

A RETROSPECTIVE STUDY OF CYBERBULLYING ON SOCIAL NETWORKING

*¹S Apriyanto, ²Dalman, ³A Anum

ABSTRACT--Cyber Era creates internet technology and presents a new phenomenon in the media which has become a new media called social networking. The reputation of online social networks has created a wide range of public communication among users, and this leads to an enormous extent of information generated by users. Over the past few years, cyberbullying has become a major problem for the advance of online communication and social networking. Internet bullying is known as a grave national wellbeing problem among online social network users. This paper focuses on finding the risks of cyberbullying and raising awareness about cyberbullying prevention. The researcher uses secondary sources such as books, magazines, electronic sources, papers, and newspapers. Primary sources, such as interviews and field studies, cannot be done, which the researcher cannot access due to lack of time. Finally, social networks like sharp knives with proper usage, options, and responsibilities, many social networking sites are useful. But if used without responsibility, social media may have a negative impact.

Key words—Retrospective, Cyberbullying, Social Networking.

I. INTRODUCTION

Social networking sites have evolved rapidly over the past decade. In January 2005, a survey of online social networking sites reached 115 million people and continues to grow [1]. When creating a profile in social networks, users will talk about themselves, status explanations, images, express feelings, actions, write in one or two sentences and interests, to be able to monitor their identity through social networks. Communication is more than the process of sending and receiving messages from different cultures from us. We need to know what our ultimate goal is.

Internet cyberbullying refers to aggressive and deliberate actions by using the Internet or other electronic methods such as email, website content or messages [2], [3]. Cyberbullying contains harassment, hate, and outrage [3]. Although the Internet is an excellent medium for education, communication, entertainment, and commerce, the Internet has a dark side. Hate groups have emerged from the alleys of the past to publish unpleasant thoughts on the Internet so that everyone can hide behind their identities when exposed.

¹*Faculty of Applied Science and Technology, Universiti Tun Hussein Onn Malaysia sigitteduh89@gmail.com.

² Indonesian Education, Universitas Muhammadiyah Lampung, Indonesia.

³ State Administration, University of Sang Bumi Ruwa Jurai, Lampung, Indonesia.

Hate Cyberbullying research shows that adolescents are the main victims [4]–[11]. Due to the growing use of the Internet and the ease of access to online communities provide a cybercrime such as cyberbullying. In the Indonesia, the problem of cyberbullying has been exacerbated and has been defined as a social threat. Researchers should study cyberbullying for detection, prevention, and mitigation.

Day by day, the consequences of cyberbullying are becoming more severe for victims [12]. In many cases of cyberbullying, the victims attempted suicide because of abusive and aggressive messages from predators. In most cases, young victims will have to hide their situation from adults (parents/teachers) because they think they can lose the right to access mobile phones and/or the Internet if they share this situation with the elderly. Female victims are more likely to report cyberbullying in childhood than men [13]. Also, Özdemir said that cyberbullying has a negative impact on adolescent self-esteem [14]. In the current research, we aim to utilize useful information in related studies to improve awareness about cyberbullying prevention and to find out the risks of cyberbullying.

II. RESEARCH METHODOLOGY

This study is a retrospective, descriptive and based on non-empirical design. To gather information about the scope of the study, the study was conducted in secondary sources of books, articles, journals, electronic sources, and theories.

III. MATERIALS

Researchers use more secondary sources, such as books, magazines, journals, electronic articles, and newspapers. Due to lack of time, researchers in the main data sources, such as interviews and field studies, do not have sufficient results of data collection and interpretation.

IV. RESULTS

1.1 Internet Use and Social Networking

Not surprisingly, most participants have access to the Internet when they are at school and at home. In 2014, eMarketer (Research on Digital Marketing, Media, and Commerce) of the country's netter population reached 83.7 million people in 2014. Figures that apply to every person who accesses the internet at least once each month places Indonesia in the 6th rank largest in the world in terms of the number of internet users. In 2017, eMarketer estimated that Indonesian netter would reach 112 million people.

The internet can be considered as an agent to facilitate and promote communication [15]. The Internet has become an integral part of online culture. Many participants in this study indicate that they use the school Internet for personal use, which reflects international results. In addition, as expected, the results of this study show that the Internet at home is used for personal purposes, and not at school. The main goal of the internet at home is to communicate with friends. In contrast, a study with students using the internet at home and found that

they were looking for information for personal use rather than for education and the most common use was image search [15].

