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CURBING CYBERBULLYING AMONG STUDENTS: A COMPARATIVE ANALYSIS OF EXISTING LAWS AMONG SELECTED ASEAN COUNTRIES

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Abstract

Last 2013, the Philippines approved the Anti-Bullying law, which covered cyberbullying. However, a 2015 study revealed that 80% of Filipino teenagers aged 13 to 16 are still experiencing cyberbullying (Takumi, 2016). This paper attempted to compare existing laws on cyberbullying among selected ASEAN (Association of Southeast Asian Nations) countries such as Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam. It also aims to identify each country's anti-cyberbullying measures that might fit other ASEAN countries' needs. To achieve its purposes, it used a qualitative research with the following primary methods: discourse analysis of cyberbullying laws and alternative strategies addressing said concern; and literature review of online journals, online publications, and online news articles. The study revealed that the Philippines is the only ASEAN country with a cyberbullying law that addresses the students, while other countries have alternative strategies in addressing the issue. Further, it found that cyberbullying is experienced by individuals aged 6 to 30 through Facebook and Twitter. The study suggests that the government should require schools to develop specific and consistent policies that would address this concern; and a curriculum

that promotes digital responsibility. Finally, parents are encouraged to educate their children on ethical values, particularly in the digital world.

Keywords

Cyberbullying Law, Cyberbullying among Students, Cyberbullying among Teenagers, Cyberbullying in Indonesia, Cyberbullying in Malaysia, Cyberbullying in Philippines, Cyberbullying in Singapore, Cyberbullying in Thailand, Cyberbullying in Vietnam, Association of Southeast Asian Nations

1. Introduction

Schools are expected to provide a comfortable learning environment to support the total development of a child. However, there are possible factors that create barriers to this development and one of which is bullying in schools that commonly stems from peers (Kishan, 2017). Given the advancement of technology today, bullying is not only evident in school grounds, but as well as in social media and through the use of electronic gadgets. This is known as cyberbullying (Paulo and Lokajaya, 2018).

Cyberbullying has been rampant in schools as children are highly engaged with the information and communication technology in their daily lives (Tangi, 2015). Last 2013, the Philippines approved the Anti-Bullying law, in which covered cyberbullying among students. However, a 2015 study revealed that 80% of teenagers aged 13 to 16 are still experiencing cyberbullying in the Philippines (Takumi, 2016).

This paper attempted to compare existing laws on cyberbullying among selected ASEAN countries such as Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam. It also aims to identify each country's anti-cyberbullying measures that might fit other ASEAN countries' needs. To achieve its purposes, it used a qualitative research with the following primary methods: discourse analysis of cyberbullying laws and alternative strategies addressing said concern; and literature review of online journals, online publications, and online news articles.

2. Review of Related Literature

2.1 Indonesia

According to Safaria, Suyono, and Tenatama's (2016) study, high school students experience cyberbullying; and retaliation and/or forgiveness was seen to be the common strategy in response to the cyberbully attacks. On the other hand, Safaria's (2016) study revealed that ignoring the cyberbullies was the common response due to their Javanese culture.

Cyberbullying usually occurs in Facebook, Twitter, gaming sites, phone call, text message, and email (UNICEF Indonesia, 2014; Safaria, Suyono & Tenatama, 2016; Safaria, 2016). UNICEF Indonesia's (2014) study found that children and adolescents aged 10 to 19 are active internet users and have experienced cyberbullying such as name-calling, being ridiculed due to physical appearance, or online threats. It also revealed that many schools do not have rules and regulations yet regarding time online or content that may be accessed. The study recommended that aside from parents, teachers should also look after their children in exploring the digital world by providing safety programs.

