games that are considered to promote violence and damage the morale of children and adolescents (Ben-Judah, 1986). Related to the panic moral issue, the existence of virtual media plays a crucial role in shaping and strengthening panic morals. The presentation of sensational and dramatic news can magnify the perception of threats in the eyes of the public. The media often focuses their coverage on scary or controversial aspects of an issue, thus increasing fear and concern in society. From the excessive dissemination of information on virtual media, which in the end moral panic affects public perception and public policy. Where public policy is ultimately born in the name of crisis, policies made in an atmosphere of panic are often not based on in-depth analysis and can lead to ineffective or detrimental measures. Stigma and discrimination eventually arise from groups or individuals who are the target of panic morals who often experience discrimination, stigma, and unfair treatment. Unexpected effects then appear such as the birth of distrust in institutions, overreactions, disproportionate policies, so that it can reduce public trust in government institutions and the media (deYoung, 1998).

Related to the phenomenon of bullying, it finally gave rise to excessive worry, violence at school, or use of technology by students. The media often magnifies a single incident into a national threat, creating widespread fear that then the management system in a school eventually adopts reactive and rapid policies in response to panicked moral pressures, ultimately resulting in the introduction of seemingly hasty anti-bullying programs without adequate research and evaluation. On the other hand, the most risky things also happen such as the implementation of zero tolerance policies that can harm students without considering the context and needs of rehabilitation, providing harsh punishments can create an environment that is not inclusive and supports student development (Hay, 2010).

### **Definition and Factors of Bullying**

The word bullying comes from the English language, namely from the word bull which means a bull that likes to duck here and there. In Indonesian, etymologically the word bully means a bully, a person who annoys the weak. Meanwhile, in terminology, bullying is a desire to hurt. This desire is manifested into action, causing a person to suffer (Gaffney, 2019). This action is carried out directly by a stronger, irresponsible, usually repetitive person or group, and is performed with a feeling of pleasure. Bullying is a form of violent behavior in which there is psychological or physical coercion of a person or a group of people who are weaker by a person or group of people. The perpetrator of bullying, commonly called a bully, can be a person, it can be a group of people, and he or they perceive themselves to have the power to do anything to their victims. The victim also perceives herself as a weak, helpless party and always feels threatened by bullying (Duong, 2014).

Bullying is a conscious, deliberate, and heinous activity intended to injure, instill fear through the threat of further aggression, and create terror. Whether the bullying is premeditated or sudden, real or hidden, in front of you or behind your back, easily identifiable or hidden behind a visible friendship, perpetrated by a child or a group of children. Bullying or bullying is an act of deliberate assault whose purpose is to physically or psychologically harm the victim, or both. Bullying is also the deliberate and repeated abuse of force by one or more children against another child, with the intent to hurt or induce feelings of distress or stress. Behaviors included in Bullying are (a) physical forms, such as hitting, pinching, slapping, and scolding (forcibly begging that does not belong to him); (b) verbal forms, such as swearing, gossiping or mocking; and (c) psychological forms, such as bullying, degrading and discrimination. The factors that affect the occurrence of Bullying are (Lewis, 1999). First differences in class, economy, gender, ethnicity or racism. Basically, the difference (especially if the difference is extreme) between the individual and the group to which he belongs, if it cannot be properly addressed by the members of the group, can be a factor causing bullying. Second tradition of seniority. Seniority that is misinterpreted and used as an opportunity or reason to bully juniors sometimes does not stop in a period. This is often an unwritten regulation that is passed down from generation to generation. Third Seniority. As one of the behaviors of bullying, it is often expanded by the students themselves as a latent event. For them the desire to continue the problem of seniority exists for entertainment, the channeling of revenge, envy or seeking popularity, continuing traditions or showing power. Fourth a family that does not get along. The complexity of family problems such as the absence of the father, the mother suffering from depression, the lack of communication between parents and children, divorce or parental disharmony and socioeconomic incapacity are significant causes of acts of aggression. Fifth school

