

## Level of Adolescent Understanding of Cyberbullying and the Psychological Impact of Cyberbullying in SMA N 10 Tasikmalaya

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b></p> <p>adolescence, cyberbullying, impact, understanding</p>	<p>Cyberbullying is an act of bullying using social media that is carried out continuously by one or more people committed to a weaker person. This study aims to find out an overview of the level of understanding of adolescents about cyberbullying and the impact of cyberbullying at SMA N 10 Tasikmalaya. The method uses descriptive quantitative to figure out a picture of adolescents' level of understanding of cyberbullying and the impact of cyberbullying. The research sample of 91 respondents was used with a random sampling technique. The research measuring instrument uses a questionnaire that has been tested for validity. The results showed that most of the 50 students (54.9%) were categorized as lacking understanding of understanding cyberbullying, while most of the 47 students (51.6%) were categorized as having a lack of understanding of the impact of cyberbullying. The picture of students' level of understanding of cyberbullying and the impact of cyberbullying at SMA N 10 Tasikmalaya is still lacking. It is hoped that further research will use qualitative methods in order to further explore cyberbullying.</p>

### 1. INTRODUCTION

The internet is a technological network that connects one communication medium to another (Whalley, 2021). Data on internet users in the world in January 2022 reached 4.95 billion users, (Reza Pahlevi, 2022). According to the Indonesian Internet Service Providers Association (APJII) that internet users in Indonesia in January 2022 were 204.7 million users, an increase of 1.03% from 2021 (APJII, 2022). While internet users in West Java in November 2020 were 35.1 million users in West Java, West Java was the most internet users in Indonesia, then followed by Central Java Province, which was 30.6 million internet users (Mutaqinah & Hidayatullah, 2020).

Hakim, et al (2016) explained that adolescents are the highest internet users, therefore it is necessary to be treated as monitoring, especially by their parents. Adolescence is a transition period from childhood to adulthood, during which there will be several changes such as physical and psychological, physical changes in adolescents such as voice changes, breast growth, Adam's apple growth, and other changes in sexual function, while psychological changes in adolescence such as self-actualization and thinking (Dianand, 2019) . One that can affect behavior change is the peer

factor, where individuals will imitate the behavior carried out by friends in their association (Hakim et al., 2015).

The behavior most often carried out by adolescents is bullying, where this behavior is an abuse of power or also power committed to others who according to him are weaker (Azis, 2015). This bullying behavior will affect several aspects that will cause an impact on the physical and psychological condition of the victims, this bullying action can be in the form of physical, verbal or mental actions. For physical actions can be in the form of beatings, slapping, stomping, and other acts that are physical abuse of the victim. Whereas if verbal actions can be in the form of making fun, berating and mocking, then for mental actions can be in the form of intimidating, threatening, and ostracizing them, (Prasetyo, et al., 2011).

The number of reports of bullying cases in Indonesia in 2015 according to the Indonesian Child Protection Commission (KPAI) was recorded at 369 originating from community reports, and reports of bullying cases in the scope of education were as many as 1,480 case reports (KPAI, 2015). According to the Data and Cyber Division of the Regional Child Protection Commission (KPAD) of Tasikmalaya City, data on bullying and cyberbullying cases in Tasikmalaya City does not exist, because there have never been any community reports about bullying and cyberbullying. Cyberbullying is a form of bullying or intimidation carried out using technological media, especially those that use internet services as a means of connecting (Goraigordobil & Machimbarrena, 2019).

According to Dewi, et al (2020), one of the factors that can determine someone to act cyberbullying is perception, when the moral identity or behavior of the individual is low, they will not perceive the moral towards cyberbullying. Some types of cyberbullying carried out on social media are such as slander, theft and spreading personal identity, speaking rude and dirty words, sending inappropriate images, spreading personal secrets, such as spreading someone's issues that actually do not happen and spreading personal data through social media platforms and humiliating them in a group (Handono et al., 2019).

Rifaiddin (2016) suggests that adolescents are one of the individuals who have a risk of cyberbullying, due to the frequent use of mobile phones which become daily activities for every teenager, especially media that require the internet as a connecting media. In line with the results of the literature review of Dewi et al., (2020) where one of the influencing factors for an individual to be able to cyberbully is internet use activities.

In several literature studies related to cyberbullying have been examined, one of which is the results of research from Hinduja et al, (2007) which has found that cyberbullying is closely related to a negative emotion, such as resentment, anger, shame, frustration, disappointment, and fear. Then Sabella et al., (2013) suggested that the negative emotional feeling is closely related to delinquency and violence in every individual from every circle from adolescence to adulthood.

Merrill & Hanson, (2016) have suggested that cyberbullying can have psychological impacts such as fear, low self-esteem, and suicidal thoughts, difficulty concentrating, decreased school achievement, avoiding association from peers, counterattack behavior, social isolation and drug use, even if this action is carried out prolongedly will result in psychological conditions such as stress even the victim thought of ending his life. In addition, according to Athanasiou et al (2018) suggests that adolescents who do activities on social media for more than 6 hours will increase the occurrence of cyberbullying behavior. There are five factors that will affect cyberbullying behavior in adolescents, including individual, family, peer, school and internet use activities (Dewi et al., 2020).

