# Validity and reliability of the indonesian version of the cyber bullying perpetration (CBP) and victimization (CBV) instrument

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**Abstract**

This study aims to examine the validity and reliability of the cyberbullying behavior scale among university students by adapting the Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV) instruments. The study utilizes two scales, CBP and CBV, developed by Lee et al. (2017). The scales were validated on a sample of 389 undergraduate students aged 19-22 years, with 18 items using a Likert scale model consisting of four response options (never = 1, rarely = 2, often = 3, and very often = 4). The CBP and CBV scales consist of three indicators: Verbal Written Bullying, Visual Sexual Bullying, and Social Exclusion. The scale testing results indicate good reliability, reflecting high internal consistency for most of the tested items. The validity test results using Confirmatory Factor Analysis (CFA) also show that the developed model has a good fit with the existing data. This scale is deemed valid, with a model that is theoretically and empirically acceptable. Therefore, it can be used as a valid and reliable instrument for measuring cyberbullying behavior, particularly among university students. It is expected to make a significant contribution to further research on this phenomenon.

**Keywords**: *scale development, cyberbullying, cyberbullying perpetration, cyberbullying victimization, scale validation.*

**Introduction**

Bullying is a social problem that has widespread negative impacts, with long-term consequences that can affect individuals from various backgrounds. One form of bullying that has been increasing in recent years is cyberbullying. Cyberbullying is defined as aggressive behavior that occurs through electronic media, such as the internet, social media, and mobile phones (Alipan et al., 2020; P. K. Smith, 2019). Cyberbullying can be perpetrated by individuals or groups against victims with the intent to cause emotional harm (Lim & Lee, 2021; Macaulay et al., 2022). The characteristics of cyberbullying that distinguish it from other forms of bullying its anonymity, flexible access, and rapid spread of information create significant pressure on victims (Kim, M., et al., 2023). This pressure can manifest as emotional distress in the form of depression, anxiety, and even suicidal ideation. On the other hand, cyberbullying perpetrators often engage in negative behaviors, exhibit aggressive attitudes, and lack emotional maturity (Fulantelli et al., 2022; Gohal et al., 2023; Umar et al., 2022). Recent study also found that adolescents who engage in cyberbullying often justify their behavior through moral disengagement, and those with lower empathy are more likely to bully others online (Batmaz, H., Türk, N., Kaya, A. et al., 2023; Wang, L., & Ngai, S. S., 2020; Zhou, et al., 2023).

The phenomenon of cyberbullying has gained widespread attention among researchers, academics, and social workers globally (Livingstone et al., 2016). In Indonesia specifically, recent studies reveal alarming prevalence rates, with a 2022 survey by the Indonesian Internet Providers Association (APJII) indicating that 49% of adolescents reported experiencing cyberbullying (Herlambang et al., 2025), while Ministry of Education data shows traditional bullying affects approximately 30% of students. This significant disparity highlights how digital platforms have exacerbated bullying behaviors, making cyberbullying both more prevalent and potentially more harmful due to its persistent, public nature (Kasanah et al., 2024; Rizkiyanto et al., 2024; Slanbekova et al., 2024). Research on cyberbullying, both in Indonesia and internationally, has continued to develop, with a focus on comparing traditional bullying and cyberbullying. These comparative studies consistently demonstrate that cyberbullying victims report more severe psychological impacts, including higher rates of depression, largely due to the anonymity, unlimited audience, and inescapability of online harassment (Pinalis et al., 2024). These studies indicate that cyberbullying remains a major topic in the fields of social and psychological research, particularly because understanding these digital-native behaviors is crucial for developing effective prevention programs (Mansyur et al., 2020).

Most existing research examines cyberbullying among children and adolescents (Barus & Dwiana, 2016). Findings show that many children and adolescents become victims of cyberbullying in school environments (Ningrum & Amna, 2020). Cyberbullying significantly impacts victims, leading to emotional disturbances such as anxiety, prolonged depression, low self-esteem, decreased academic performance, and self-harming behaviors (Triyono & Rimadani, 2019). In some cases, cyberbullying results in suicidal ideation (Umar et al., 2024; Hu, Y., 2021; Maurya, C., et al., 2022). Align with the reasearch by Prince Peprah et al. (2023) which found that adolescents who had been victims of cyberbullying were considerably more likely to experience suicidal thoughts, with 38.4% of them reporting such ideation. Research by Pabian & Vandebosch (2021) also reveals that children or adolescents who have been victims of cyberbullying are more likely to experience similar behaviors into adulthood (Riswanto & Marsinun, 2020).