According to the ABNR website, there is a general law on cyberbullying, which is the Indonesian Electronic Information and Transactions Law Act Number 11 of 2008. However, it does not address the students. Despite the absence of a specific law, the country recognizes the Child Protection Law and UN Convention on the Rights of the Child. Teachers are expected to be well-knowledgeable on these rights. However, most of the teachers have little awareness on these rights. Thus, ignorance has been apparent in schools, making the prevention of school bullying difficult ("Bullying in Indonesia," 2017)

Meanwhile, schools reported that they address the issue by providing school counselors (Safaria, Suyono, and Tenatama, 2016; Safaria, 2016) and strict policies on the use of computers and cellular phones in campus such as limiting access to social media and time limitation of internet access (UNICEF Indonesia, 2014). UNICEF Indonesia's (2014) study also suggested the development of information campaigns regarding one's safety in the digital world to raise awareness among children and parents about the possible digital harm.

2.2 Malaysia

A Microsoft Global Youth Online Behavior Survey (2012) found that children aged 8 to 17 have experienced cyberbullying in the country through Facebook and MySpace (Nik Anis, Abdul Rahim, & Lim, 2012). Years later, Balakrishnan's (2015) study concluded that people aged 17 to 30 experienced cyberbullying and the younger children were more involved in cyberbullying in terms of being the victim and perpetrator. It also showed that the more time one spends in cyberspace, the more likely one will be both be a cybervictim and a cyberbully. Meanwhile, the IPSOS' (2018) global advisor study found that many parents in the country are aware of cyberbullying and shared that they have children who have experienced it. They believe that this occur in social networking sites and that the common cyberbully is either a classmate, stranger, or adult.

Malaysian studies suggest that institutions, teachers and parents should be involved in combating cyberbullying by creating strict policies in schools about technology usage, developing programs that teaches internet responsibilities, immediately reporting cyberbullying concerns to the authorities; and for the government to consistently conduct cyberbullying surveys and seminars on online safety benefitting parents, adolescents and young adults (Faryadi, 2011; Yusuf, Hassan & Ibrahim, 2018).

On the other hand, the Minister of Education believes that even though mobile phones are prohibited in schools, cyberbullying is still possible with the use of social media, most importantly Facebook. Using different kinds of social media, students have the power to send threatening messages. Thus, there is a need to put a stop on said issue since it will affect student performance due to the probability of “isolation” or “boycott” by peers in school (“Laws to Tackle Cyberbullying being Drafted in Malaysia,” 2017).

According to the Malaysian Communications and Multimedia Commission (1998), the country has a general cyberbullying law, which is known as the Communications and Multimedia Act 1998 and it does not addresses the students. Nevertheless, it is already drafting a specific cyberbullying law as they study similar laws in other countries to identify the good fit for the country’s needs (“Chong: Laws on Cyber Bullying Being Drafted,” 2017).

Despite the absence of a specific law, the country has already developed several ways to combat cyberbullying concerns. One is the provision of modules in schools that serve as guidelines in protecting children online and parenting tips for the digital world, known as the “child online protection and cyber parenting guidelines” (Chin, 2017). Another is the Klik Dengan Bijak (KDB) advocacy that promotes “positive use in school children, to be more responsible social media users” as integrated in the school syllabus (Maher, 2017). There was also the order for bullying complaint boxes and cards in secondary schools so students would feel safe in reporting others’ misconduct anonymously (Nasa, 2017). Aside from personally visiting the Consumer Protection and Complaints Bureau Office, victims may also report by calling their hotline, e-mail and/or messaging in WhatsApp (“MCMS: Lodge Report on Cyberbullies,” 2017).

2.3 Philippines

According to the Official Gazette of the Philippines, the Republic Act No. 10627 or the Anti-Bullying Act of 2013 addresses cyberbullying among students. Public and private schools from kindergarten level to secondary level are expected to prepare and implement policies that will address

the concern, following certain materials as a guide. The law also enumerated proper actions to take once a school detected any cyberbullying situation, such as immediate response, reporting the bullying incident or retaliation, fact-finding and documentation, intervention, referral, disciplinary measures, and due process. School administrators will face sanctions for noncompliance and private schools will have their permits to operate suspended.

A year after passing this law, a news article reported that 60% of bullying cases in school year 2013 to 2014 were resolved (Flores and Ong, 2014). However, it did not mention the involvement of cyberbullying cases. By 2015, a study revealed that 80% of Filipino teenagers aged 13 to 16 still experience cyberbullying (Takumi, 2016).