The current phenomenon that occurs in society, especially in adolescents, that cyberbullying is still a problem that occurs among adolescents, and considers that this act of cyberbullying is considered as a matter of course and considers it only as a joke, but cyberbullying can have its own impact on the victims (Rifaiddin, 2016). Currently, the government has regulated regulations in Law Number 11 of 2008 concerning Electronic Information and Transactions (ITE Law) which stipulates that cyberbullying perpetrators can be subject to criminal penalties (Ministry of Communication and Information Technology of the Republic of Indonesia, 2008).

From the results of a preliminary study that has been conducted on 8 students at SMA Negeri 10 Kota Tasikmalaya, it was found that 5 students who were respondents in this preliminary study considered that cyberbullying was a normal thing and considered it like a normal joke, and they thought it would not cause the impact of cyberbullying. What they did especially to their victims. While 3 other students considered that ridicule behavior or jokes made to others could have a negative impact on their victims, such as stress, moodiness or suicide.

From the results of preliminary studies conducted by researchers show that students' understanding of cyberbullying and the impact of cyberbullying is still lacking. Therefore, researchers are interested in conducting a study related to "How do adolescents understand cyberbullying and the impact of cyberbullying at SMA N 10 Kota Tasikmalaya?".

## 2. METHODS

This study used quantitative descriptive method. Data collection technique using random sampling. The research sample consisted of grade X and XI students of SMA N 10 Tasikmalaya as many as 91 students involved in this study. The data collection technique in this study used a research instrument in the form of a questionnaire that had been tested for validity on 18 students of grade X and XI of SMA N 10 Tasikmalaya. Students who are taken for validity testing are not taken back to be used as research samples. The results of the study are presented in the form of data in the form of descriptive frequencies to illustrate students' understanding of cyberbullying and the psychological impact of cyberbullying.

## 3. FINDINGS AND DISCUSSION

Research on the description of adolescents' understanding of cyberbullying and the impact of cyberbullying at SMA Negeri 10 Kota Tasikmalaya was conducted on July 17-18, 2022.

**Tabel 1. Distribusi frekuensi pemahaman remaja tentang cyberbullying**

No.	Category	Frequency	Percentage
1.	Good	11	12,1%
2.	Enough	30	30,0%
3.	Less	50	54,9%
4.	Low	0	0%
<b>Total</b>		<b>91</b>	<b>100%</b>

Based on table 1 above, adolescents at SMA N 10 Tasikmalaya mostly showed a good understanding of cyberbullying, namely as many as 11 students (12.1%), adolescents who were categorized as sufficient understanding of cyberbullying were 30 students (33.0%), and as many as 50 students were categorized as lacking understanding (54.9%).

**Table 2. Distribution of frequency of adolescent understanding of the impact of cyberbullying**

No.	Category	Frequency	Percentage
1.	Good	19	20,9%
2.	Enough	25	27,5%
3.	Less	47	51,6%
4.	Low	0	0%
<b>Total</b>		<b>91</b>	<b>100%</b>

Based on table 2 above, adolescents at SMA N 10 Tasikmalaya mostly showed a good understanding of the impact of cyberbullying, namely as many as 19 people (20.9%), most adolescents

were categorized as sufficient understanding of cyberbullying which was as many as 25 people (27.5%), and as many as 47 people were categorized as lacking understanding as many as 47 people (51.6%).

## **DISCUSSION**

The picture of adolescent understanding of cyberbullying has been systematically described in univariate data on the picture of adolescent understanding of cyberbullying mostly showing in the category of lack of understanding, namely as many as 50 students (54.9%), students who fall into the category of sufficient understanding as many as 30 people (33%), while 11 students (12.1%) are categorized as good understanding.

Looking at these results, it can be concluded that the level of understanding of adolescent cyberbullying at SMA N 10 Tasikmalaya is still mostly lacking with a percentage result of 54.9%. This research is in line with the theory that explains that the level of understanding affects cyberbullying attitudes (Putri & Safrudin, 2020). The level of knowledge of cyberbullying is related to adolescent behavior towards cyberbullying (Fajrin, 2013).

According to Rasid (2012) revealed that a person's knowledge is influenced by internal factors as well as external factors. Internal factors come from age, experience, intelligence or thinking ability, and gender. While external factors come from education, work, environment and information. A person's lack of knowledge can occur because of the lack of interest in reading someone about a topic, although nowadays information can be accessed on various internet platforms. According to Beny Adri (2019), lack of interest in reading is influenced by individual factors, environment, inadequate facilities, and lack of motivation.

Based on the results of the understanding questionnaire about cyberbullying, it was found that most students still do not know the definition of what cyberbullying means, as evidenced by the results of the questionnaire as many as 45 students (49.5%) still do not know the difference between bullying behavior and cyberbullying.