Early adulthood is often associated with college life, a crucial stage in an individual's development. In addition to academic pressures, students face emotional stress and career-related decisions (Aristawati et al., 2021; Ali, S. I., 2022). These pressures are further exacerbated for students with a history of cyberbullying victimization (Sood et al., 2024). Research by Ana B. Bernardo (2022) found that cyberbullying was linked to a higher risk of students wanting to drop out of university. Gao et al. (2016) reported that over 70% of college students who were bullied

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in school tend to continue experiencing such behaviors into adulthood. Approximately 50% of students who were involved in cyberbullying as either victims or perpetrators in school show a decline in these behaviors during early adulthood (Lee et al., 2017). These findings suggest that cyberbullying behavior does not necessarily disappear with age, even when individuals transition into adulthood.

Given this phenomenon, preventive measures against cyberbullying among college students are essential (Greco, 2020; Shaikh et al., 2021). The development of standardized instruments is critical to systematically identify, measure, and address cyberbullying behaviors in academic settings. Without validated tools, interventions lack empirical grounding, and comparisons across studies become unreliable.  It will enable researchers and practitioners to assess prevalence, evaluate intervention effectiveness, and inform campus policies. Several previous studies have developed and validated instruments for comprehensively measuring cyberbullying behavior, focusing on Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV) as key constructs. (Lee et al., 2017) proposed that these instruments have strong potential for assessing cyberbullying behavior among college students, validated through Confirmatory Factor Analysis (CFA) to verify factorial and convergent validity.

This study aims to examine the validity of the cyberbullying behavior scale among college students by adapting the CBP and CBV instruments. The scale is tested on young adult students (ages 18–25) in Indonesia. Each scale consists of three sub-factors designed to capture specific behaviors related to cyberbullying. Through the development and adaptation of this scale, the study aims to produce a more relevant and valid instrument for measuring cyberbullying behavior among college students in Indonesia. This research is expected to provide important contributions in examining and understanding cyberbullying behavior more comprehensively among Indonesian university students.

## Method

In this quantitative scale study, the measurement instrument was translated into Indonesian through a rigorous cross-cultural adaptation process. First, forward-translation was conducted by bilingual psychology experts, followed by back-translation to English by independent translators to ensure conceptual equivalence. The finalized version underwent content validity review by a panel who evaluated item relevance, clarity, and cultural appropriateness. This study follows the standards proposed by Fenn et al. (2020) for the development, validation, and translation of psychological tests, providing a comprehensive framework for validating new scales in the fields of social sciences and education. The process includes conducting pilot testing, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA).

The target population for this study includes university students from three provinces in Sulawesi: South Sulawesi, West Sulawesi, and Central Sulawesi, in 2024. The researchers employed a proportional stratified random sampling technique to select participants from different regions of Indonesia. This sampling approach is particularly relevant as Sulawesi represents Indonesia's diverse cultural and socioeconomic spectrum, allowing findings to capture variations in cyberbullying patterns across different regional contexts. The method ensures that the sample size from each province is proportional to the total student population in that province, which is crucial for generating nationally generalizable data while accounting for regional demographic differences. The identified population across the three provinces consists of: 1) South Sulawesi = 104,520 students; 2) West Sulawesi = 5,361 students; 3) Central Sulawesi = 8,451 students.

The sampling approach involved the following steps: a) Requesting data from each faculty in universities across the three provinces regarding the number of available students. b) Selecting representatives from nine faculties based on the collected data. c) Ensuring the age range of the sample falls between 19-22 years old. A Slovin's formula was applied to determine the

appropriate sample size with a probability value of 0.05. As a result, the final sample included 389 students from three universities across the three provinces.

