

CYBERBULLYING ON SOCIAL MEDIA BY TEENAGERS

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Abstract

This research aims to find out students' understanding of cyberbullying, the pattern of cyberbullying that occurs in teenage students, and identify strategies to overcome cyberbullying. This is descriptive quantitative research. The data were gathered from June 9, 2023, until June 14, 2023. The respondents were the students in grade X of SMKN 3 Pacitan. The instruments were distributed to 194 students. The processes the researcher took for collecting data were as follows: choosing the school that would serve as the research location; selecting the best method for collecting data; making the observational instrument collecting the data; submitting the observation results through Google Forms. The Google Form consisted of questions related to understanding cyberbullying, kinds of cyberbullying, and strategies for handling cyberbullying. The result shows that most % of the students, 52%, already knew about cyberbullying, and 48% were unaware of cyberbullying. Students receive unkind words from strangers on social media 35%, and 65% do not experience it. In this case, students get cyberbullying in a pattern of verbal. 22% of people posted Students' photos on social media without permission, and 78% did not experience it. Students in this situation experience hiding their identity as a kind of cyberbullying. Students accused on social media 13%, and 87% did not share it. In this case, students get cyberbullying in the pattern of forgery. Strategies to overcome cyberbullying are that students must have the courage to tell parents, teachers, or friends that they have experienced cyberbullying, and that person must take it seriously.

Keywords: *Cyberbullying; social media; teenagers*

Introduction

In this 21st century, technology is rapidly developing. Technology makes human behaviors more efficient by enabling people to do works more quickly. Technology has improved every aspect of our life, from networking, communication, healthcare, and transportation. According to Donner (2006), mobile phones provide their owners with advantages, including mobility and security. A more practical and affordable way to bridge the digital divide has been thought to be the mobile phone (Wade, 2004). The finest thing is technology constantly improves by enabling more sophisticated functions. Mobile phones contain many platforms. "social media" refers to communication techniques where people create, distribute, and exchange ideas and knowledge in virtual communities and networks. Faull (2013) states that another split in literature demonstrates how social media is becoming increasingly significant to consumers and a part of daily life (Kamila, 2019). Van Looy (2022) in Sian Anderson (2023) states that social media encompasses several platforms, including social networking sites, microblogging services, media-sharing, and messaging services that enable communication within and between user groups. In a safe setting, it allows people to converse with one another and share ideas.

Young people, especially teenagers, are increasingly using social media. Correa (2010); Courtois et al. (2009); Park, Kee & Valenzuela (2009) state that young people were chosen as the target demographic because they are the majority of social media users (Heinonen, 2014). Social media offers many conveniences that make teenagers enjoy accessing it for a long time. The main reasons people access social media include filling their free time and seeing the latest information. Teenagers use social media as a means to fulfill their high curiosity about various details and to get this information quickly and in a short time. Shao (2009) states that social media users were divided into three groups based on their social media conduct and motivations. First, users read other people's posts on social media to get information and

amusement. Second, participants regularly commented on other people's content while using social media for community building and social connection. Third, the motivations behind uploading social media content were self-expression and self-actualization, even though these three actions—consuming, participating, and producing—were categorized as separate activities.

There are advantages to social media as well. In a disastrous situation, social media may be helpful since it gives individuals new ways of staying connected with friends and family, looking for support, and assisting those in need (Denis, Hughes & Palen, 2012). Additionally, it has improved persons with impairments' productivity. Social media can be used to promote groups, companies, and causes in addition to staying current with fashion and news. Most studies investigating the viability and possible advantages of employing mobile devices for distance learning in this field are still very early (Stone et al., 2003; Traxler & Leach, 2006). Through publishing images, blogs, individual articles, videos, audio snippets, and other types of content on social media, students can express their emotions while showcasing their accomplishments. However, social media provides numerous benefits to teenagers. Other studies, social media creates 'loners' among young people and that those who use it frequently exhibit narcissistic traits (Richards et al., 2015). Social media can also negatively affect teenagers, distracting, disrupting sleep, and putting them in situations where they are subjected to peer pressure, gossip, and bullying. However, social media has a "dark side," as it can be abused by others and teenagers, normalizing risk-taking behavior and creating incorrect expectations for body appearance and sources of fame. The risks could be tied to how frequently teenagers use social media.

