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Cyberbullying in the Digital Age: A Common Social Phenomenon

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ABSTRACT

Bullying, defined as the violence of any kind including verbal intimidation, frequently occurs in the school environment around the world and is most often seen among young people aged 11-13, or more broadly among middle school students. Bullying does not only occur among younger and older students, but it is a more significant phenomenon among pre-and early teenagers. In the past, bullying mostly took place among students who knew each other or at least were in the same school environment. Today, however, the existence of the online environment means that a child who tends to bully others often makes use of social media (Facebook, WhatsApp, and other application.) to intimidate his or her peers. Majorities of children in the age group most susceptible to bullying regularly use social media to interact with their friends, and they generally have access to their cell phones, tablet, or computer. It is dramatically facilitates bullying behaviour and allows the aggressor to bully others without the knowledge of parents or teachers. The COVID19 situation, which has resulted in closures of schools around the world, including in Indonesia, has created a requirement for school students to use the internet and even social media platforms to complete their school's work and interact with teachers and classmates. It has served to intensify the problems of cyberbullying, which is an extension of traditional bullying that occurs between children in person at school. The effects of cyberbullying are severe and may have severe consequences for students who are the victim of cyberbullying. This paper will discuss recent research findings in this area and will present ways schools, teachers, and parents can intervene to reduce the negative impacts of cyberbullying, especially in the most vulnerable age group. Thus, the perspective of school guidance and counselling is illustrating the issues manage as examples and best practices.

Keywords: *Bullying, cyberbullying, Indonesia.*

1. INTRODUCTION

One effect of the covid 19 pandemic is the increase in children and adolescents using digital to learn. It has been encouraged as a way to make up for missed face-to-face classes and reduced social interaction with peers and teachers. However, with the increased use of the online environment, young people with a tendency to bully are likely to use these platforms to engage in cyberbullying, and, correspondingly, young people who are vulnerable to being bullied may become targets.

There are various sites in the world that students use to learn such as Zoom, Web-Ex, Google Classroom, Moodle, and Minecraft for homeschooling and Microsoft Office 365 Home Schooling. Some teenagers have been comedized and run out of their time to get online. One frightening health problem is the pressure and emotional abuse caused by cyberbulliying as the American Adolescent Psychiatric Association notes. (American Psychiatric Association, 2020). Rates of cyberbullying were increasing even before the COVID19 pandemic, however. The Centers for Disease Control and Prevention (CDC) (2018) reports that 20.2% of high school students have been bullied on school grounds, while 15.5% have experienced cyberbullying. Between 2007 until 2016, the students' percentage who experienced cyberbullying in their life almost doubled from 18 to 34% (Patchin and Hinduja, 2016).

1.1 Cyberbullying

As a medium of communication and information specifically Cyberbullying for others poses discomfort and harm (Camacho et al., 2014). Social media with increased internet access , including by younger people, cyberbullying has become a significant problem among children and teenagers around the world. Patchin tested in 2006 against 1,500 teenagers, 33% of them cyberbullied (Patchin and Hinduja, 2006). A further 2007 survey of 832 teenagers found 43% had been cyberbullied (Moessner, 2007). It turns out that in 2010, 20–40% of all youths were cyberbullied (Tokunaga, 2010).

Children and teenagers have been bound and dependent on the use of the internet and other social media during the COVID19 pandemic both for learning and socializing. The enforced isolation because of the disease has made many of these young people more vulnerable to the actions of bullies. Also, because the online environment has become the main forum for the expression of ideas during pandemic induced lockdowns, the number of online content used by teenagers has an effect bad. Perpetrators are unaware of the harm and harm to themselves and others as a result of their actions online (Ozden and Icellioglu, 2014). Among them are growling, grief as an effect that occurs as a result of cyberbullying. Something confusing is the victim's difficulty in limiting and negating the negative influence of cyberbullying, (Hoff & Mitchell, 2009). Despite some disagreements in the books over the meaning of cyberbullying (Beckman et al., 2012), the common feature is agreed to be the presence of 'intent to harm the victim' on the part of the bully (Johnson, 2011).

