THE ROLE OF TEACHERS IN GROWING ANTI CYBERBULLYING ATTITUDE ON STUDENTS

[1]Soni Sutejo, [2]Mahendra Wijaya, [3]Ignatius Agung Satyawan

[1] *Student at Master Degree Program of Communication Science, Sebelas Maret University*
sonisutejo@gmail.com
[2] *Lecturer at Faculty of Social and Political Science, Sebelas Maret University*
[3] *Lecturer at Faculty of Social and Political Science, Sebelas Maret University*

Abstract

Social networks like Facebook, Instagram, Twitter, and Path have become familiar among school-aged children. Both the presence of smartphones and also internet access are supporting factors in social networking. At first the use of social media was limited as a medium of communication, friendship, news search, and science, but then it expanded into a wider range becoming a business medium (buying and selling) and even for self-existence. The development of social networking has some negative impacts for school-aged children, one of them is cyberbullying. In a nutshell, cyberbullying can be interpreted as a form of intimidation, making fun of, or embarrassing others through writing, pictures, sounds, or video delivered via the internet. Children's limitations and ignorance about the good and healthy internet usage arethe major factors of cyberbullyingamong school-aged children. Teachers as the second parent of the students should have participated in providing information about cyberbullying. But the thing that becomes an obstacle is the unavailability of educational curriculum related to the use of internet and healthy social networking. This research result is expected to encourage a more active role of teachers to prevent cyberbullying and also increase teachers' awareness about the use of internet and healthy social networking.The method used in this research is literacy study method.

Key words: cyberbullying, social media, teacher, education

INTRODUCTION

These recent decades, technology and information (IT) has been growing so rapidly. It can not be denied that IT hasbecome so familiar in every part of human life. IT development has drastically changed human lifes. One of the most phenomenal invention in the world of IT is the invention of internet.

Looking back when it was first discovered in 1969, the internet has undergone a major change in terms of its functionality as well as the number of users today. Initially, the internet was created for military purposes. In its development, the internet has become a basic need of society today, because of its role in communication, business, information, even entertainment. No wonder the number of internet users continues to increase from year to year. According to data released by 'We Are Social', the number of internet users in the world today has penetrated 3 billion users.

In Indonesia alone, based on survey data from the Indonesian Internet Service Providers Association (APJII), the number of internet users in 2017 has reached more than 143 million users. From these results, it was found that internet users aged 13-18 years had a ratio of 16.7%. Data from the survey stated that social media was ranked the top two of the services most frequently accessed by Internet users.

Social media is like a two-sided blade. On the one hand, social media helps a lot in various fields, such as social, educational, economic, and also for entertainment purposes. But on the other hand, many negative effects arise from social media. One of them is a violent act in cyberspace or often called cyberbullying. Teenagers and school-aged children are particularly vulnerable to cyberbullying.

From several studies that have been done, victims of cyberbullying often experience depression, isolation, inhumane treatment, and helplessness when attacked. Cyberbullying victims suffer worse depression than physical or verbal abuse victims. Even they have suicidal tendencies. A study conducted by Hinduja and Patchin (2011) revealed that suicide rates in the United States declined 28.5% in recent years, but there was an increase in suicide rates in children and adolescents aged 10 to 19 years.

According Juvonen (2008), cyberbullying in cyberspace between children and adolescents because they are reluctant to tell about the incidents they experience in cyberspace to their parents. This is driven by their concern that parents will eventually limit their online activities because they are worried. Juvonen argues that cyberbullying can put a burden on the victims who will bear it for themselves for a long time.

According to Patchin and Hinduja (2012), there is often a link between victims of cyberbullying and bullying victims in schools. It is often found that cyberbullying victims in cyberspace, are those who are also victims of bullying in school. The bullies, according to Ybarra and Mitchell (2007) in Hinduja & Patchin (2012), are people who tend to be aggressive and often break the rules.

It is unfortunate cyberbullying phenomenon in school age children/ adolescents has not received the attention of many parties yet. Parents who have the biggest responsibilty of the children developmnet often neglect with their children activities in cyberspace/ online. School as an educational institution also has not given more attention to this cyberbullying phenomenon yet. Until now there is no curriculum / subject that provides knowledge to the students about using internet in a good way.

In this such situation, teachers are responsible to take a role filling the gap between the occuring phenomenon and what it should happen. Teachers as the subtitute for parents have the responsibility about their student's develompment. According to Mulyasa (2007), teachers as educators have the responsibility to give values and norms to the next generation so there will be values conservation process, because through the education there will be new values. From that opinion, teachers have to transmit values and norms to their students in order to create new values so the students attitude will be change, beside that teachers are also the figure who have the responsibilty in their student's moral and character development inside or outside school. One of the value and norm that is very important to be transmitted is anticyberbullying attitude.