According to Limber & Small (2003), bullying hasn't generally been viewed as an issue that must be addressed but rather as an essential and expected aspect of growing up. Bullying is a long-standing societal issue that frequently spreads from the schoolyard to the workplace (McCarthy, Rylance, Bennett & Zimmermann, 2001). It could be described as the abusive use of force or compulsion in dealing with a person. Persistent hostile conduct is maliciously destructive and unprovoked (Peterson, 2001). Additionally, it appears that cyberbullying is an increasing issue. It has been acknowledged that online harassment is on the rise. Deborah, Patrina, and Henry (2015) state that cyberbullying is the purposeful dissemination of untrue, offensive, or embarrassing data regarding another person via digital media. However, a new sort of bullying has just emerged using the numerous forms of technology that are now available. Children and teenagers frequently utilize the issue of cyberbullying to hurt other people (Campbell, 2005). Bullies increasingly use websites, email, text, chat rooms, mobile phones, and webcams to engage in cyberbullying. The self-worth of teenagers and body images might be damaged by comparing themselves to the edited photos of other teenagers.

Based on Cyberbullying Research Center's findings, 64% of victims of cyberbullying claim that it interferes with their capability to learn and feel protected at school. They are also more prone to mental and behavioral problems. Deborah, Patrina, and Henry (2015) state that cyberbullying can have serious consequences, such as despair, anxiety, social isolation, and in rare cases, suicide. Based on a National Center for Education Statistics article, 19% of bullied kids claim that the experience had a detrimental impact on their moods, friendships, family ties, and performance in school. Cyberbullying is a growing issue for teenagers, with potentially even more severe outcomes than traditional bullying in the schoolyard.

This paper aims to identify cyberbullying by teenagers. There is a research gap between Ghada M Abaido (2020) and Ojasvi, Muskan, Sidh, and Siba (2020). Thus researchers support this paper by focusing on why teenagers do cyberbullying and how it can be resolved. Moreover, the report will analyze the impact of social media and the Internet on cyberbullying among teenagers. Furthermore, this paper will investigate the role of parents, teachers, and other stakeholders in mitigating cyberbullying among teenagers. By working together, people can effectively address the issue of cyberbullying among teenagers.

Methods

This research used descriptive quantitative analysis. Data was taken on June 9, 2023, until June 14, 2023, to students grade X in SMKN 3 Pacitan. The research subject is derived from students aged 16 years old until 19 years old. The instruments were distributed to 194 students. The processes the researcher took for collecting data were as follows: choosing the school that would serve as the research location; selecting the best method for collecting data; making the observational instruments; collecting data; submitting the observation results through Google Forms. This Google Form consisted of 14 questions related to understanding cyberbullying, kinds of cyberbullying, and strategies to overcome cyberbullying with closed-ended form. After being collected, the data were analyzed by classifying students' questionnaires, presenting diagrams, showing the findings, discussing the results, and taking the conclusion.