It can be predicted that there will be a difference between the types of personal use of the Internet at home and at school. The main purpose of using the Internet at home is to talk to friends and at school to send email between schools. This reflects the research of Subrahmanyam & Greenfield, which found that online communication tools were used as an alternative way to talk to face-to-face friends [16]. The study found that secondary schools are the most frequently used internet time. These results support other findings [17] which show that older teens use the internet more often than younger teens.

A study suggested [3], [18], [19], which are related to Internet use and cyberbullying. In this study, we will look at Internet use, hate speech, and cyberbullying. However, it is not surprising that there is a connection between Internet use and cyberbullying. But to understand these relationships better, it is necessary to take other factors. Using the Internet itself is not a determining factor in cyberbullying. There may be many other factors, such as the frequency of use and the type of use of the Internet, which can unite to increase the opportunity to participate in cyberbullying activities.

Social networks are identified as general activities both now and when they are still in high school. Students who graduate from high school can use social networks as a way to connect with people when they leave home to travel abroad or can study in other cities. As a result, personal communication is not possible. In a study by Coyle & Vaughn, they found that students (High school) most use Facebook to maintain their social capital [20]. Participants in this study indicated that they used social networking sites when they were in high school, mostly to communicate with friends and they believed that using the most common online social network for young people in Secondary schools will be the same. These results reflect other studies [17], [20], [21] which examines the use of social networking sites by young people. In addition, the results of this study show that social networking sites are often used in older years at other times of secondary schools.

One possible explanation is that the responses of participants are affected by the behaviour of social networks. In addition, gender differences can play a role. The results of a survey conducted by Subrahmanyam & Greenfield show that girls and boys use social networking sites for many reasons [16]. They found that girls used social networks to strengthen their friendship, while boys teased and made new friends. The most common cause of social networking for participants and perceptions of young people's use is communication with friends.

1.2 Traditional Bullying and Cyber-bullying

There are many differences between traditional bullying and cyberbullying. Cyberbullying remains hidden, hiding its identity from victims, which can be simpler in the form of conservative bullying [22]–[24]. Another type of cyberbullying that is mentioned in the target group was happy slapping. It is often associated with an innovator who unexpectedly approaches the target (victim) and in many cases attacks them physically, while other actors record the event by telephone or camera [25]. This type of intimidation is called cyber-fight. Cyberbullying, as in traditional bullying, can be divided into two forms of oppression - physical and non-physical. The

physical includes happy slapping and cyber-fight. Non-physical messages, including malicious messages, threats, controls, rumours.

The film "Means Girls" in 2004 is one of the type of bullying which describes groups of girls in secondary schools, the social structure of groups, and how to use their social status to intimidate others. New technologies such as the internet and cell phones involved in patterns of indirect and relational bullying. Mjaavatn, Frostad, & Pijl recommends that e-mail, social network, mobile phone, and other Digital Interactive social networking sites and other invasions from their relationships to a faster level [26].

Traditional bullying has developed from the school area to computers. In general, it seems that the way in which girls and boys are bullied has not changed from traditional bullying. The Internet provides an opportunity to see more types of bullying since cyberbullying does not exist within the school walls.

For traditional bullying, middle and lower secondary schools are considered the most vulnerable. The results of the study by Jacobs found that bullying increased from primary schools to high schools [27]. Central for cyberbullying, the age group that considers that the greatest risk are early high school and high school. Teenagers aged 15-17 are more likely to be involved in cyberbullying than other age groups [28].

In addition, the results of this study showed that social networking sites were not used for bullying. But is a combination of social networking websites and mobile phones together. Since research on cyberbullying, including social networking sites, is limited, parallel comparisons are difficult. However, a number of studies have examined the tools used in cyberbullying. Cell phone bullying and instant messaging became commonplace [3], [22]. Similar to these results, most online cyberbullying examples occur via instant messaging [18].

1.3 The Impact of Cyber-bullying

Social media users are growing each day. In fact, users are now dominated by young people who really understand technology. But, despite the current technological developments, social media is often used as a media to bully others.