situations that are not harmonious or discriminatory. Bullying can also occur if the supervision and ethical guidance of teachers is low, schools with very rigid discipline, inappropriate guidance and inconsistent regulations. Sixth individual or group characters such as (1) resentment or envy, (2) the desire to control the victim with physical power and sexual attraction, (3) to increase the popularity of the perpetrator among his peers, (4) the wrong perception of value for the victim's behavior. The victim often feels that she deserves to be treated like this (bullied), so the victim just keeps silent and it happens to her repeatedly (Cornell, 2016).

The parties involved in bullying behavior can be divided into 4 (four), namely:

a. Bullies are students who physically and psychologically hurt other students repeatedly. Adolescents identified as bullying perpetrators often exhibited worse psychosocial functioning than bullying victims and students who were not involved in bullying behavior. Bullies also tend to show higher depressive symptoms than students who are not involved in bullying behavior and lower depressive symptoms than victims. Bullies tend to dominate others and have the same social skills and understanding of other people's emotions. The types of bullies include: (1) confident, physically strong, enjoys aggressiveness, feels safe and is usually popular, (2) anxious type, academically weak, weak in concentrating, less popular and less secure, and (3) in certain situations bullying perpetrators can become victims of bullying. In addition, many experts have drawn conclusions that the characteristics of bullies are usually aggressive, have a positive concept of violence, be impulsive, and have difficulty in empathizing. Bullying perpetrators are usually aggressive both verbally and physically, want to be popular, often cause trouble, look for other people's faults, be vengeful, envious, live in groups and dominate social life in their school. In addition, the perpetrator of Bullying also places himself in a certain place at school or around it, is a popular figure in his school, his gestures can often be characterized by often walking in front, deliberately bumping, saying rudely, and harassing (Russell, 2014).

b. Victims are students who are often targeted by aggressive behavior, painful actions and show little defense against their attackers, compared to their peers who are not victims, Bullying victims tend to withdraw, be depressed, anxious and afraid of new situations. Students who were victims of bullying reported to be more aloof and unhappy at school and had fewer close friends than other students. Victims of bullying are also characterized by cautious, sensitive, and quiet behavior. Usually in an environment, the youngest child in school, usually the smaller, sometimes frightened, perhaps unprotected, a child who has been traumatized or has been hurt before and is usually very sensitive, avoids peers to avoid more severe pain, and finds it difficult to ask for help. In addition, there are also obedient children, children who feel anxious, lack confidence, easy to lead and children who do things to please or reduce the anger of others, children whose behavior is considered to disturb others, children who do not want to fight, prefer to resolve conflicts without violence, children who are shy, hide their feelings, are quiet or do not want to attract the attention of others, collector, and sensitive (Wolke, 2015). Besides that, there are also children who are poor or rich, children whose race or ethnicity is considered inferior so that they deserve to be insulted, children whose gender or sexual orientation is seen as inferior, children whose religion is seen as inferior, children who are intelligent, talented, or have advantages. They are also targeted because they are superior, children who are independent, do not care about social status, and do not compromise with norms, children who are ready to express their emotions at any time, children who are fat or thin, short or tall, children who wear braces or glasses, children who have acne or other skin problems. Furthermore, the victims are children who have different physical characteristics from the majority of other children, and children with mental and/or physical disabilities, children who have ADHD (attention deficit hyperactive disorder) may act before thinking, do not consider the consequences for their behavior so that they are intentional or do not disturb the bully, children who are in the wrong place at the wrong time. He was attacked because the bully was trying to attack someone in that place at that moment.

c. Bully-victim, which is the party involved in aggressive behavior, but also becomes a victim of aggressive behavior, states that bullying victims show a higher level of verbal and physical aggressiveness compared to other children. Bully victims also reported an increase in depressive symptoms, feeling lonely, and tending to feel sad and moody than other students. Bullying-victim is also characterized by reactivity, poor emotional regulation, academic difficulties and rejection from peers as well as learning difficulties (Fekkes, 2005).