Findings and Discussions

The researcher collected the data. The researcher collected data through a Google Form given to be filled in by students regarding knowledge, patterns, and strategies regarding cyberbullying cases that occurred. Using Google Form filling makes the research honest. The results of the study are presented in the following explanation:

Students' Understanding About Cyberbullying

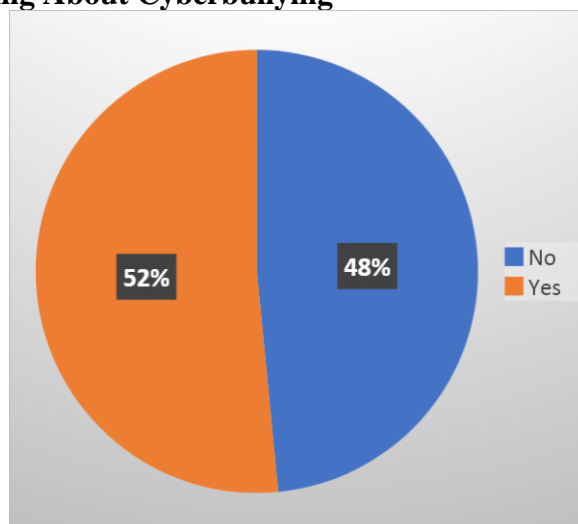


Figure 1. Students' Understanding About Cyberbullying

Figure 1 shows that some students, 52%, already know about cyberbullying, and 48% of students do not know about cyberbullying. This data proves that students get knowledge about cyberbullying not from school. This is because if students' knowledge about cyberbullying comes from school, all students must have heard of it. This data shows that students get cyberbullying knowledge not from school but from outside school. If schools provide this cyberbullying education, it is inevitable that all students already know cyberbullying. According to the research results regarding students' understanding of cyberbullying knowledge, it can be concluded that cyberbullying education for students is not only the responsibility of schools but also the responsibility of families and people around students to optimize cyberbullying education received by students. It is not always possible for parents and schools to communicate effectively (Mereoui et al., 2016). Cyberbullying also requires a multi-faceted approach involving education, awareness, technological intervention, and a positive environment. If cyberbullying education is obtained by students optimally, cyberbullying cases will decrease periodically.

Pattern of Cyberbullying

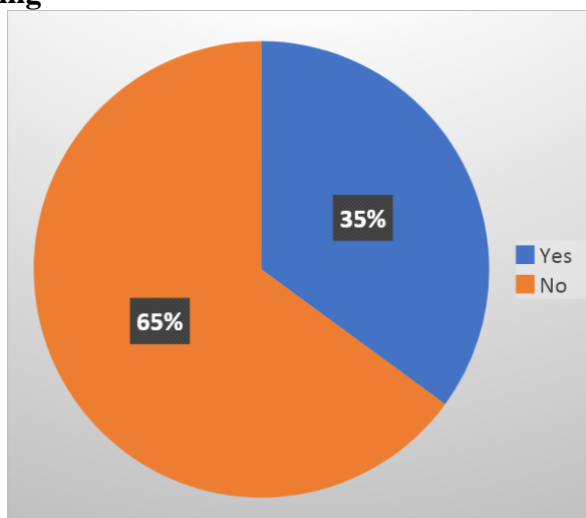


Figure 2. Students Get Unkind Words on Social Media From Strangers

Figure 2 shows that of some students, 65% have experienced unkind words from others, and 35% have never experienced unkind words. From these data, students who received unkind words had a more significant percentage. This should not happen because it can adversely affect the student's performance. For students who have experienced unkind words, it reaches 65%. We sought to induce public self-awareness through a method separate from an online forum (van Bommel et al., 2012). The anonymity provided by online environments can lead to reduced personal accountability and decreased self-awareness. As a result, individuals may engage in more aggressive and hurtful behaviors, including cyberbullying, without considering the consequences. This case can be called verbal cyberbullying, which involves using hurtful, demeaning, or harmful words against someone online. Other examples include sending insulting, threatening, harassing messages or posting inappropriate or derogatory comments on social media platforms, emails, or online conversations. It can be concluded that students experience this without knowing the cause, and perpetrators do not feel guilty.

