

ANALYSIS OF *CYBERBULLYING DISCOURSE*: LINGUISTIC AND SOCIOLOGICAL PERSPECTIVES IN UNCOVERING POWER DYNAMICS IN CYBERSPACE

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ABSTRACT

The purpose of the research is to analyze in depth the representation of power dynamics and social hierarchy in *cyberbullying* through discourse patterns and communication strategies. The research also seeks to explain how social norms or power structures in the real world are replicated and strengthened in online interactions involving *cyberbullying*. The uniqueness of the research is that it integrates linguistic and sociological perspectives comprehensively, in contrast to previous research that tends to focus on one of the disciplines, in order to offer a holistic analysis of the phenomenon of *cyberbullying*. This study adopts the *narrative literature review* method, a systematic qualitative approach to identify, evaluate, and synthesize findings from previous studies related to the representation of women in Indonesian horror films. The findings of the study show that *cyberbullying* is a multidimensional phenomenon that involves the complexity of language, social interaction, and power structures in the digital realm. Cyberbullying, which manifests itself in many forms, inherently reflects the power imbalance between perpetrator and victim, often reinforced by the anonymity and wide reach of digital platforms. However, the resistance of discourse and power back shows that victims are not always passive, but are able to implement linguistic strategies to challenge this dominance, restore agency, and even encourage social change.

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INTRODUCTIONS

Cyberbullying is aggressive behavior carried out by individuals or groups with the intention of hurting other parties who are felt to be weaker through *electronic platforms*, usually repetitive and lasting for a certain period of time (Santosa, 2020). *Cyberbullying* includes various forms of online bullying that have the potential to have adverse psychological impacts on victims (Marlef et al., 2024). *Cyberbullying* brings aggression to the digital realm, allowing perpetrators to hide behind internet anonymity while still targeting individuals individually or groups with hateful motives (Marlef et al., 2024).

There are several forms of *cyberbullying that often occur*, such as harassment, denigration, impersonation, outing, exclusion, and *cyberstalking* (Lasamahu et al., 2025). *Harassment* is a series of derogatory messages or

comments, while *denigration* involves spreading false or embarrassing information about the victim (Sitanggang et al., 2024). *Impersonation*, on the other hand, refers to the actions of someone who disguises themselves as someone else in order to commit an adverse act, while *an outing* is the act of revealing someone's personal secrets without consent. *Exclusion* is related to efforts to isolate individuals from online groups, while *cyberstalking* involves repeated stalking and reconnaissance in cyberspace (Ni et al., 2025).

The phenomenon of cyberbullying has undoubtedly become a troubling social issue, especially as the use of social media in the daily lives of Indonesian people is increasingly massive (Santosa, 2020). The paradigm shift in communication driven by internet technology has created a new space for the emergence of such violent behavior, where *platforms* such as Facebook and Instagram, are often the main arena for its manifestation (Akbar, 2015) (Santosa, 2020). In addition to Facebook and Instagram, other social media platforms are also vulnerable to becoming a medium for cyberbullying practices that have a serious impact on individuals' mental and psychological health (Indrawan, 2018).

The impact of cyberbullying is terrible. Although it does not cause physical injury, the psychological impact caused by *cyberbullying* is actually much more devastating, because it creates deep and prolonged emotional wounds (Martono et al., 2012). Mental wounds due to *cyberbullying* can result in depression, acute anxiety, sleep disorders, and a significant decrease in motivation to learn, especially in adolescents (Purba et al., 2025). Victims can experience emotional distress, depression, anxiety, and even suicidal thoughts, so they require serious attention from various parties (Suwastini et al., 2024).

That is why analyzing the phenomenon of *cyberbullying* from various perspectives, including linguistics and sociology, is very important to uncover the root of the problem and the patterns behind this behavior. Both perspectives allow for a comprehensive understanding of how language and social interactions in cyberspace shape and reinforce the power dynamics that emerge in the context of *cyberbullying* (Martono et al., 2012). This interdisciplinary approach is expected to be able to further uncover the linguistic mechanisms used in cyber aggression, as well as the social structures and power relations that perpetuate this bullying practice in the online realm.