Witkus' (2012) study explained that this behavior is typically experienced by some private school students aged 13 to 14, given that they have more access to the internet and gadgets. Cyberbullies find it "funny and not harmful to anyone" (p. 24), while some cybervictims confront it with forgiveness and acceptance of others due to their religion despite the embarrassment; and some with anger and frustration. The study suggested that schools should have a policy on the use of computers and cellphones; and the availability of school counselors. However, most of the students use the internet at home. Thus, active involvement of parents is encouraged to their child's digital experiences by "teaching them ethical values" (p. 25). Another study shows that Facebook contributes to the existence of cyberbullying as it allows a quick spread of information among a large number of individuals, where in they easily comment on the content (Gonzales, 2014).

2.4 Singapore

Singapore studies revealed that some primary and secondary school students aged 6 to 19 experience cyberbullying in the country and the rate increases as years go by. This behavior typically takes place in social media (Koh and Tan, 2008; Paulo and Lokajaya, 2018). Even without having cyberbullying situations reported or shared with parents, cybervictims result to suicide, change of schools, develop low self-esteem, and later carries a bad image (Kishan, 2017).

The country has no specific cyberbullying law that addresses the students but according to the Singapore Statutes Online website, there is a general law known as the Protection from Harassment Act (POHA) 2014. Alternatively, Singapore has an anti-cyberbullying program to help address the issue, which is the Cyber Wellness Education. The program, adopted by numerous schools, incorporated lessons about cyberbullying and online relations in subjects such as civics, English, and mother tongue language in the curriculum of primary and secondary levels. The goal of this program

is for students to “make careful and well-considered decisions” in cyberspace by developing respect for self and others, being safe and responsible in using the internet; and being a positive peer influence. It also has a website (www.cyberwellness.org.sg) where parents and teachers may seek “practical tips and resources” in dealing with cyberbullying issues (“Cyber Wellness,” 2016).

The country also created a gaming application called ‘C-Quest’ specifically designed for children aged 10 to 14 that serves as a guide for parents and children in the cyberspace. In this gaming application, parents share their personal online experiences with their children and may provide “tips on responsible web usage”. Users may learn different opinions from one another as well. This game is ideal as it also “complement the Cyber Wellness Curriculum taught in schools” (Yang, 2014).

The Minister of Education emphasized that all kinds of bullying are forbidden in the country, explaining that schools discipline and educate students who fail to behave to guarantee that no misbehavior will occur again. Counselling is provided as well for victims and bullies. School staff even undergo specific trainings that will ensure the correction of behavior (“Education Ministry ‘does not Tolerate Bullying in any Form’: Ng Chee Meng,” 2017).

Cyberbullying may not easily be stopped despite supervising the children when accessing technology. Thus, children should be taught “social responsibility and (phone) etiquette” since taking away their mobile phones is not a solution (Paulo and Lokajaya, 2018).

2.5 Thailand

According to the Total Access Communication Public Company Limited (2018), students aged 15 to 24 are active internet users by 89.8% as shown in the National Statistical Office’s 2017 survey, which raised a concern as these citizens are more likely to experience cyberbullying.

Studies show that teenagers aged 12 to 18 experience cyberbullying by receiving “electronic messages with angry and vulgar language” in the country. The issue typically occurs in social media with the use of mobile phones and the longer an individual spends time in the internet, the more chances of being exposed to cyberbullying encounters (Songsiri & Musikaphan, 2011; Sittichai & Smith, 2018).

These studies suggest to consider coping strategies in combating cyberbullying, which are: telling a teacher or parent and/or blocking of messages and or identities, changing email address or contact number, reporting to the police, or keeping bullying incident records. Strategies depend on the age of the cybervictim. Moreover, school programs containing strategies in preventing cyberbullying

situations such as: “whole-school” anti-bullying policy, awareness-raising program, and curriculum-based activities should be implemented (Sittichai, 2014).

Thailand has general laws, which may cover cyberbullying such as the Computer Crime Act Criminal Law (Chooi, 2016) and Thailand Penal Code Thai Criminal Law Title XI: Offence against Liberty and Reputation (International Labour Relation, 2014) but did not mention student cases. Nevertheless, the country recognizes the Child Protection Law.