Not only that, some of the factors that cause bullying in children include:

a. Family

Bullies often come from troubled families: parents who often punish their children excessively, or home situations that are full of bullying, aggression, and hostility. Children will learn bullying behavior when

observing conflicts that occur in their parents, and then imitate it towards their peers. If there were no decisive consequences of the environment to his trial and error behavior, he would learn that "those who have power are allowed to behave aggressively, and that aggressive behavior can increase a person's status and power". From here the child develops bullying behavior;

b. School

The school often ignores the existence of this Bullying. As a result, children as bullying perpetrators will get reinforcement of their behavior to bully other children. Bullying develops rapidly in the school environment, often giving negative input to its students, for example in the form of unconstructive punishment so that it does not develop a sense of appreciation and respect among fellow school members;

c. Peer group factors

Children when interacting in school and with friends around the house, are sometimes encouraged to do bullying. Some children engage in bullying in an attempt to prove that they can fit into a certain group, even if they themselves feel uncomfortable with the behavior.

d. Social environmental conditions

Social environmental conditions can also be the cause of bullying behavior. One of the social environmental factors that causes bullying is poverty. Those who live in poverty will do anything to meet their living needs, so it is not surprising that in the school environment there is often a drunkenness between students.

e. Television and print media

Television and print media form a pattern of bullying behavior in terms of the shows they show. A survey conducted by Kompas in 2006 showed that 56.9% of children imitated the movie scenes they watched, generally they imitated their movements (64%) and their words (43%) (Goodboy, 2015).

In addition, bullying also occurs in several forms of action and is divided into three types, namely:

a. Physical bullying

Physical bullying is the most visible and identifiable type of bullying among other forms of bullying, but the incidence of physical bullying accounts for less than one-third of the incidents of bullying reported by students.

Types of physical bullying include hitting, strangling, elbowing, punching, kicking, biting, twisting, cheating, and spitting on the oppressed child to a painful position, as well as damaging and destroying the clothes and belongings of the oppressed child. The stronger and more mature the bully, the more dangerous this type of attack becomes, even if it is not intended to cause serious harm.

b. Verbal bullying

Verbal violence is the most common form of oppression, both by girls and boys. Verbal violence is easy to commit and can be whispered in front of adults and peers, without being detected. Verbal bullying can be shouted at in the playground mixed with the frenzy of binger heard by the overseer, dismissed as simply perceived as a stupid and unsympathetic dialogue among peers.

Verbal bullying can be in the form of nicknames, reproaches, slander, cruel criticism, insults, and statements with nuances of sexual solicitation or sexual harassment. In addition, verbal bullying can be in the form of confiscation of pocket money or goods, abusive phone calls, intimidating e-mails, canned letters containing threats of violence, false accusations, vile snares, and gossip.

c. Relational bullying

This type is the most difficult to detect from the outside. Relational oppression is the systematic weakening of the self-esteem of the victim of oppression through neglect, exclusion, exclusion, or avoidance. Avoidance, an act of elimination, is the strongest tool of oppression. The child who is gossiped about may not hear the gossip, but will still experience the effects. Relational bullying can be used to alienate or reject a friend or is deliberately aimed at ruining a friendship. These behaviors can include hidden attitudes such as aggressive gaze, eye glances, sighs, shuddered shoulders, sneering, mocking laughter, and abusive body language.

d. Cyber bullying

This is the latest form of bullying due to the growing technology, internet and social media. In essence, the victim continues to get negative messages from bullying perpetrators, both from messages on the internet and other social media. The forms are: 1). Sending painful messages or using images. 2). Leaving a cruel voicemail message. 3). Calling continuously without stopping but not saying anything. 4). Creating a website that is embarrassing for the victim. 5). The victim is avoided or shunned from chat rooms and others. 6). "Happy slapping" – which is a video that contains where the victim is humiliated or bullied and then disseminated (Ortega-Ruiz, 2016).