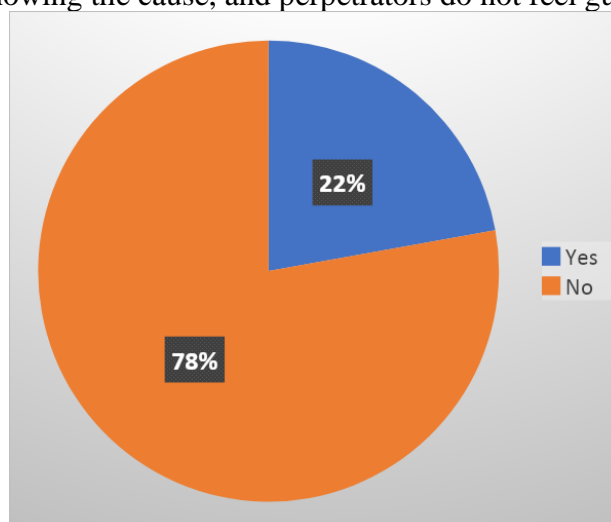


Figure 3. Students' Photo Posted on Social Media by Strangers Without Permission

Figure 3 shows that of some students, 22% have experienced cyberbullying by distributing photos without permission, and 78% of students have never experienced this kind of cyberbullying. As for cases of concealment of identity by sharing photos without the victim's permission reached 22%, this could also make students feel anxious, worried, and restless. Students will think the picture will be used for bad things and worsen the student's name. Students who become victims can be afraid to leave the house or even go to school. This type

can be called hiding identity cyberbullying when perpetrators use fake identities or anonymity to harm or pursue their targets. For example, they may create a fake account or use an anonymous account to spread harmful content or photos of someone without their identity being determined. By offering better user protections, such as warning notices or asking for the user's explicit consent before using functions and features involving social cues that might encourage risky behavior, website operators may choose to fulfill their social obligations or may be required to do so by law (Nong & Gainsbury, 2020). However, those with a perceived higher social status may use online platforms to target and victimize others they perceive as weaker or inferior.

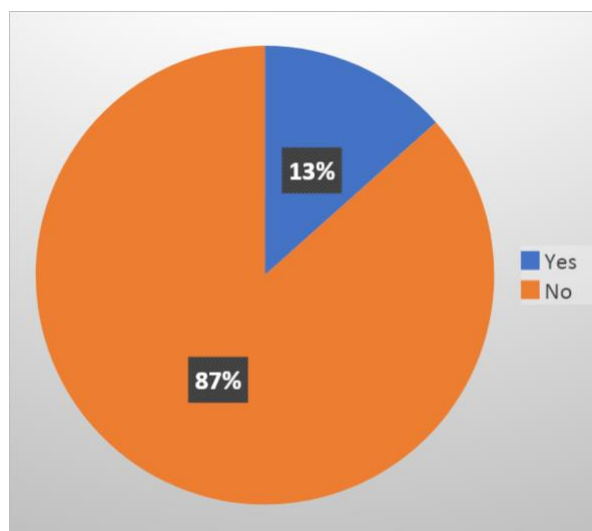


Figure 4. Students Accused of Social Media from Strangers

Picture 4 shows that around 13% of students are accused on social media by strangers, and 87% have never experienced this kind of cyberbullying. From this data, we can see that many students are still being honest about being accused. Or it can still be ascertained that many students are confident using personal identities. Students who have committed forgery cyberbullying by 13%, which can be said there are still many students who are satisfied with using self-identity. That's because 78% of students are concerned about this cyberbullying case. With it, teachers can raise awareness of other students not doing things that are not good on social media. This type is called forgery cyberbullying, which involves manipulating or falsifying information to harm or denigrate someone online. Mobile phones, on the other hand, may be utilized for leisure activities like perusing social media posts. 48.6% of the participants spent more than three hours each day using mobile devices to access the Internet, which may have enhanced their likelihood of seeing and sharing engaging messages (Liu & Wang, 2016). This can include spreading false information or editing content with the aim of damaging reputation or causing harm to the target. Sometimes what is interesting to one student is not attractive to another.