Internet is the cause of the cyberbullying problem that arises among children and teenagers. Samoething is imposible that children in the future are not using online media because they can't solve the problem of cyberbuliiying. Right now it needs real attention and action. (Kowalski and Limber, 2007). The self-esteem of children who become perpetrators and victims of cyberbullying is certainly different from those who do not experience it. Additionally, Hinduja is even more terrible, because the consequences of cyberbulliying are associated with despair or suicide (Hinduja and Patchin, 2010). Bullies, their victims, and bully-victims have been shown to experience emotional and behavioural problems. For this reason, it is crucial to focus on bullies and bully-victims as well as on the children and young people who are victimized (Leiner et al., 2014).Some cyberbullying methods such as the experiences of victims and perpetrators involve instant messaging, chat rooms, and email (Kowalski and Limber, 2007; Huang and Chou, 2010). Despite the adverse effects of cyberbullying, research has shown that most teenagers would take no action if they learned about a cyber- bullying incident involving a friend or fellow student. The reason young people have given for this is to avoid conflict and maintain group harmony (Huang and Chou, 2010). It suggests that young people need to be made more aware of the impacts of cyberbullying incidents, as research clearly shows the very adverse effects of receiving a cyber-bullying message (Johnson, 2011).

Interestingly, research shows that young people who are more confident about the online environment are also more likely than their peers to be affected by cyberbullying. As many as 20% of young people surveyed were linked to cyberbullying, some were victims, perpetrators or otherwise The indicator is higher engagement with online media than students compared to those who don't use mobile phones (Shin and Ahn,2015). Research has also shown that for students or sexual-minoritty students who send short messages about 50 times per day are indicated as victims of cyberbullying (Rice et al., 2015). Similarly, individuals with disabilities were also more likely to have been targeted (Kowalski et al.,2016). The intentions of cyberbulliying perpetrators have had significant consequences (Lee and Wu, 2018). That's why it has always been attributed that high engagement on social media has a positive attitude towards cyberbulliying with mental health problems (Gao et al., 2020; Beckman et al., 2012).

Views on victims of cyberbulliying laws need to be stirred up (Camacho et al., 2014). Thus, similar research has been centred on the victims of cyberbullying to gain an understanding of this perspective. Demographics are not seen as a measure of a person's behavior (Rao et al., 2018); monitoring of online activities (Camacho et al.,2014; Chang et al., 2015); Disability is one planned (Kowalski et al., 2016); and level and nature of mental health (Beckman et al., 2012). The available research has primarily been carried out under normal circumstances, suggesting there is reason to expect the level and nature of cyberbullying to have become more intense because of the COVID19 induced lockdowns around the world that has forced many young people to engage in much more online activity, including social media use.

1.2 Cyberbullying vs Conventional Bullying: A Comparison

As noted above, cyberbullying is bullying using digital technologies that can include cellular telephones, email, and social media applications. Cyberbullying includes:

Pranking: Repeated hang-ups; anonymous, mocking, or threatening phone calls.

Image sharing: Forwarding or sharing unflattering or private images without permission.

Sexually explicit images: The forwarding or sharing of images of the sexual nature of a person under 18 need is a criminal offence (child pornography) that may result in prosecution. **Text and email**: Sending insulting or threatening text messages or emails

Personal online information: Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.

Identity theft: Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.

Hate sites: Creating hate sites or implementing social exclusion campaigns using social networking applications. (Source: Victorian Department of Education and Training, 2020)

As is the case with conventional bullying, cyberbullying can involve the use of technology by a school student or several students to run a campaign against another student. It may include setting that victim up to be attacked or humiliated by others, video recording their distress and posting the video online, and so forth.