The following grouping of bullying behaviors can be divided into 5 categories, namely: a) Direct physical contact by hitting, pushing, biting, grabbing, kicking, locking, someone in the room, pinching, scratching, also including extorting and damaging items owned by other people; b) Direct verbal contact by threatening, humiliating, degrading, harassing, calling names, sarcasm, reproaching, cursing, spreading gossip; c) Direct non-verbal behavior, namely looking cynically, sticking out the tongue, displaying condescending, mocking, or threatening facial expressions, usually accompanied by physical or verbal bullying; d) Indirect non-verbal behavior, namely silently holding someone down, manipulating friendship so that it cracks, deliberately ostracizing or ignoring, sending canned letters; e) Sexual harassment, sometimes categorized as physical or verbal aggression behavior (Adnan, 2021).

### **Analysis of Panic Morals and Anti-Bullying Education in Lombok, NTB**

The Sasak tribe is an ethnic group that dominates the island of Lombok in the province of West Nusa Tenggara, Indonesia. With a significant population, Sasak culture and traditions play a central role in the life of the people on the island. Sasak Lombok is known for its rich customs, distinctive language, and expertise in arts and crafts that have been passed down from generation to generation. The Sasak tribe has a long history that is reflected in various aspects of their lives, ranging from traditional house architecture, agricultural systems, to meaningful traditional ceremonies. Sasak traditional houses, such as Bale Tani and Bale Lumbung, reflect local wisdom in utilizing natural materials and adjusting to the conditions of the surrounding environment. The Sasak language, which has several dialects, is widely used in everyday communication, although Indonesian is also understood and spoken, the Sasak language remains an important identity for the local community (Ramdani et al., 2021).

On the aspect of panic morality and anti-bullying education, the phenomenon of bullying often occurs in Lombok with various variations. The phenomenon of bullying that occurs in Lombok is sometimes much different between the facts in the field and those in the virtual media, usually the facts in the field are not as exciting as what is in the virtual media. In the virtual world, netizens are free to blaspheme and comment without knowing the real reality, but because the information disseminated invites excessive moral panic for netizens. This is what the author calls a moral panic in the phenomenon of bullying in virtual media that occurs in Lombok, where the panic experienced by netizens is much more dangerous than reality, and in the end invites netizens to become bullies in virtual media, which gives birth to new bullies in panic. It does not mean that the author negates the fact that there are acts of bullying that occur in the school environment, but what the author criticizes is our attitude and mentality that are too excessive in dealing with this phenomenon. This excessive action then leads to panic and immediately disseminate information related to the bullying phenomenon. The spread of inappropriate and accurate information is so fast that it passes through the homepage of our media accounts, bullying information between accounts and other accounts is much different. This is a new sign that people in Lombok NTB specifically suffer from moral panic syndrome. The following is information and data related to moral panic over the phenomenon of bullying in Lombok NTB.

Based on information, there has been a "action of SMK 3 students in Pujut District, Central Lombok in 2023 who bullied their friends viral on social media. The 27-second video, which lasts 27 seconds, shows M (the victim) wearing a sports school uniform, while his colleague who is suspected of bullying is seen wearing a scout uniform. Meanwhile, the other students were seen recording the act of bullying. It was also seen that a number of female students poked their heads and kicked the buttocks of the victim who was helpless at that time sitting on the floor."(Kompas.com, 2023). Other information about bullying cases occurred in East Lombok "The case of alleged bullying of two students who were caught having sex in Pandan Dure Village, Sakra District, East Lombok, West Nusa Tenggara (NTB). Previously, two students were bullied after being caught having sex at a location in East Lombok. The 6-minute and 10-second bullying video went viral on social media after being uploaded by @baiqumii's Facebook account on Tuesday night (14/11/2023). In the video, a male student can be seen wearing only a towel. Meanwhile, a woman in the video appears to cover her body with a hijab. After that, the teenagers bullied the two students who were caught having sex. They threatened to report to the village if the woman did not follow their wishes to see her body and breasts. One of the men in the video even seems to force the woman to take off the hijab that is used to cover her body."(Detik.com,2023). The latest information also occurred in East Lombok "A video of bullying at one of the elementary schools in East Lombok went viral on social media. In the 43-second video, a student was recorded beating a friend with other students witnessing, until the student who was bullied received a leak wound on the head. It is known that the bullying occurred on Wednesday (27/3, 2024), after Islamic boarding school activities. The case also received special attention from the police to the Ministry of