Through the lens of Sociology, power dynamics in *cyberbullying* can be understood as a manifestation of dominance (Martono et al., 2012) as well as discrimination that utilizes anonymity and the wide reach of digital media to target vulnerable individuals or groups (Purba et al., 2025). Symbolic violence that occurs on social media through cyberbullying often reflects broader social inequality, where online language and representation are used to degrade and strengthen social hierarchies in cyberspace (Martono et al., 2012). The sociolinguistic approach even highlights how digital communication patterns affect and shape social structures in this context, by placing the study on the analysis of macro-micro linkages (Haryanto et al., 2012).

Thus, the sociolinguistic approach allows the exploration of how social norms and power structures in the real world are replicated and even reinforced by online interactions, thus forming a complex social landscape in which *cyberbullying* takes root (Haryanto, 2016). Language, as a central element of social interaction, especially in the online context, has a significant role in shaping and reproducing social reality, including power dynamics manifested through *cyberbullying* (Damsar, 2012) (Haryanto et al., 2012). Therefore, diving into the linguistic aspects of speech used in *cyberbullying* is crucial to identify language patterns that mark aggression, domination, and marginalization (Zhong et al., 2022).

Concretely, the formulation of the problem in this study is:

1. How do the discourse patterns and communication strategies used in *cyberbullying* represent the dynamics of power and social hierarchy in cyberspace?
2. How are social norms and power structures in the real world reproduced and reinforced through online interactions in the context of cyberbullying?

Based on the formulation of the above problem, the study aims to analyze in depth the representation of power dynamics and social hierarchy in *cyberbullying* through discourse patterns and communication strategies (Hidajat et al., 2015). The research also seeks to explain how social norms or power structures in the real world are replicated and strengthened in online interactions involving *cyberbullying*.

The uniqueness of this research is that it comprehensively integrates linguistic and sociological perspectives, in contrast to previous research that tends to focus on one of the disciplines, in order to offer a holistic analysis of the

phenomenon of *cyberbullying* (Syahid et al., 2023) (Haryanto et al., 2012). Such an interdisciplinary approach allows for further exploration of the role of language in shaping perceptions, constructing identities, as well as mobilizing support or rejection in the context of cyberbullying (Isnarini et al., 2025) (Xu, 2025). In addition, by combining two scientific lenses, this research is believed to be able to reveal how social structures in cyberspace also affect the intensity and form of *cyberbullying*, thereby enriching understanding of complex interactions between individuals and digital communities (Sukmana, 2016).

The main contribution of the research lies in providing a richer analytical framework to understand the complexity of *cyberbullying*, going beyond conventional approaches that often focus on psychological impact alone, by diving into the fundamental socio-linguistic mechanisms that perpetuate the practice (Noviana, 2024). The research is also expected to be a foundation for the development of effective interventions, both in terms of regulation and education, in order to face the complexity of the challenges of cyberbullying.

Several previous studies have indeed examined the phenomenon of *cyberbullying* from various perspectives, but most have not specifically explored how media usage behavior by users affects cyberbullying activities on various platforms (Ni et al., 2025). For example, many studies focus on the psychological impact of victims or the effectiveness of technology-based interventions without in-depth examining the social or linguistic constructs of *cyberbullying* itself (Nee et al., 2023). Existing studies also often ignore the role of symbolic interactions in shaping online power dynamics, which is crucial to understanding how cyber aggression develops (Haryanto et al., 2012).