This research discusses about the teacher's role in cultivating cyberbullying attitude at students. It also contains the matters related to cyberbullying definition, cyberbullying factors, cyberbullying impact. It is expected to provide a more in-depth picture of the dangers of cyberbullying in children and encourage the active role of teachers, schools and parents in instilling anticyberbullying attitude in children.

RESEARCH METHOD

This research uses qualitative descriptive approach through in-depth interview method. In-depth Interview is the process of obtaining information for the purpose of the research by conducting a face-to-face questionnaire between the interviewer and the respondent, with or without using the interview guides in which the interviewer and informant are involved in a relatively long social life (Sutopo, 2006). As for the respondents in this interview are teachers and students at State Secondary School 2 Yogyakarta (SMPN 2 Yogyakarta).

Questions posed to respondents in the interview included: students 'cyber behavior /activities', respondent's understanding of cyberbullying, and the teachers and school's active role in planting anticyberbullying attitudes. In addition, the authors also use books, journals, and research on cyberbullying, to be a reference in this study.

RESULT AND DISCUSSION
Behavior and Activities on the Internet

The use of internet among school-age children/ students has become commonplace. According to data from the survey conducted by the Association of Internet Service Providers Indonesia (APJII) in 2017, internet users with age range 13-18 years has a ratio of 16.7% of the total internet users in Indonesia, which reached 143 million users. And the most frequently accessed service is social media.

This is not surprising given that social media is one of the easiest ways to connect with others as well as to self-actualization. Social Networking Sites (SNS) such as facebook, twitter, path, youtube, and instagram are the most popular social media service providers among school-aged children. In her research, Rahayu (2012) mentions various ways can be done in order to connect with friends in social media by uploading photos or videos, create a profile profile, mention friends, make writing, or through chat, through SNS account he has.

Furthermore, Rahayu (2012) explains that in addition to providing benefits, but on the other hand SNS open opportunities for Cyberbullying. This is because in the SNS, a person can use a false identity or who is often called anonymous. With this false/ anonymous identity, one tends to feel free to do various things, including things that actually violate norms and values.

Agatston (2007) conducted a study of 150 students who were divided into two groups. The first group consists of two secondary schools and the second group consists of two secondary schools. The results revealed that cyberbullying occurs in students who are actively using the internet and social media on smartphone devices.

Interview results show that most students have accounts in social media. Facebook and Instagram become the most used social media students in school. Various motivations to use social media are: as a medium to communicate with friends, self-actualization, and seeking pleasure (entertainment).

Most students use the original identity in their social media accounts. But there are some who claim to have other accounts that do not use the original

identity. The main reason that drives them to create an account with a fake identity is to seek pleasure and to be unknown to others. Most students revealed that the circle of friends they have in their social media accounts is not just a circle of friends in school. Some students revealed that in the circle of friendship they have on social media accounts, there are unknown and unknown people in the real world.

Cyberbullying

Patchin and Hinduja (2012) reveal that cyberbullying is a behavior when someone repeatedly harasses, humiliates, or mocks others using the internet via mobile phones or other electronic devices. Examples include uploading embarrassing and disseminating images through social media, sending threats via repeated short messages, and using fake accounts to insult others.

Cyberbullying is a form of bullying that occurs when a person or multiple students use information and communication technologies such as email, mobile or pager, text messages, short messages, personal websites, social networking sites (eg facebook, twitter, instagram and others), and online games to be used intentionally, over and over, and that unfriendly behavior is intended to harm others. The forms and types of cyberbullying actions vary greatly, such as uploading photos or creating embarrassing postings of victims, making fun of victims into accessing other people's social network accounts to threaten victims and creating problems such as threats via e-mail and creating websites to spread defamation (Belsey , in Mawardah, 2014)

Willard (2007) defines cyberbullying as an act of sending or uploading dangerous material or perpetrating social aggression through internet and other technologies. The act of cyberbullying is where a child intimidates someone who is considered weak. Intimidation is done by using technology, through social networking.

According to Willard (2007) there are several forms of cyberbullying behavior that are derived into aspects of cyberbullying behavior:

a. Flaming, which is fighting online using electronic messages with harsh and vulgar language such as cursing, gossiping or mocking.
b. Harassment, which is sending a message that contains insults repeatedly.
c. Denigration, which is sending or posting gossip or rumors about a person to damage his reputation.
d. Impersonation, ie pretending to be someone else and sending or posting material to make others trouble or damage the reputation of the person.
e. Outing, that is spreading someone's secrets, embarrassing information or images online.
f. Trickery, which is talking to someone to reveal confidential or embarrassing information, then distributed online.
g. Exclusion, ie excommunicate someone from a group online.
h. Cyberstalking, ie, to abuse and slander to someone in an intense and repetitive that cause fear.