Data obtained by UNICEF in 2016, as many as 41 to 50 percent of teens in Indonesia in the age range of 13 to 15 years have experienced acts of cyberbullying. Some actions include doxing (publishing other people's personal data), cyber stalking (revitalization in the realm of the world that leads to stalking in the real world), revenge porn (the spread of photos or videos with the aim of revenge accompanied by acts of intimidation and extortion) and several other cyberbullying actions.

Cassidy, Jackson, & Brown studied on students learning and cyberbullying then found that many students felt that cyberbullying was more a problem over the past year [29]. Overseas study helps us to understand the impact of cyberbullying. Studies show that the effects of cyberbullying may be more serious than traditional bullying [30]. This is facilitated by the nature of cyberbullying. First, viewers haunted by the Internet can be more valuable than traditional bullying. This type of bullying does not allow confidentiality. Second, written words can be read over and over again - words that can be forgotten wrongly. Furthermore, suggests that the written word may look clearer and more specific [12].

Victims of cyber-bullying endure the effects for longer as the abuse can be persevered. Victims of cyberbullying are not protected at the same level as traditional bullying. Notar, Padgett, & Roden admits that cyberbullying is more personal because computers, mobile phones, or a person's bedroom may be threatened by threats and ridicule [31]. In addition, cyber-bullying can be a brutal and violent form of oppression because the bullies do not see the reactions of victims or potential hazards. They may not feel guilty, sympathetic, or repentant, as well as the victims, as well as traditional bullying [32]. As a result, cyber bullies tend to say something they won't and never speak directly.

Misconceive of opinions potentially leads to bullying. In addition, the impact of indirect aggression and relationships are more devastating than other forms of bullying, such as physical bullying [33], [34]. Bank and Iwanaga identified the impact of psychological bullying such as social problems, depression, social anxiety, loneliness, low self-esteem, decreased levels of happiness, and post-traumatic stress disorder [35] [36].

1.4 Gender

Many researchers have studied the relationship between gender and participation in cyberbullying. Some studies show that men are more likely to participate in cyber intimidation than women [37], [38], but other studies show the reverse [39], [40]. In addition, other studies show that there are no significant differences between men and women in terms of their tendency towards cyberbullying [41]. Although the study did not clearly confirm the relationship between gender and cyberbullying behaviour, as previously described [42]. Similarly, research shows that men use cyberbullying at a higher level than women [38]. Internet cyberbullying on social networks on the Internet has been improved by using gender data as a function [43].

V. CONCLUSION

Bullying on the Internet has become a major problem with the development of online communication and social networks. One side, the increased use of social networks will give the benefits for users. But, on the other hand, it will have negative consequences if it is not reasonably considered by users, especially among adolescents who still risk affecting the freedom of expression on social networks. Limited content prohibited by ITE's law, the indirect effects of cyberbullying can be identified as psychological disorder, such as social problems, depression, social anxiety, loneliness, low self-esteem, decreased levels of happiness, and post-traumatic stress disorder. Many useful social networking sites. But if they are used without liability, social networks can have a negative impact.

VI. ACKNOWLEDGMENT

The authors gratefully acknowledge the financial support from Universitas Muhammadiyah Lampung, and we would like to thank the anonymous reviewers for their comment on this article.