Despite the absence of a specific law, Thailand has a ‘Doing Good, Stop Bullying’ program dedicated for primary schools to raise bullying awareness by adopting the YouthMax curriculum that offers workshops for teachers and students. The program yielded ideal results and now plans on touching the cyberbullying aspect in the future (Total Access Communication Public Company Limited, 2018). The country also has a chat line service known as ‘Stop Bullying Chat Line’ that features programs of consultation by children psychologists, as well as essential information about the issue (Thoresen Thai Agencies Public Company Limited, 2018).

To further solve the concern, there has been a collaboration among public sectors and have proposed the following: participation of government agencies and the Technology Crime Suppression Division, continuous utilization of the ‘Stop Bullying Chat Line’, integration of safe internet usage in school activities, development and implementation of a digital citizenship curriculum in schools nationwide; and allocation of budget for research (“Reducing Cyberbullying Requires Cooperation between Sectors,” 2018)

2.6 Vietnam

Although there is no specific cyberbullying law that addresses the students in this country, the Ministry of Education and Training established a nationwide education program called ‘Building Friendly Schools and Active Students’, which aims to create a friendly school environment, implement more collective activities, develop stronger ties between schools and families; and make a better school security system. Particularly, the program promotes life skills and values into the curriculum, which helps students deal with violence (Phuong, 2011).

However, Vietnam studies noted an increase of school violence every year, including cyberbullying. According to Sinha (2013), cyber-attacks usually occur in sms, phone calls, and gaming sites between the age of 10 to 18. Years after, a 2015 survey by Ha (2017) found that students aged 12 to 17 experience cyberbullying with 81% as victims, 75% as bullies, and 100% as both the bully and victim.

News reports even mentioned that social media carries the possibility of causing “deadly problems” (“Youth Suicides Shine Light on Cyberbullying in Vietnam,” 2018) based on the gathered youth suicide cases due to cyberbullying and dangerous Facebook dare trends (“Vietnamese Alarm over Facebook Dare Trend,” 2016).

In response to this concern, a cybersecurity law was implemented on January 1, 2019, requiring the cooperation of online platforms to record users’ significant personal data and will be ordered to take out offending content that authorities will detect on the same day of request immediately (Nguyen, 2018).

Additionally, Shukri’s (2018) study suggested that the prevention of cyberbullying demands for an active participation of the whole society, especially the involvement between schools, families, and social organizations. It emphasized that social organizations are essential to establish a “non-violent school education environment that is connected to the healthy family environment”, which will encourage students to foster “harmonious physical, mental, psychological spiritual and social healthy lifestyle.”

3. Methodology

This paper attempted to compare existing laws on cyberbullying among selected ASEAN countries such as Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam; by identifying its cyberbullying law, age of cyberbullied citizens, kinds of online platforms used for bullying attacks, strategies employed in dealing with these attacks, accountability of educators, and measures of efficacy. In this context, it also aims to identify each country’s anti-cyberbullying measures that might be appropriate for other ASEAN countries to adopt and implement.

To achieve its purposes, it used a qualitative research with the following primary methods: discourse analysis of cyberbullying laws and alternative strategies addressing said concern; and literature review of online journals, online publications, and online news articles.

4. Discussion

4.1 Cyberbullying in Indonesia

Although studies show that cyberbullying is highly evident among students aged 10 years to 19, there is no existing law that specifically addresses the concern. UNICEF Indonesia (2014)

emphasized the lack of information campaigns about one's safety in cyberspace in order to promote awareness among students and parents regarding the possible harm that the digital world may cause.

The absence of cyberbullying law addressing students reveals that teachers and/or school owners are not legally accountable for oversight. Nevertheless, in 2017, Indonesia announced its anti-bullying measures that include the UN Convention on the Rights of the Child and Child Protection law. It believed that if teachers are fully aware on these rights and law then it will help combat cyberbullying. However, not all of the teachers are highly aware, which results to the continuous increase in cyberbullying cases ("Bullying in Indonesia," 2017).