This research fills this gap by explicitly integrating critical discourse analysis as a tool to dismantle the ideology and mythology that underlies the practice of *cyberbullying*, in line with the contribution of critical theory in Sociology to change the world and dismantle oppression (Haryanto et al., 2012). The research seeks to bridge the gap by trying to explore how language in *cyberbullying* is not just a tool, but an arena for the struggle for meaning and power, a perspective that has often been missed by previous studies. Through the adoption of a multidisciplinary approach, the research systematically reviewed the literature on *cyberbullying*, identifying existing thematic gaps and theoretical biases, as well as proposing future research directions that are aligned with the sociolinguistic context (Chan et al., 2020).

METHOD

This study adopts the *narrative literature review* method, a systematic qualitative approach to identify, evaluate, and synthesize findings from previous studies related to the representation of women in Indonesian horror films. This method allows the preparation of a comprehensive picture of existing scientific discourse, identifying key patterns, and highlighting underworked areas in the literature (Damsar, 2012). The advantage lies in its ability to integrate various perspectives, theories, and research results from various sources, resulting in rich and insightful synthesis (Sugiarti & Lestari, 2023).

The *narrative literature review* approach was chosen because of its ability to synthesize information from various sources, present a comprehensive picture of the topic being studied, while identifying trends and gaps in relevant research (Tsani et al., 2024). *Narrative literature review* is important to analyze and group various studies on *cyberbullying* from linguistic and sociological perspectives, thus allowing the construction of a coherent narrative about power dynamics in cyberspace. The *narrative literature review* approach also allows researchers to conduct a continuous and in-depth literature search, which is essential to uncover the complex nuances between language, power, and cyberbullying behavior (Chan et al., 2020).

The choice of *narrative literature review* is strategic because it allows the identification of thematic patterns that emerge from diverse literature, as well as provides an opportunity to build strong theoretical arguments regarding the complex interactions between language, power, and *cyberbullying* (Vu et al., 2025). *Narrative literature review* allows the integration of various qualitative and quantitative research findings, forming a comprehensive synthesis of the socio-linguistic aspects of *cyberbullying* (Istiqomah, 2024). *Narrative literature review* also facilitates the highlighting of knowledge gaps that require further exploration (Agustiningsih & Pandin, 2021).

Primary data sources of research include articles from reputable national and international scientific journals (Sinta 1-2 and Scopus), book chapters, as well as theses or dissertations relevant to the topic of *cyberbullying* from a

linguistic and sociological point of view, published in the last fifteen years to ensure the relevance and novelty of information. Inclusion criteria include publications that explicitly discuss the analysis of discourse, power structures, or social dynamics in the context of *cyberbullying*, as well as research that uses qualitative or mixed approaches to explore symbolic meaning and interaction (Azman & Zamri, 2025) (Haryanto, 2016).

Meanwhile, exclusion criteria include studies that focus only on the technical aspects of *cyberbullying prevention*, the psychological impact of individuals without in-depth social or linguistic analysis, or publications without going through a *peer-review* process (Chan et al., 2020) (Muhammadiyah et al., 2022). The data selection process ensures that only the most relevant and high-quality literature is included, thus increasing the validity or reliability of the synthesis of findings (Evangelio et al., 2021).

The data collection technique in the study involves systematic searches using electronic databases, such as Google Scholar, Scopus, and Web of Science with a combination of keywords such as "*cyberbullying*", "*linguistics*", "*sociology*", "*discourse analysis*", and "*power*" (Nee et al., 2023) (Baranidharan et al., 2023). The search was also expanded through reference tracing of key articles (*citation chaining*) to ensure comprehensive and in-depth literature coverage (Salawu et al., 2017) (Kim et al., 2024).

Data analysis in the study will be carried out through a thematic approach; identifying patterns, recurring themes, and central arguments from the collected literature in order to build a coherent narrative (Martono et al., 2012) (Xia & Ni, 2024). This approach will involve extracting relevant data as well as organizing systematically to identify similarities as well as differences in factors influencing *cyberbullying* behavior from a linguistic and sociological perspective (Abd.Alromima & Sutantri, 2024). Furthermore, each article will be analyzed qualitatively to explore the representation of power, identity construction, and social norms that are manifested through the use of language in the context of *cyberbullying* (Martono et al., 2012).