This study employs validity and reliability tests to evaluate the questionnaire and ensure that the accepted items meet the measurement tool standards. Quantitative items are analyzed using JASP software. Initially, the Confirmatory Factor Analysis (CFA) is conducted to assess model fit using several indices, including the Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Chi-Square/Degrees of Freedom (CMIN/DF). The following threshold values are set for these fit indices: RMSEA less than 0.09, CFI and GFI greater than 0.90, TLI greater than 0.95, and CMIN/DF less than 3. A factor loading of 0.4 or higher is considered acceptable. If the model meets these criteria, it is deemed to have a good fit. Furthermore, this study employs Cronbach's Alpha and McDonald's Omega to ensure the internal consistency of the scale, with a threshold of 0.70 or higher considered acceptable.

**Findings and Discussions**

This study develops a scale to measure Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV) with 18 items categorized into three main indicators: Verbal Written Bullying, Visual Sexual Bullying, and Social Exclusion. While (Lee et al., 2017) originally used distinct item sets for CBP (20 items) and CBV (27 items), we integrated both perspectives into unified indicators to capture the bidirectional nature of cyberbullying interactions. This adaptation was empirically validated through confirmatory factor analysis between perpetration and victimization items within each indicator category. Verbal Written Bullying measures bullying behaviors involving insults, threats, or taunts conveyed through online text (e.g., on social media or instant messaging). Visual Sexual Bullying assesses bullying that involves the use of sexually explicit images or videos to degrade or exploit individuals. Social Exclusion evaluates actions of excluding someone from a group or online conversation, leading to social isolation and psychological impacts on the victim.

**Table 1. Blueprint**Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV)

| x | Indicator | Statement |
|---|---|---|
| 1 | Verbal Written Bullying | I am mindful of my words on social media. |
| 2 | | I behave politely towards everyone on social media. |
| 3 | | I post messages on my social media account using polite language. |
| 4 | | I do not respond to or forward messages on social media that contain mockery. |
| 5 | Visual Sexual Bullying | I use a sexy image as my social media profile picture. |
| 6 | | I only share photos/videos that are appropriate for viewing. |
| 7 | | I delete (remove) messages containing vulgar images/videos sent to my social media account. |
| 8 | | I feel disappointed when a friend posts someone's picture/video to embarrass them. |
| 9 | | I avoid creating edited photos/videos of friends on social media that could embarrass them. |
| 10 | | I ask for permission before resharing someone's private photo/video. |
| 11 | | I only share photos/videos of others when given permission by the person |
| 12 | Social Exclution | I ignore and do not respond to someone I dislike in an online group. |
| 13 | | I befriend anyone on social media regardless of their ethnic background or social status. |
| 14 | | I greet or wish my friends a happy birthday. |
| 15 | | I respect messages posted by friends even if I disagree with them. |
| 16 | | I block someone's account so they cannot access information from the group. |
| 17 | | I have a social media account that is open and accessible for anyone to read. |

I am a member of many social media groups with diverse backgrounds.

Next, the reliability test analysis for each scale item can be seen in the following table:

**Table 2. Reliability Test**

| Item | If item dropped | | Item-rest correlation |
|---|---|---|---|
| | McDonald's ω | Cronbach's α | |
| Verbal  Written Bullying_1 | 0.862 | 0.860 | 0.587 |
| Verbal Written Bullying_2 | 0.861 | 0.859 | 0.616 |
| Verbal Written Bullying_3 | 0.859 | 0.857 | 0.632 |
| Verbal Written Bullying_4 | 0.864 | 0.864 | 0.507 |
| Visual Sexual Bullying_6 | 0.862 | 0.862 | 0.540 |
| Visual Sexual Bullying_7 | 0.861 | 0.861 | 0.545 |
| Visual Sexual Bullying_8 | 0.861 | 0.861 | 0.550 |
| Visual Sexual Bullying_9 | 0.854 | 0.856 | 0.643 |
| Visual Sexual Bullying_10 | 0.860 | 0.861 | 0.554 |
| Visual Sexual Bullying_11 | 0.857 | 0.858 | 0.603 |
| Social Exclusion_13 | 0.866 | 0.865 | 0.480 |
| Social Exclusion_14 | 0.871 | 0.871 | 0.359 |
| Social Exclusion_15 | 0.860 | 0.859 | 0.593 |
| Social Exclusion_18 | 0.875 | 0.874 | 0.315 |