Aside from gaming sites, phone call, text message, and email, social media is the most popular online platform for bullying with the use of Facebook and Twitter. Specifically, Twitter is utilized to damage human rights by humiliating others with the use of hurtful words and results to disorders and stress (Margono, Yi & Raikundalia, 2014).

Although there is no instruction by law that schools should provide policies and implement specific punishment for cyberbullying situations, there are some schools that address this issue by hiring school counselors and enforcing strict and consistent policies regarding computer and mobile phone usage around campus (Safaria, Suyono, and Tenatama, 2016; Safaria, 2016). Policies include the limitation of social media access and internet access in general (UNICEF Indonesia, 2014). However, there was no literature found online that measures the efficacy of these strategies or whether schools are accountable for any oversight.

4.2 Cyberbullying in Malaysia

Several news reports, surveys, and research studies in Malaysia have indicated that cyberbullying is growing rampantly. In fact, people aged 17 to 30 are the common victims of cyberbullying (Microsoft, 2012; Balakrishnan, 2015) and it usually occurs in social networking sites (IPSOS, 2018). However, there is no existing cyberbullying law that addresses students' cyberbullying encounters just yet since the country is still drafting one based on similar laws in other countries to establish a law that would specifically address Malaysia's needs ("Laws to Tackle Cyber Bullying Being Drafted in Malaysia," 2017). Instead, the country has a general law known as the Malaysian Law Act 588 of the Communications and Multimedia Act 1998 but it does not specify student cases.

Despite the absence of a specific cyberbullying law, Malaysia had exerted great efforts in launching different programs that promote awareness in cyberbullying. One is the "child online

protection and cyber parenting guidelines”, which includes the integration of educational modules in schools that will serve as a guide in combating cyberbullying (Chin, 2017). Another is the Klik Dengan Bijak advocacy that teaches the responsibilities in using technology among students. This is integrated in different school programs designed for teachers, parents, and students (Maher, 2017). The provision of bullying complaint boxes and cards is another program utilized, where students in secondary schools are encouraged to anonymously report misbehaved or bully students. To facilitate the program, parents and teachers are requested to participate and cooperate (Nasa, 2017). Lastly, there is also the report on bullies program by encouraging victims on online bullying to call the hotline of Malaysian Communication and Multimedia Commission, e-mail, message using WhatsApp, or drop by at Consumer Protection and Complaints Bureau Office to file reports (“MCMS: Lodge Report on Cyberbullies,” 2017). However, there was no literature found online that measures the efficacy of these strategies or whether schools are accountable for any oversight.

4.3 Cyberbullying in Philippines

The rampant cyberbullying concerns in the country involve students aged 13 to 16 in different schools and commonly occurs in Facebook (Witkus’ 2012; Gonzales, 2014; Takumi, 2016). Philippines has the Republic Act No. 10627 or the Anti-Bullying Act of 2013 that specifically addresses these student cases. Private and public schools are ordered to create anti-bullying policies that cover cyberbullying with corresponding sanctions in accordance to the law. Schools that will not comply are subjected to specific sanctions as well. After a year, news reported that 60% of bullying cases in school year 2013 to 2014 were resolved. However, it did not specify if it included cyberbullying cases (Flores and Ong, 2014). Furthermore, by 2015, a new study showed that 80% of filipino teenagers aged 13 to 16 still experience cyberbullying despite the existing law (Takumi, 2016).

4.4 Cyberbullying in Singapore

Singapore studies show that cyberbullying is experienced by students aged 6 to 19 and it occurs in social media (Koh and Tan, 2008; Paulo and Lokajaya, 2018). Some of the cybervictims result to suicide, change of schools, decrease in self-esteem, or damaged image (Kishan, 2017). Despite the existing concern, there is no existing law that specifically addresses student cases. Nevertheless, the country has implemented several initiatives to address the issue. One is the Cyber Wellness Education that integrates cyberbullying and online relations lessons in different subjects for primary to secondary levels (“Cyber Wellness,” 2016), while the other is a gaming application that

teaches students aged 10 to 14 and parents about the importance of positively using technology, known as C-Quest (Yang, 2014).