Religion East Lombok who immediately came to the location."(Insidelombok.id., 2024). Information about bullying cases in Lombok NTB still occurs frequently, but in this case the author uses the three pieces of information above to represent the study conducted. Where, in the author's analysis, panic occurs because of information that is spread excessively in the virtual world. This act of bullying cannot be separated from the imitation aspect of the action that the perpetrator of bullying also sees in virtual media, because an act is not born from a vacuum, all related to the social environment, and culture in Lombok NTB. This is in line with the concept used by the author, namely the theory of social education which says that bullying behavior is basically learned through observation, imitation, and modeling. Then in the moral aspect of panic and anti-bullying education management, bullies act excessively because depending on the model they imitate, the model can be everyone in the school environment, Islamic boarding school, and family environment.

To get out of this moral panic, it certainly requires self-management, social environment, and management of anti-bullying education for school children in Lombok NTB. Because without management, there will be so many cases of bullying in the school environment that we leave alone and become the subject of moral panic. As the author described above, that sometimes the media often reports cases of bullying in a dramatic way, creating the perception that bullying is a major crisis that threatens the welfare of children. When moral panic related to bullying occurs, this can provide momentum for the implementation of anti-bullying education programs. However, it is important to ensure that the response to moral panic is not only reactive and temporary, but also sustainable and evidence-based. Based on the author's analysis, there are several important steps to integrate the concept of moral panic in the management of anti-bullying education in Lombok NTB: a) Increase awareness and education about bullying through informative and fact-based educational campaigns. Avoid sensationalism that can exacerbate moral panic. b) Involvement of communities such as parents, teachers, and students in an open dialogue about bullying and how best to prevent and address it. c) Development of evidence-based policies based on research and best practices that have proven effective. d) Periodic evaluation and adjustment of anti-bullying programs to ensure their effectiveness and make adjustments based on feedback and evaluation results.

## CONCLUSION

Moral panic can serve as an important trigger for collective action in dealing with social issues such as bullying in schools. Bullying is a desire to hurt so that it causes a person to suffer. The perpetrator of bullying, commonly called a bully, can be a person, can be a group of people, and he or they perceive themselves to have the power to do anything to their victims. Because bullying indicates violence so that some people become victims. Moral panic and anti-bullying education often occur in Lombok with various variations. The phenomenon of bullying that occurs in Lombok is sometimes much different between the facts in the field and those in the virtual media, usually the facts in the field are not as exciting as what is in the virtual media. In the virtual world, netizens are free to blaspheme and comment without knowing the real reality, but because the information disseminated invites excessive moral panic for netizens. Moral panic in the phenomenon of bullying in virtual media occurred in Lombok, where the panic experienced by netizens is much more dangerous than reality, and in the end invites netizens to become bullies in virtual media, which gives birth to new bullies in panic. It does not mean that the fact about bullying that occurs in the school environment does not exist, but our attitude and mentality are too excessive in dealing with the bullying phenomenon. This excessive action then leads to panic to immediately disseminate information related to the bullying phenomenon. The spread of inaccurate and accurate information so quickly through social media homepages is a new sign that people in Lombok NTB specifically suffer from moral panic syndrome.

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