Based on the model fit analysis results for the items measuring various dimensions in the Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV) scales namely Verbal Written Bullying, Visual Sexual Bullying, and Social Exclusion the McDonald's omega (ω) and Cronbach's alpha (α) values were generally very high, averaging 0.86–0.87, indicating excellent reliability for most items. However, some items had slightly lower scores, such as Social Exclusion_14, which had ω = 0.871 and α = 0.871, but with a lower item-rest correlation (0.359), and Social Exclusion_18, which had ω = 0.871 and α = 0.871, yet a lower item-rest correlation (0.315). This suggests that although the overall reliability is high, these items still require further evaluation to ensure they effectively contribute to the construct. Items showing low correlations (<0.40) will be retained for future validation studies but flagged for potential revision or replacement to enhance scale sensitivity.

**Table 3. Confirmatory Factor Analysis (CFA)**

| Instrument | N | Reliability Test | | Validity Test | | | | |
|---|---|---|---|---|---|---|---|---|
| | | McDonald's | Cronbach's | RMSEA | GFI | CMIN/DF | CFI | TLI |
| Cyberbullying Behavior | 390 | 0.871 | 0.871 | 0.105 | 0.984 | 5.225/51 | 0.982 | 0.977 |
| Verbal/Written Bullying | | 0.784 | 0.784 | | | | | |
| Visual-Sexual Bullying | | 0.738 | 0.733 | | | | | |
| Social Exclusion | | 0.644 | 0.647 | | | | | |

McDonald > 0,60 (Reliable); Cronbach alfa > 0.60 (Reliable); RMSEA ≤ 0,08 (Accepted Model); GFI (Goodness of Fit)= 0 ( poor fit )- 1,0 (perfect fit); CMIN/DF ≤ 2,0 (Accepted Model); CFI ≥ 0,95 (Accepted Model); TLI ≥ 0,95 (Very Good Fit)

Overall, the construct in the Confirmatory Factor Analysis (CFA) test results, as shown in the table above, demonstrated acceptable reliability and validity, indicating a fit model. First, the composite reliability scores were strong, with McDonald's omega (ω = 0.871) and Cronbach's alpha (α = 0.871) both exceeding the threshold for internal consistency. Further analysis of each sub-dimension revealed

consistent results (a) Verbal/Written Bullying showed acceptable reliability ($\omega = 0.738$; $\alpha = 0.784$), (b) Visual-Sexual Bullying also met reliability standards ($\omega = 0.784$; $\alpha = 0.733$), and (c) Social Exclusion, while slightly lower, still approached acceptability ($\omega = 0.644$; $\alpha = 0.647$). These findings collectively support the instrument's robustness across all measured aspects of cyberbullying behavior.

These results indicate that the Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV) scales are reliable as their McDonald's omega and Cronbach's alpha values exceed 0.60.Furthermore, the validity test results showed: RMSEA = 0.105, CMIN/DF = 5.225/51, with a significance of $0.01 < 2.0$, which is categorized as an acceptable model, GFI = 0.984, CFI = 0.982, and TLI = 0.977, values that are considered close to a fit model. Thus, it can be concluded that the Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV) scales are valid.
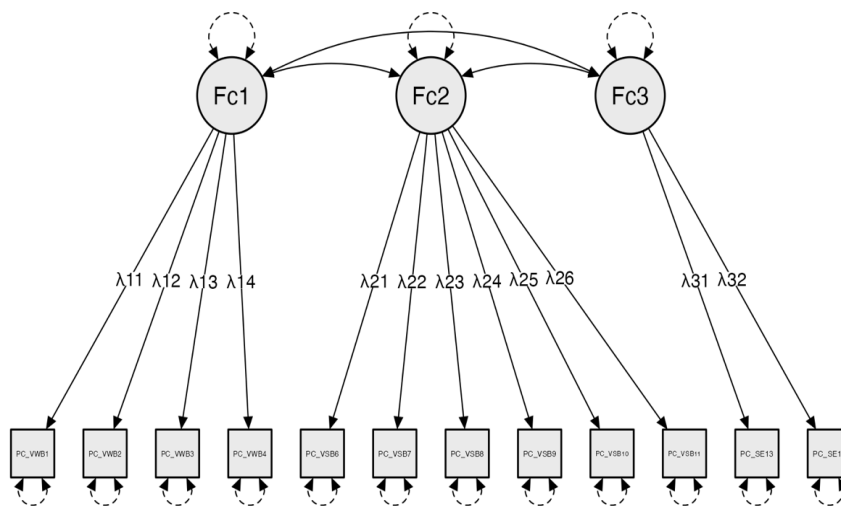