REFERENCES

1. J. a Golbeck, "Computing and applying trust in web-based social networks," *Ann. Phys. (N. Y.)*, vol. 54, no. 1, p. 199, 2005.
2. J. Snakenborg, R. Van Acker, and R. A. Gable, "Cyberbullying: Prevention and Intervention to Protect Our Children and Youth," *Prev. Sch. Fail. Altern. Educ. Child. Youth*, vol. 55, no. 2, pp. 88–95, 2011.
3. P. K. Smith, J. Mahdavi, M. Carvalho, S. Fisher, S. Russell, and N. Tippett, "Cyberbullying : its nature and impact in secondary school pupils," vol. 4, pp. 376–385, 2008.
4. R. Ortega, P. Elipe, J. A. Mora-merchán, J. Calmaestra, and E. Vega, "The Emotional Impact on Victims of Traditional Bullying and Cyberbullying A Study of Spanish Adolescents," vol. 217, no. 2006, pp. 197–204, 2009.
5. I. Rivers and N. Noret, "' I h8 u ': findings from a five-year study of text and email bullying," vol. 36, no. 4, pp. 643–671, 2010.
6. J. W. Patchin, S. Hinduja, and Y. Violence, "Bullies Move Beyond the Schoolyard: A Preliminary Look at Cyberbullying," *Youth Violence Juv. Justice*, vol. 4, no. 2, pp. 148–169, 2006.
7. Q. Li, "Cyberbullying in Schools: A Research of Gender Differences," *Sch. Psychol. Int.*, vol. 27, no. 2, pp. 157–170, 2014.
8. T. Beran, "CYBER-HARASSMENT : A STUDY OF A NEW METHOD FOR AN OLD BEHAVIOR *," vol. 32, no. 3, pp. 265–277, 2005.
9. R. M. Kowalski, D. Ph, S. P. Limber, and D. Ph, "Electronic Bullying Among Middle School Students," vol. 41, pp. 22–30, 2007.
10. P. W. Agatston, D. Ph, R. Kowalski, D. Ph, S. Limber, and D. Ph, "Students ' Perspectives on Cyber Bullying," vol. 41, pp. 59–60, 2007.
11. S. Hinduja and J. W. Patchin, "Cyberbullying : An Exploratory Analysis of Factors Related to Offending and Victimization," no. November 2014, pp. 37–41.
12. M. A. Campbell, "Cyber Bullying : An Old Problem in a New Guise?," *Aust. J. Guid. Couns.*, vol. 15, no. 1, pp. 68–76, 2005.
13. C. Barlett and S. M. Coyne, "A Meta-Analysis of Sex Differences in Cyber-Bullying behavior: The Moderating Role of Age," *Aggress. Behav.*, vol. 40, pp. 474–488, 2014.
14. Y. Özdemir, "Cyber victimization and adolescent self-esteem: The role of communication with parents," *Asian J. Soc. Psychol.*, vol. 17, pp. 255–263, 2014.
15. S. Aslanidou and G. Menexes, "Youth and the Internet: Uses and practices in the home," *Comput. Educ.*, vol. 51, no. 3, pp. 1375–1391, 2008.
16. K. Subrahmanyam and P. Greenfield, "Online communication and adolescent relationships," *Futur. Child.*, vol. 18, no. 1, pp. 119–146, 2008.
17. A. Lenhart, M. Madden, and P. Hitlin, "Teens and technology: Youth are leading the transition to a fully wired and mobile nation," *Pew Internet Am. Life Proj.*, pp. 37–45, 2005.
18. J. Juvonen and E. F. Gross, "Extending the school grounds? - Bullying experiences in cyberspace," *J. Sch. Health*, vol. 78, no. 9, pp. 496–505, 2008.
19. M. L. Ybarra and K. J. Mitchell, "Youth engaging in online harassment: Associations with caregiver-child relationships, internet use, and personal characteristics," *J. Adolesc.*, vol. 27, no. 3, pp. 319–336, 2004.