Strategies to Overcome Cyberbullying

The supervision of teachers and parents is essential in this regard. So that students do not become victims or perpetrators of cyberbullying. Combating cyberbullying requires a multi-faceted approach involving education, awareness, technology interventions, and a supportive environment to encourage positive online behavior and discourage harmful actions. Prevention and response efforts should focus on recognizing and understanding the different forms of Cyberbullying and a comprehensive approach to creating a safe and supportive online environment.

According to data received, 43% of students told other people about the cyberbullying incident that occurred to students, and 57% of students did not speak to other people. Notifying

the incidence of cyberbullying is one of the good actions to reduce the incidence of cyberbullying. With more people knowing and caring about this incident, it should also have a good impact on lowering cyberbullying cases. In addition, the role of people around students must also be more massive to pay attention to the lives of students' friends to ensure that students are not in a threatened condition that results in students being close to the people around them. Learning encompasses many aspects of daily life (Apriyanti, 2021). Students should learn social interaction with others in everyday life to better interact with others. Schools must provide socialization on this matter so that students do not fake cyberbullying on social media as not to increase self-confidence in students. In addition to the absence of cases of cyberbullying, this should also be done to reduce students playing around the cell phone continuously, which can lead to addiction and forgetting their duties as a student.

Parents, as the closest person to students, are also very required to provide knowledge about cyberbullying to prevent this case. Parents provide knowledge about what can and should not be done when using social media and the consequences of each behavior. In addition to living and interacting with pupils, teachers and parents are significant learning figures who offer accurate and supplementary information to assist them in better understanding their offspring and students (Cena et al., 2023). According to the data received, 11% of people accidentally know of the cyberbullying that occurs, and the other 89% are not aware of this cyberbullying incident. Some people who know should also care about the happenings of cyberbullying that arise so that these acts do not increase. This is also greatly influenced by the people around students to be more concerned and sensitive to student behavior, which may show irregularities when students experience cyberbullying. Parents should keep an eye on their children when socializing to prevent cyberbullying. This can make the victim feel safe and able to re-interact with other friends.

Students who still care will have a good impact on the school. According to the data received, 22% of people do not care about cyberbullying cases that they know about. However, there are still quite a lot, with 78% of people still having concern for students who are caught in cyberbullying cases. Students should be more aware of things that are seen on social media. In social media, due to parents' lack of supervision, students can do things that should not be done. When the target domain's actual population distribution of false accounts, which is unknown in practice, matches the first strategy (Ng et al., 2023). Students can use fake accounts to become adult users, comment badly on social media, and even become victims of insults through photos posted by fake accounts and spread either for fraud, selling self-esteem, or insults using pictures belonging to the student. In the occurrence of crime or harmful behavior, three elements must converge a motivated offender, an appropriate target, and a lack of capable guardianship. In the case of cyberbullying, easy accessibility for potential victims and the reduced presence of authority figures in online spaces may contribute to cyberbullying.

Conclusion

The result shows that most % of the students, 52%, already knew about cyberbullying, and 48% were unaware of cyberbullying. This indicates that some students' cyberbullying education does not come from school. Students receive unkind words from strangers on social media 35%, and 65% did not experience it. In this case, students get cyberbullying in a pattern of verbal. Students' photos were posted on social media by others without permission 22% and 78% of students did not experience it. Students in this situation experience hiding their identity as a kind of cyberbullying. Students accused on social media 13%, and 87% did not share it. In this case, students get cyberbullying in the pattern of forgery. This is also greatly influenced by the people around students to be more concerned and sensitive to student behavior, which may show irregularities when students experience cyberbullying. Parents should keep an eye on their children when socializing to prevent cyberbullying. This can make the victim feel safe and able to re-interact with other friends. This lack of concern from the surrounding people will harm

the victim. The bully will continue to run rampant when they know the surrounding people do not care about their behavior which is proven wrong but normalized by most people.

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