Figure 1. The Coefficient Factor Plot

This figure displays the results of a confirmatory factor analysis comprising three latent constructs (FC1-FC3) with multiple indicators ($\lambda 11$-$\lambda 32$). The lambda ($\lambda$) values represent the strength of relationships between indicators and their corresponding latent constructs, where values above 0.5 indicate significant relationships. Additionally, there are several manifest variables representing specific dimensions such as virtual behaviors or social exclusion within this research model. This visualization aids in evaluating construct validity and measurement model consistency.

This study aims to develop and validate a measurement tool to examine the growing gap in cyberbullying behavior, which has been significantly increasing not only as a form of violent action but also as victimization emerging as a new variant of this behavior. The results of the CBP (Cyber Bullying Perpetration) and CBV (Cyber Bullying Victimization) scale tests provide strong construct evidence. The validity of the scale has been rigorously tested through the reliability coefficients of each item statement to ensure acceptable values. The item reliability analysis supports the internal consistency of each aspect, indicating strong correlations. Additionally, the Confirmatory Factor Analysis (CFA) results confirm a well-fitted and acceptable model, demonstrating significant relationships between the sub-items of each factor (Guo & Sim, 2025; Kavaliauskienė et al., 2019).

The CBP and CBV scales hold potential for future research applications. These scales can serve as references for university counselors in designing programs, conducting assessments, and implementing interventions for students who have experienced CBP and CBV (Chen et al., 2023; Samadieh et al., 2025; C. Smith, 2024). This ensures that higher education counselors can measure and evaluate the intensity of cyberbullying behavior among students, helping to maintain their safety both on and off campus (Fauzi, 2024; Hazime, 2024; Tinstman Jones et al., 2020).

As a form of self-prevention, the CBP and CBV scales are also beneficial for studies investigating cyberbullying behavior among teenagers or school students (Wahanisa et al., 2021). Counselors can utilize these scales to examine the impact of cyberbullying, which often begins to emerge at this developmental stage (Myers & Cowie, 2019; Peled, 2019; Yosep et al., 2023). These findings enable counselors and researchers to explore the long-term effects and contributing factors of cyberbullying, as well as to plan, develop, and implement prevention and intervention programs (Paolini, 2018; Rihardi et al., 2022; Wright & Wachs, 2023).

Despite its contributions, this study has operational limitations in data collection. The reported findings are based solely on undergraduate students from universities in three provinces in Sulawesi. For broader generalization, future studies should include a more diverse population across all provinces in Indonesia. This would allow for a more detailed and comprehensive consideration of the findings

## Conclusion

This study successfully developed a scale to measure Cyber Bullying Perpetration (CBP) and Cyber Bullying Victimization (CBV), focusing on three key indicators (Verbal Written Bullying, Visual Sexual Bullying, and Social Exclusion). The scale demonstrates good reliability, reflecting high internal consistency across most items, though certain Social Exclusion items showed weaker construct relationships, suggesting opportunities for refinement. Validity tests using Confirmatory Factor Analysis (CFA) confirmed that the model aligns well with the data, proving the scale to be both theoretically and empirically sound. The indicators verbal bullying, visual-sexual bullying, and social exclusion effectively capture cyberbullying behavior, making the scale a valid and reliable instrument for measurement, particularly among university students. These findings underscore the scale's potential to contribute significantly to future research on cyberbullying phenomena.

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