20. C. L. Coyle and H. Vaughn, "Social Networking: Communication Revolution or Evolution?," *Bell Labs Tech. J.*, vol. 13, no. 2, pp. 3–18, 2008.
21. D. M. Boyd and N. B. Ellison, "Social network sites: Definition, history, and scholarship," *J. Comput. Commun.*, vol. 13, no. 1, pp. 210–230, 2007.
22. R. Slonje and P. K. Smith, "Cyberbullying: Another main type of bullying?: Personality and Social Sciences," *Scand. J. Psychol.*, vol. 49, no. 2, pp. 147–154, 2008.
23. F. Dehue, C. Bolman, and T. Völlink, "Cyberbullying: Youngsters' Experiences and Parental Perception," *CyberPsychology Behav.*, vol. 11, no. 2, pp. 217–223, 2008.
24. Q. Li, "New bottle but old wine: A research of cyberbullying in schools," *Comput. Human Behav.*, vol. 23, no. 4, pp. 1777–1791, 2007.
25. S. Bauman, "Cyberbullying : a Virtual Menace," *Natl. Coalit. Against Bullying Natl. Conf.*, vol. 1, no. November, p. 23, 2007.
26. P. E. Mjaavatn, P. Frostad, and S. J. Pijl, "Adolescents: Differences in friendship patterns related to gender," *Issues Educ. Res.*, vol. 26, no. 1, pp. 45–64, 2016.
27. N. Jacobs, L. Goossens, F. Dehue, T. Völlink, and L. Lechner, "Dutch Cyberbullying Victims' Experiences, Perceptions, Attitudes and Motivations Related to (Coping with) Cyberbullying: Focus Group Interviews," *Societies*, vol. 5, no. 1, pp. 43–64, 2015.
28. D. Ging and J. O'Higgins Norman, "Cyberbullying, conflict management or just messing? Teenage girls' understandings and experiences of gender, friendship, and conflict on Facebook in an Irish second-level school," *Fem. Media Stud.*, vol. 16, no. 5, pp. 805–821, 2016.
29. W. Cassidy, M. Jackson, and K. N. Brown, "Sticks and stones can break my bones, but how can pixels hurt me?: Students' experiences with cyber-bullying," *Sch. Psychol. Int.*, vol. 30, no. 4, pp. 383–402, 2009.
30. C. A. Myers and H. Cowie, "Cyberbullying across the lifespan of education: Issues and interventions from school to university," *Int. J. Environ. Res. Public Health*, vol. 16, no. 7, 2019.
31. C. E. Notar, S. Padgett, and J. Roden, "Cyberbullying : A Review of the Literature," vol. 1, no. 1, pp. 1–9, 2013.
32. L. D. Johnson *et al.*, "Cyberbullying on Social Media Among College Students," *Vistas Online*, p. 8, 2016.
33. K. Rigby and D. Bagshaw, "What Hurts? The reported consequences of negative interactions with peers among Australian adolescent school children," *Child. Aust.*, vol. 26, no. 4, pp. 36–41, 2001.
34. J. Carroll-Lind, J. W. Chapman, J. Gregory, and G. Maxwell, "The key to the gatekeepers: Passive consent and other ethical issues surrounding the rights of children to speak on issues that concern them," *Child Abus. Negl.*, vol. 30, no. 9, pp. 979–989, 2006.
35. E. Banks, "Prevalence and Gender Differences of Relational Aggression in High School Students Graduate," vol. 5, pp. 13–15, 2012.
36. M. Iwanaga, K. Imamura, A. Shimazu, and N. Kawakami, "The impact of being bullied at school on psychological distress and work engagement in a community sample of adult workers in Japan," *PLoS One*, vol. 13, no. 5, pp. 1–16, 2018.
37. H. Vandebosch and K. van Cleemput, "Cyberbullying among youngsters: Profiles of bullies and

- victims,” *New Media Soc.*, vol. 11, no. 8, pp. 1349–1371, 2009.
38. E. Calvete, I. Orue, A. Estévez, L. Villardón, and P. Padilla, “Cyberbullying in adolescents: Modalities and aggressors’ profile,” *Comput. Human Behav.*, vol. 26, no. 5, pp. 1128–1135, 2010.
 39. C. M. Kokkinos, N. Antoniadou, A. Asdre, and K. Voulgaridou, “Parenting and Internet Behavior Predictors of Cyber-Bullying and Cyber-Victimization among Preadolescents,” *Deviant Behav.*, vol. 37, no. 4, pp. 439–455, 2016.
 40. A. Sourander *et al.*, “Psychosocial Risk Factors Associated With Cyberbullying Among Adolescents,” *Arch. Gen. Psychiatry*, vol. 67, no. 7, p. 720, 2010.
 41. R. M. Kowalski, G. W. Giumetti, A. N. Schroeder, and H. H. Reese, *Cyber bullying among college students: Evidence from multiple domains of college life*, vol. 5. Emerald Group Publishing Ltd, 2012.
 42. K. Van Royen, K. Poels, W. Daelemans, and H. Vandebosch, “Automatic monitoring of cyberbullying on social networking sites: From technological feasibility to desirability,” *Telemat. Informatics*, vol. 32, no. 1, pp. 89–97, 2014.
 43. M. Dadvar, F. de Jong, R. Ordelman, and D. Trieschnigg, “Improved cyberbullying detection using gender information,” *12th Dutch-Belgian Inf. Retr. Work. (DIR 2012)*, no. Februari 2017, pp. 23–25, 2012.