In the school context, some schools practice anti-bullying measures that include cyberbullying such as practising strict policies for students who perform any misbehavior. Schools even ensure that teachers undergo appropriate trainings for classroom management strategies, positive classroom culture, and other discipline-related sessions (“Education Ministry ‘does not Tolerate Bullying in any Form’: Ng Chee Meng,” 2017). However, there was no literature found online that measures the efficacy of these strategies or whether schools are accountable for any oversight.

4.5 Cyberbullying in Thailand

Studies reveal that cyberbullying is evident among students aged 12 to 18 in Thailand through social media (Songsiri & Musikaphan, 2011; Sittichai & Smith, 2018). However, there is no specific cyberbullying law that addresses students. Rather, the country has general laws, which may cover the issue. One is the Computer Crime Act Criminal Law (Chooi, 2016) and the other one is the Thailand Penal Code Thai Criminal Law Title XI: Offence Against Liberty and Reputation (International Labour Relation, 2014). Both of these laws do not specify addressing student cases.

Nevertheless, Thailand has several programs that aim to deal with the issue. One is the Doing Good, Stop Bullying program that makes use of a YouthMax curriculum, which was developed and piloted among selected primary schools. Its goal is to educate the younger children to be “more assertive when protecting themselves” and to “prepare children become high-quality and mindful citizens of the future.” (Total Access Communication Public Company Limited, 2018). Another program is the Stop Bullying Chat Line, where in victims may seek consultations with children psychologists and gain necessary information on cyberbullying (Thoresen Thai Agencies Public Company Limited, 2018). However, there was no literature found online that measures the efficacy of these strategies or whether schools are accountable for any oversight.

4.6 Cyberbullying in Vietnam

In this country, cyberbullying is experienced by students aged 12 to 17 through social media, particularly Facebook (“Vietnamese Alarm Over Facebook Dare Trend,” 2016; Le Thi Hai Ha, 2017), and resulted to suicidal cases (“Youth Suicides Shine Light on Cyberbullying in Vietnam,” 2018).

Although there is a cybersecurity law implemented this 2019, literature lacks further information on the said law and whether this covers student cases. Nevertheless, Vietnam has an

education program known as the Building Friendly Schools and Active Students. Its goal is to establish a safe school environment and develop better school-family relationships by promoting life skills and values through the school curriculum (Phuong, 2011). However, there was no literature found online that measures the efficacy of these strategies or whether schools are accountable for any oversight.

5. Findings

In summary, the findings of this paper are shown in table 1 below.

Table 1: Summary

	CYBERBULLYING LAW	AGE OF CYBERVICTIMS	ONLINE PLATFORMS	GOVERNMENT STRATEGIES	SCHOOL STRATEGIES	ACCOUNTABILITY	EFFICACY
Indonesia	General law	10-19 (UNICEF Indonesia, 2014)	Facebook, Twitter, gaming sites, phone call, text message, and email (UNICEF Indonesia, 2014; Safaria, Suyono & Tenatama, 2016; Safaria, 2016)	Child Protection Law (“No Bullying”, 2017)	Availability of school counselors (Safaria, Suyono, and Tenatama, 2016; Safaria, 2016)	NO LITERATURE FOUND	NO LITERATURE FOUND
					Strict policies on technology usage (UNICEF Indonesia, 2014)		
Malaysia	General law	17-30 (Microsoft, 2012; Balakrishnan, 2015)	Social networking sites (IPSON, 2018)	“Child online protection and cyber parenting guidelines” (Chin, 2017)	Klik Dengan Bijak (Maher, 2017)	NO LITERATURE FOUND	NO LITERATURE FOUND
				Bullying complaint boxes and cards (Nasa, 2017)			
				Bully hotline, email, and WhatsApp (“MCMS: Lodge Report on Cyberbullies,” 2017)			
Philippines	Republic Act No. 10627	13-16 (Witkus’ 2012; Takumi, 2016)	Facebook (Gonzales, 2014)	Required anti-bullying school policies with corresponding sanctions (“Official Gazette,” 2013)	Developing and implementing strict anti-bullying school policies (“Official Gazette,” 2013)	Only administrative sanctions for non-compliance (“Official Gazette,” 2013)	60% of bullying cases in school year 2013 to 2014 were resolved (Flores and Ong, 2014) but no mention of cyberbullying involvement
Singapore	General law	6-19 (Koh and Tan, 2008)	Social media (Paulo and Lokajaya, 2018)	Cyber Wellness Education (“Cyber Wellness,” 2016)	Strict anti-bullying policies and teacher trainings on creating positive school environment (“Education Ministry ‘does not Tolerate Bullying in any Form’: Ng Chee Meng,” 2017)	NO LITERATURE FOUND	NO LITERATURE FOUND
				C-Quest gaming application (Yang, 2014)			
	General law	12-18 (Sittichai & Smith, 2018)	Social Media (Songsiri & Musikaphan, 2011)	Doing Good, Stop Bullying program (“Total Access Communication Public Company	YouthMax Curriculum under the Doing Good, Stop Bullying program (“Total	NO LITERATURE FOUND	NO LITERATURE FOUND