RESULT AND DISCUSSIONS

Identify Cyberbullying Discourse Patterns

From a comprehensive literature analysis, it was found that the pattern of discourse in *cyberbullying* usually involves strategies of verbal delegitimization and dehumanization of targets (Sukmana, 2016). These patterns are often manifested through the use of derogatory language, negative stereotypes, or even explicit threats, which collectively contribute to the creation of toxic online environments (Nexø, 2024). An example of derogatory language is the use of nicknames or pronunciations that demean the dignity of individuals (Utami & Baiti, 2018). In addition, the use of metaphors or parables that equate victims with inferior objects or entities also strengthens dehumanization efforts in online communication. This pattern is further exacerbated by the speed of information dissemination and relative anonymity on *digital platforms*, thus allowing *cyberbullying* perpetrators to spread negative narratives widely without direct accountability (Santosa, 2020).

The negative stereotypes that are often used in *cyberbullying* discourse usually aim to generalize negative characteristics in certain groups, facilitate discrimination, and strengthen prejudices that already exist in society (Damsar, 2012). Examples of negative stereotypes are biased gender representations or detrimental depictions of certain races/ethnicities, which are then internalized by online communities and used as an excuse to justify acts of bullying (Zhong et al., 2022).

Meanwhile, explicit threats, which are often conveyed in the form of texts, images, or videos, are the most direct manifestations of power in *cyberbullying* discourse, aimed at intimidating and instilling fear in victims (Lasamahu et al., 2025). These forms of threats can vary from physical threats, disclosure of personal information (*doxing*), to destruction of digital reputations (Tarigan et al., 2022). Physical threats, for example, are in the form of direct statements to injure the victim; while *doxing* seeks to expose a person's personal data for the purpose of harm (Murwani, 2023). Threats to digital reputation, on the other hand, usually involve spreading false or embarrassing information to the point of damaging a person's public image.

These discourse patterns indicate systematic efforts to reduce individuals to objects of hatred, justify aggression, and reinforce unhealthy social hierarchies in cyberspace (Davidovitch & Yavich, 2023). Linguistic analysis shows how verbal expression, both explicitly and implicitly, plays a role in building and maintaining power

imbalances (Syahid et al., 2023). Sociologist Pierre Bourdieu also emphasized that language has a close relationship with power, where euphemism or censorship can function as an effective mechanism of symbolic violence, as well as facilitating social control and the formation of reality according to the desires of the dominant actor (Martono et al., 2012).

Symbolic violence, channeled through *cyberbullying* discourse, reflects the imbalance of power between perpetrator and victim, as emphasized by Bourdieu, where language is not only a means of communication, but also a social practice that shapes and is shaped by power structures (Martono et al., 2012). Domination through discourse often makes the perpetrator's power seem inherent or socially accepted, even by the victim himself (Haryanto et al., 2012) (Martono et al., 2012). This is in line with Bourdieu's concept of symbolic violence as an unconsciously accepted dominance, where the mechanism of "concealment of violence" makes it seem natural or indeed it should be (Martono et al., 2012).

Thus, the cyberbullying discourse not only creates psychological effects on individuals, but also reproduces and legitimizes the structure of social dominance in the digital realm (Martono et al., 2012). Therefore, the importance of critical analysis of the use of language and social representation to understand the complex power dynamics in cyberspace is clearly a necessity (Recuero & Tavares, 2025) (Martono et al., 2012). Without it, a fundamental understanding of how language shapes and amplifies structural injustices in online interactions is significantly hampered, making countermeasures less effective (Syahid et al., 2023) (Elanda & Pitaloka, 2022).