In line with the theory of Goraigordobil & Machimbarrena, (2019) that cyberbullying is a form of bullying or intimidation carried out using technological media, especially those that use internet services as a means of connecting. Cyberbullying is an act of bullying that uses technology as a connecting medium which is carried out continuously by one or more people, this cyberbullying will be carried out to people who according to him are weaker than the perpetrator (UNICEF, 2020).

In the results of research by Puspitasari et al (2021), it was revealed that the level of knowledge of SMKN 2 Purwokerto students as many as 191 respondents (92%) was categorized as lacking knowledge. Student knowledge can occur because of someone's curiosity or lack of education on a topic. As explained by Rasid (2012) that a person will arise curiosity about an object if he has experienced or seen the object he sees.

As many as 89 students (97.8%) do not understand if sending threats via email or other media is one of cyberbullying behaviors, while in a theory explains that harassing others through social media in the form of SMS, E-mail, or other social media that will make victims feel anxious (Lestari et al., 2018). In another theory, it explains that all forms that are disruptive to others by using social media are forms of cyberbullying behavior (Chris, 2016).

Some 49 students (53.9%) do not understand that posting photos of others on social media with the aim of being a joke is a form of cyberbullying. But according to the theory of Lestari et al., (2018) Outing and trickery or spreading someone's secrets in the form of photos on social media as a joke so that victims will feel ashamed and even feel stress.

The results of the study that have been described systematically in univariate data on the picture of adolescent understanding of cyberbullying with a good understanding category as many as 19 students (20.9%). While understanding with less categories was as many as 47 students (51.6%).

The results of the research that has been conducted, it can be concluded that the level of understanding about the impact of cyberbullying at SMA N 10 Tasikmalaya is still lacking with a percentage result of 51.6%.

This research is in line with the theory that understanding is a matter that must be prioritized and also considered to reduce the occurrence of events outside the supervision of parents, so that children's learning potential in school is maximized compared to spending their time playing gadgets (Arianto & Bahfiarti, 2020).

There needs to be an increase in student understanding of the impact of using gadgets because the higher the level of student understanding of the impact of frequent playing of gadgets will affect the behavior and also the use of gadgets in students (Anggraeni, 2019). This is in line with a theory that states that frequent activities on social media for more than 6 hours will affect the occurrence of cyberbullying behavior (Dewi et al., 2020).

In the results of the study, most students assume that cyberbullying behavior will not have an impact on their learning motivation. In line with the theory that cyberbullying behavior will have an impact on the difficulty of concentrating on learning so that student achievement in school becomes decreased (Beran et al., (2012). The need for students to concentrate, think, learn and also remember is included in one of the quality of life according to WHO, namely the welfare of psychological conditions. In line with Risqi Hana's research, (2019) revealed that cyberbullying will have an impact on students' concentration of learning so that achievement in school decreases.

Most students assume that cyberbullies will have no fear. In line with the opinion of Merrill & Hanson, (2016) that victims and perpetrators of cyberbullying will feel fear so that it will affect activities in their environment which will be reduced. Cyberbullying perpetrators will feel fear because if the victim is upset, the victim or the parents of the victim will report to the authorities to take action against what was done by the perpetrator. In the results of Risqi Hana's research, (2019) explained that cyberbullying will have an impact on psychological impacts such as fear, shame, insecurity, anger, discomfort, and resentment.

Most students assume that if someone who is often used as a joke on social media will not experience emotional problems. According to Merrill & Hanson, (2016) explained that cyberbullying will have an impact on psychological conditions, one of which is stress, victims of cyberbullying who are often treated continuously will feel stress and even victims can attempt suicide. Cyberbullying will affect mental health conditions such as stress (Tian et al., 2018). Another theory explains that cyberbullying behavior can have an impact on the occurrence of depression that will be experienced by victims (Aini & Apriana, 2019).

Students assume that if the victim is often treated, cyberbullying will not have an impact on decreasing their self-esteem. According to (Pratiwi, 2018) revealed that cyberbullying behavior is related to the self-esteem of the victim and also with the perpetrator. Naraswari, (2019) revealed that there is a correlation between cyberbullying and decreased self-esteem in adolescents. (Rahayu, 2020) also revealed that there is a relationship between self-esteem and cyberbullying behavior in adolescents.

#### **4. CONCLUSION**

Based on the results of research that researchers have conducted to determine the level of understanding of adolescents about cyberbullying and the impact of cyberbullying in SMA Negeri 10 Kota Tasikmalaya can be concluded An overview of the level of understanding of adolescents about cyberbullying at SMA Negeri 10 Tasikmalaya found that most of the 50 students (54.9%) were categorized as lacking understanding about cyberbullying. An overview of the level of adolescent understanding of the impact of cyberbullying at SMA Negeri 10 Tasikmalaya found that most of the 47 students (51.6%) were categorized as lacking understanding about the impact of cyberbullying.

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