Thailand				Limited," 2018)	Access Communication Public Company Limited," 2018)		
				Stop Bullying chat line (Thoresen Thai Agencies Public Company Limited, 2018)			
Vietnam	General law	12-17 (Le Thi Hai Ha, 2017)	Facebook ("Vietnamese Alarm Over Facebook Dare Trend," 2016)	Building Friendly Schools and Active Students program (Phuong, 2011)	Building Friendly Schools and Active Students program (Phuong, 2011)	NO LITERATURE FOUND	NO LITERATURE FOUND

This paper revealed that among the selected ASEAN member countries, only the Philippines have a cyberbullying law that explicitly addresses the students by ordering the involvement of schools to make policies, rules and regulations regarding the issue under Republic Act 10627. Meanwhile, only general laws may be applied for cyberbullying cases in other target countries. However, these general laws do not specify the age of an individual where these laws are applicable to. More than this, there was no literature found that would suggest the efficacy of the general laws and the Philippines' anti-bullying law in terms of cyberbullying.

Despite the non-existing cyberbullying law for students in Indonesia, Malaysia, Singapore, Thailand and Vietnam, the government of these countries have developed programs that deal with the increasing rate of the said issue. Malaysia formulated a Child Online Protection and Cyber Parenting Guidelines; and provided a hotline and other ways for contact to report cyberbullies. Similarly, Thailand has a hotline for cyberbullying reports called as the Stop Bullying Chat Line. Meanwhile, Singapore established a Cyber Wellness Curriculum that is integrated in schools nationwide to develop digital responsibility among students. Likewise, Vietnam created an education program called Building Friendly Schools and Active Students integrated in schools for students to learn life skills and values, which will help them cope with cyberbullying encounters.

In the school level, literature shows that Indonesia, Malaysia, Singapore, Thailand, and Vietnam have school strategies in dealing with cyberbullying. Some schools in Indonesia ensures the availability of school counselors and the formulation and implementation of strict policies when it comes to mobile phone and computer usage in campus such as limitation in social media access and time limitation of internet access. As for Malaysia, it has the Bullying Complaint Boxes and Cards program to help school administration detect bullies with the help of students by noting them on a sheet of paper. Meanwhile, Singapore boasts a Cyber Wellness Curriculum implemented in schools nationwide that promote digital responsibility. Schools in Singapore also ensure the provision of

corrective measures on students at times of misconduct, as well as the availability of school counselors. In Thailand, primary schools have the Doing Good Stop Bullying program that teaches young children to be “more assertive when protecting themselves” and to “prepare children become high-quality and mindful citizens of the future” with the goal of preventing misbehavior first rather than correcting (Total Access Communication Public Company Limited, 2018). Finally, Vietnam recognizes the education program called Building Friendly Schools and Active Students that promotes the importance of life skills and values among students.

No literature was found that will specify any sanctions and/or punishments for offenders from programs developed by the government and/or school. More than this, no literature was found that would indicate accountability of school owners and/or teachers for any oversight; as well as identifying the measures of efficacy.