The results of interviews with respondents revealed that most respondents had heard the term cyberbullying. When respondents were asked to explain the notion of cyberbullying, most respondents associate cyberbullying as an act of insulting, mocking, defaming, and threatening others via the internet. However, when given further questions about the aspects of cyberbullying almost all respondents can not provide answers correctly. Most respondents claimed to have never experienced cyberbullying, but among respondents claimed to have gotten mockery from their social media friends, but it can still be interpreted as a joke.

Impact of Cyberbullying

We all agree that cyberbullying is one of those behaviors that violate norms and rules in society. Research conducted by Ybarra and Mitchell (2007) states that cyberbullies are people who tend to be aggressive and often break the rules (in Patchin & Hinduja, 2012). In another study conducted by Mawardah and Adiyanti (2014) mentioned that one of the factors triggering cyberbullying behavior derived from unhealthy school environment thus making the development of bullying practice increased for cyberbullying practice. In addition, other factor triggering the emergence of cyberbullying is the advancement of technology that allows cyberbullying actors to perform their actions more easily anytime and anywhere, including in school.

Regarding the impact of cyberbullying, Patchin and Hinduja (2014) suggests that there are some disadvantages associated with cyberbullying behavior that lead to the real world. Cyberbullying behaviors can hurt teens physically and mentally, and also make them feel less confident and worthless. In fact, some cases ended very tragically when the cyberbullying victim decided to end his life.

Interviews between authors and students, teachers and principals respondents explain that in general, respondents stated that the main factor of cyberbullying among students is that cyberbullying is very easy to do. Violators can take action anytime and anywhere, In some cases the offender is difficult

to detect because of using an anonymous account. Most respondents understand that cyberbullying will have an adverse impact on victims, especially those related to confidence.

Teacher Roles and School Social Controls

Research conducted by Hamzah (2015) explains that social control is a control to prevent the occurrence of violations in which individuals are directed, persuaded or reminded not to commit the offenses mentioned. Strong social controls will keep students abreast of and live social norms that exist in the environment. Social norms contain hope and as standards of behavior, it is expected that individuals and groups can behave in accordance with social norms.

So from its nature it can be said that social control can be preventive or repressive or even both. Preventive is an attempt to prevent the occurrence of behavior that deviates from social norms, while the repressive aims to restore harmony that is disrupted due to behavior that deviates from social norms. So it can be concluded that school social control plays an important role in the development of student behavior in schools, especially negative and aggressive behaviors such as cyberbullying behavior.

From the results of interviews with students, it is known that up to now they have never received guidance on healthy internet usage, including what and how to cope and prevent cyberbullying phenomenon. They get their own information on how to use the internet healthily from internet surfing results. School management and teachers revealed that healthy internet guidelines have not been included in the subject matter. It becomes difficult for teachers and schools to make preventive efforts on cyberbullying. Efforts that have been done by the school is to make some policies about the use of the Internet in the environment and hours of teaching and learning. These policies include the prohibition of the use of mobile phones in the classroom during teaching hours. In addition, internet access in school laboratories does not allow to access certain sites including social media sites (facebook, instagram, twitter, and youtube). Some teachers revealed that they also monitor the social media activities of the students, by establishing friendships in social media accounts.

CONCLUSION AND SUGGESTION

From the results of this study, it can be deduced that the students of SMPN 2 Yogyakarta is a fairly active Internet users. The most widely accessed website by the students of SMPN 2 Yogyakarta is social media. In general, both students and teachers at SMPN 2 Yogyakarta have known what cyberbullying means, even though their knowledge of cyberbullying is only a matter of cyberbullying is insulting, mocking, defamatory, and threatening others via the internet. Most of the students and teachers have not known more about aspects of cyberbullying, but they know the impact that cyberbully will have on the victims. Efforts to educate on how to use the internet healthy not so optimal. The biggest obstacle is the unavailability of curriculum lessons on how to surf for students healthy. Nevertheless, there have been some school rules and regulations, have shown the existence of preventive efforts to suppress cyberbullying behavior.

From the discussion above, the authors provide suggestions for planting anticyberbullying attitude to be more effective, including:

a. Schools and teachers develop guidelines on how to use healthy internet that can be delivered to students outside of study hours, for example on extracurricular activities as well as special activities that are held to educate the way of healthy surfing.

b. Schools and teachers communicate with parents more actively and remind them to keep an eye on their children's Internet activities at home.

c. Schools officially open social media accounts and invite students to connect as friends in social media. Thus teachers and schools can monitor students' activities.

d. The teachers are required to continue to follow the trends and developments that occur in cyberspace.

e. Schools should have specific guidelines if in the future there are students who become victims of cyberbullying. The guidelines are used to provide assistance and improvement of the student's condition.

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