A multidisciplinary approach that combines linguistic and sociological perspectives to uncover the hidden mechanisms behind the symbolic violence of *cyberbullying* discourse is urgently needed. This is in accordance with Bourdieu's view that language is a symbolic battleground, where individuals are shaped and shaped by their environment (Haryanto et al., 2012). Language is never just a neutral means of communication, but always an instrument that has symbolic power to organize and maintain power relations (Semeen & Islam, 2020).

The Dimension of Power in Digital Interaction

In the context of *cyberbullying*, the power dimension is manifested through the perpetrator's ability to manipulate narratives, control perceptions, and impose their will through digital *platforms*. This power, often asymmetrical, allows actors to dictate the norms of interaction, even defining what is considered "normal" or "deviant" in online communication. This phenomenon is in line with Foucault's view that power not only operates in a repressive manner, but also productively shapes subjects and defines reality through discourse (Haryanto et al., 2012).

Furthermore, individuals who have higher symbolic capital, such as popularity or influence, tend to have greater power to influence discourse, even marginalizing other individuals (Damsar, 2012). The symbolic capital can be in the form of the number of followers, social status in the real world, or strong rhetorical ability, all of which contribute to the accumulation of power when interacting in cyberspace (Haryanto, 2016) (Sukmana, 2016). These mechanisms create an informal hierarchy that influences how information is disseminated, truths are asserted, and who has the right to speak or be heard in the digital space (Recuero, 2024) (Irwanto et al., 2025).

Understanding the dynamics of symbolic capital is very important to analyze how *cyberbullying* perpetrators use their dominant position to spread hateful narratives and suppress victims (Damsar, 2012). Cyberbullying perpetrators are usually those who have the power to manipulate information, direct public opinion, and take advantage of the weaknesses of digital systems to achieve their goals, often with hidden motives behind the scenes of anonymity (Liang, 2024). Meanwhile, victims are usually classified as vulnerable individuals and have limited access to self-defense mechanisms, both technically and socially, thus exacerbating the power imbalance. As a result, a vicious circle is created where the victim is increasingly isolated, while the perpetrator feels increasingly untouched and is more daring to continue his actions.

The threat of *cyberbullying* is exacerbated by the ability of social media platforms to facilitate the repeated spread of harmful content, which allows bullying to occur many times as the content is read or shared by other users (Chan et al., 2020). This ability indirectly perpetuates symbolic violence, making it difficult to eliminate even after the initial incident has passed. This undoubtedly expands the range of its psychological and social impact (Forssell, 2019).

The anonymity provided by online interactions also exacerbates the situation, as it provides a false sense of security for perpetrators to launch attacks without direct consequences (Chan et al., 2020). Anonymity paradoxically strengthens the perpetrator's position of power, allowing them to operate outside of conventional social norms that govern face-to-face interactions, as well as increasing the intensity or duration of negative impacts on victims (Romualdo et al., 2025). Protection of the identity of the perpetrator is inherently in cyberspace to create an environment where the power to hurt is not directly proportional to proper accountability, thus forming an asymmetrical power dynamic (Chan et al., 2020).

The absence of accountability, coupled with the potential for widespread imitation of aggressive behavior among individuals, can encourage harmful sentiments or actions to spread rapidly, sacrificing personal interests for destructive collective interests (Sukmana, 2016). It is clear how digital technology can be used to shape or strengthen harmful social hierarchies, with far-reaching effects and psychological consequences for victims (Kostyrka-Allchorne et al., 2022). Thus, a comprehensive analysis of *cyberbullying* discourse requires a deep understanding of how symbolic power is mobilized through language in order to assert dominance and subordination in the digital ecosystem.

Linguistic Strategies in Power Reproduction: Imperatives, Dehumanization, and Asymmetric Discourse

The use of language in *cyberbullying* is not limited to conveying a message; it is also actively shaping and reproducing power structures through the selection of lexicons, syntax, and rhetoric that are consciously or unconsciously used to degrade and control other individuals (Zhong et al., 2022). This includes strategies, such as the use of imperatives, dehumanization, and asymmetric discourse (Martono et al., 2012).