Due to the advancement of technology, bullying attacks have reached the cyberspace and it commonly occur in different online platforms. Facebook is a popular cyberbullying venue in the countries Indonesia, Philippines, and Vietnam, while Twitter is found to be the most popular online platform in Indonesia. Other online platforms in Indonesia are gaming sites, phone calls, email and text messaging. Similarly, Vietnam’s common online platforms are text messaging, phone calls, and gaming sites. For Singapore, Malaysia, and Thailand, literature states that it includes social media in general.

The age of cyberbullying victims in the target countries of this study are almost in the same range. In Indonesia, victims are aged 10 to 19. For Malaysia, victims start from 17 years old until 30 years old. When it comes to the Philippines, it’s the age between 13 and 16. Meanwhile, Singapore have cyberbully victims aged 6 to 19. Thailand shows a record of victims from 12 years old to 18 years old. Lastly, Vietnam’s victims is from 12 years old until 17 years old. In general, the youngest age of a cyber-victim is 6 years old from Singapore and the oldest age is 30 from Malaysia.

6. Conclusion

The study concluded that the advancement of technology increases the chances of cyberbullying. This issue usually occur in social media, such as Facebook and Twitter, gaming sites, phone calls, text messages, and email. The common cyber-victims are the young children as early as 6 years old until 30 years old.

The comparison of existing laws among selected ASEAN countries to curb cyberbullying among students highlights the fact that the Philippines is the only ASEAN country with a cyberbullying law that explicitly addresses the rights of students. It clearly indicated the implementing procedures with guidelines and corresponding consequences once school has detected any offender. To ensure its effectiveness, strict and firm implementation was required. Otherwise, the act of non-compliance will face consequences.

Although not all of the selected ASEAN countries implement a cyberbullying law that addresses' students, through government and school efforts, other countries have developed programs as anti-bullying measures. However, no literature was found to measure the effectiveness nor indicate any accountability of schools for any oversight.

7. Recommendation

This study was only able to gather limited literature. Thus, this paper highly recommends future researchers to conduct similar studies on cyberbullying among students in ASEAN countries in order to better understand the phenomena and to find more possible solutions that will help these countries that suffer under the circumstance. Particularly, future researchers are encouraged to conduct studies on the effectiveness of each country's current anti-bullying strategies for better reference in the future.

Literature suggests that social media may trigger "deadly problems" due to cyberbullying, if not supported by clear school policies and regulations among students, as well as a sense of digital responsibility. This concern causes "permanent psychological scars" as cybervictims may result to suicide.

This study recommends the development of a cyberbullying law, such as in the Philippines, to help prevent negative effects on students. In addition, an integration of a school curriculum that would promote cyber wellness, similar to Singapore, is seen essential as students would learn the sense of digital responsibility. Life skills and values, just like in Vietnam's education program, should be integrated in a school curriculum as well in order to teach students problem-solving and decision-making for coping with stressors. Integrating these in schools will be an ideal long term solution to educate children in the digital world.

Teacher trainings are another good way to help fight cyberbullying concerns in order to raise more awareness on the consequences this will cause. At the same time, teachers will learn how to

detect and deal with cyberbullying situations in school. Similar to Singapore, necessary trainings will improve teachers' classroom management strategies, classroom culture, and strategies in disciplining students.

However, students also make use of the internet and technological devices at home. Citing Witkus' (2012) suggestion, parents play a significant role in cyberbullying prevention by "teaching them ethical values" (p. 25), most especially that adult supervision does not guarantee the prevention of cyberbullying alone. This will go well when it complements a school curriculum that promotes digital responsibility.

Shahid & Sumbul (2017) mentioned in their study that limiting the use of technology is a difficult task for the parents. Thus, suggesting that the government, school, and media should develop and implement ways in delivering information on the negative effects of technology towards children, as well as tips on how to deal with it. An example is a media literacy course for parents that could be attended during parent-teacher sessions.

Finally, Jaradat (2017) emphasized that victims of any form of bullying should be encouraged to share said encounters with adults such as teachers, parents, and the like in order for them to be given advice on appropriate actions to take and provide counselling.

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