The use of imperatives, in the context of *cyberbullying*, is often used to directly command or demand certain actions from the victim, indicating an attempt at domination and control over the will of the intended individual, and sometimes even covertly indicating a threat (Stevens et al., 2024) (Ando & Ozarchevici, 2024). These orders can be in the form of instructions to commit embarrassing acts, disclose personal information, and even terminate their participation from online *platforms*, all of which aim to assert the superiority of the perpetrator or exploit the victim's vulnerability. In addition, imperatives can also appear in the form of innuendo or ridicule that subtly disparage, but implicitly demand acceptance of the dominance of the perpetrator (Sukmana, 2016). The use of imperatives seeks to strip the moral agents of the victim, reducing them to passive objects that are subject to the wishes of the perpetrator, thus further strengthening the power imbalance as the core of *cyberbullying behavior* (Sukmana, 2016). In the sociological context, the use of imperatives reflects efforts to establish a hegemony of discourse, where the perpetrator imposes a framework of interpretation of reality that is detrimental to the victim (Haryanto, 2016). It shows how language is not just a means of communication, but rather a symbolic battleground where power is asserted and identity is shaped or destroyed.

Dehumanization is a tactic often used in *cyberbullying* to degrade the dignity of victims by dehumanizing their human attributes, usually through the use of metaphors for animals or inanimate objects. The dehumanization strategy serves to justify acts of violence, because if the victim is considered "not human", then the bad treatment of them becomes easier to accept by the perpetrator and the surrounding environment.

Asymmetric discourse highlights how narratives constructed by perpetrators systematically distort reality, create adverse polarization, and justify discriminatory actions against specific groups or individuals (Muttaqin & Ambarwati, 2020). This is often done by constructing a negative image of the victim as "the other" or "enemy" through excessive generalization, stereotypes, and demonization (Martono et al., 2012). Asymmetric discourse effectively blurs moral boundaries, distances the perpetrator from empathy, as well as justifies their aggressive actions as a natural response to perceived threats (Marín-López et al., 2020). This narrative pattern also often uses symbolic dominance to justify the social exclusion of victims from healthy interaction spaces, while reinforcing segregation and marginalization (Martono et al., 2012). Narrative framing effectively manipulates public perception, justifies the mistreatment of degraded individuals, and reinforces unbalanced power structures in cyberspace (Santosa, 2020).

An in-depth analysis of the phenomenon of *cyberbullying* opens up perspectives on how language, as a medium of symbolic violence, helps to strengthen the dominant position of perpetrators and reduce the victim's agency in online interactions (Martono et al., 2012) (Anggraini & Sarah, 2025). That is why it is important to identify the communication patterns used in *cyberbullying* in order to understand the social construction of digital violence more

broadly (Haryanto et al., 2012). Only then *can cyberbullying* really be conceptualized as a manifestation of complex power dynamics in the digital realm, not just as a mere individual phenomenon (Haryanto et al., 2012) (Martono et al., 2012).

Discourse Resistance and Power Backlash Dynamics

It is not uncommon for resistance to forms of digital oppression to occur, which shows the potential for re-empowerment from marginalized parties to oppose existing hegemony (Sukmana, 2016). Resistance is often manifested through linguistic strategies that seek to reclaim narratives, dismantle stereotypes, or build solidarity among victims to demand justice (Anggraini & Sarah, 2025). Forms of resistance can be very diverse, ranging from physical or material actions to symbolic expressions through language, including when the victim community collaborates to voice their experiences (Sukmana, 2016).

Discourse resistance usually involves efforts to deconstruct the perpetrator's aggressive language by reframing meaning, intervening in dominant narratives, and even creating empowering counter-narratives (Sukmana, 2016). Concretely, resistance can take the form of reversing ridicule, using sarcasm as criticism, or building an online community that provides emotional support and a *platform* for advocacy (Sukmana, 2016). In this way, victims not only restore their agency, but build strength to resist the dominance structures inherent in *cyberbullying* (Sukmana, 2016). The phenomenon of discourse resistance shows how subordinate individuals or groups are not always passive, but are able to develop the art of resistance or *hidden transcripts* from the dominant party, as expressed by Scott (Sukmana, 2016).

Meanwhile, reciprocity shows that the victim is not always passive, but is able to adopt linguistic strategies to challenge the dominance structure imposed by the perpetrator, for example through the use of sarcasm or irony to turn the offensive meaning into a form of resistance (Martono et al., 2012). The strategy allows victims to reclaim their agency, transform the narrative of oppression into a narrative of empowerment, and effectively dismantle the symbolic power exercised by the perpetrator.

Resistance is not only individual, but can also manifest itself in a collective form, such as online campaigns or advocacy movements that aim to shift the dominant discourse on *cyberbullying* into an inclusive and empathetic narrative (Marlef et al., 2024) (Sari & Septiani, 2024). Collective action is generally based on self-reflection and the expertise to mobilize scarce social resources, so as to be able to build solidarity infrastructure to oppose injustice in the digital realm (Sukmana, 2016). Through collective action, victims not only find emotional support, but also gain a *platform* to voice their experiences and fight for change.

Discourse resistance and power back can turn the narrative of oppression into a narrative of empowerment, thus enabling victims of *cyberbullying* to rebuild their identities and demand accountability from the perpetrators (Riskiyah & Al-Uyun, 2022). Examining the victim's linguistic adaptation and resistance strategies is essential to understand the more complex dynamics of power in the context of digital violence, beyond the simple perpetrator-victim dichotomy (Sukmana, 2016). Language can turn out to be a battlefield where meaning and power are renegotiated, even reclaimed by those who were previously marginalized (Wilhelm, 2020).

CONCLUSION

It can be concluded from the description in the previous section, that *cyberbullying* is a multidimensional phenomenon that involves the complexity of language, social interaction, and power structures in the digital realm. Cyberbullying, which manifests itself in many forms, inherently reflects the power imbalance between perpetrator and victim, often reinforced by the anonymity and wide reach of digital *platforms*. *Cyberbullying* uses linguistic features to weaken the victim and reinforce the perpetrator's dominance, creating an unsafe environment for individuals in cyberspace. The analysis of *cyberbullying* discourse also reveals how linguistic aspects play a role in building, maintaining, and opposing this asymmetrical power structure.

However, the resistance of discourse and power back shows that victims are not always passive, but are able to implement linguistic strategies to challenge this dominance, restore agency, and even encourage social change. This indicates the importance of reviewing *cyberbullying* not only in terms of oppression, but also considering the capacity

of agents to challenge and restructure existing narratives. The resistance strategy undoubtedly reflects the resilience of individuals, as well as the collective ability to reconstruct cyberspace as a place to negotiate meaning and identity.

Suggestions that can be given, among others, are that further research needs to explore more deeply the psychological and sociological mechanisms behind discourse resistance, as well as its effectiveness in different cultural contexts. It is also important to examine how technology and *digital platforms* can be designed to better support resistance efforts and victim empowerment, so as to effectively prevent or minimize the negative impact of *cyberbullying*. In addition, the development of a digital literacy education curriculum that prioritizes understanding of the dynamics of cyber power and linguistic resistance skills is crucial to equip people with the ability to face various threats in cyberspace.

The formation of ethical and responsible digital citizens through literacy education is a necessity to proactively address cyberbullying incidents. Digital literacy education will equip individuals with a deep understanding of ethical online behavior, as well as the ability to identify signs of *cyberbullying*, both as victims and witnesses, thereby encouraging the creation of a safe digital environment. The government should also not stay silent. Regulations are clearly accompanied by strict law enforcement against *cyberbullying* and need to be implemented, in line with ongoing public awareness campaigns, to ensure the creation of a fair and safe digital ecosystem for all users.

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