In Indonesia, specifically, a recent poll indicates that as much as 49% of internet users have experienced cyberbullying (Jakarta Post, 2019). The fact that a majority of internet users in Indonesia are aged between 10 and 14 (ASEAN Post, 2020), which is also the age range most vulnerable to bullying and being bullied, is significant. This fact, coupled with the prevalence of cyberbullying suggests a pressing need to understand this problem in Indonesia. Other reports suggest that almost 90% of Indonesian school students had experienced bullying at some time and that many schools were indifferent to its occurrence on the assumption that such behaviour is an expected part of social interaction between young people (see KPAI, 2020). Indonesia is not alone in this; the findings from the United Nations are cyberbulliying occurring in young people in 30 countries (UNICEF, 2019).

The suicide was carried out by Yoga Cahyadi, a man from Yogyakarta as a result of pressure and blasphemy from people due to the failure of lostock fest music program (Natalia, E.C. (2016) Cyberbullying prevalence is associated with the digital environment's nature and the ease by which a bully can attack his or her victims. In this, there are several differences between cyberbullying and conventional bullying that are worthy of note. One significant difference is the invasive nature of cyberbullying. At school or when children are form and heading to school is the lightness of conventional bullying. It means that bullying, as detrimental as it may be, is limited to a specific context that can be avoided. Some 10% of school students report skipping school to avoid bullies (UNICEF, 2019). Cyberbullying, however, takes place online, and children tend to use the online environment at home, in their leisure time, for extended periods, and so on. It means it is complicated to escape the impact of bullying. A second issue is that cyberbullying has the potential to reach many more people and can be shared with a much larger audience than conventional bullying. This aspect of the digital environment that makes sharing of information fast and easy can cause significant damage to a child who is the victim of cyberbullying. Finally, cyberbullying is much more anonymous than conventional bullying; it is possible to send and post things online without using a real name and from a distance. It is not possible with traditional bullying where, at the very least, the victim knows who the bully is.

Despite these apparent differences, there are also some significant similarities between conventional and cyberbullying. One of these is the existence of an imbalance of power. Bully has some control's levels over the comes victim about through his or her intent to harm the victim, to humiliate, embarrass, and harass, and the motivation to isolate or ostracise. These intentions are the same in both conventional and cyberbullying. Besides, the kinds of behaviour that characterize conventionally and cyberbullying are the same. The bully spreads rumours, makes threats, or insults his or her victim. Traditionally, bullied children also behaved in a way that was, namely to raise their social status, to bolster self-esteem, because of anger and frustration, because they are struggling socially, or because they have been bullied (Health Direct, 2020).

1.3 What Parents, Teachers, and Counselors Can Do

The literature contains a great deal of work on bullying as well as practical steps that can be taken by parents and teachers to reduce the incidence and prevalence of this behaviour. Some work comes from the English-speaking environment and has been developed in the context of social norms and behaviour patterns in western societies. Nonetheless, many of the recommended means for addressing bullying transcend cultural boundaries. Concerning cyberbullying, specifically, they include:

One principle should be instilled in children that they are not good at posting adverse things; The online environment allows bullies to remain anonymous. Because they are anonymous, they do not fear punishment because they do not have to face their victims. Parents and teachers must be aware of this aspect of cyberbullying, as there is little inducement for

the bully to stop their behaviour. The best approach may be to encourage the victim to leave the online platform used by the bully; Parents and teachers must learn to use the Internet and understand their capacities.

In other words, they must be able to provide informed and knowledgeable leadership and guidance to children who are inclined to become cyberbullies as well as those who may be victims of such behaviour; Parents and teachers must ensure that children and teenagers understand that they can approach the adults in their life if they are being cyberbullied. In the event of online abuse, cyberbullied, cyberstalked, or if a predator approaches them the child is warned to tell their parents. They must understand that no one will be angry with them, and adults in positions of authority want to help; Teachers should monitor online relationships closely and always in social media. They are also asked to assist teachers in rooting out disrespectful and cruel content.

In other words, children should be encouraged to document any instances of cyberbullying they experience; one principle should be instilled in children that they are not good at posting adverse things; The online environment allows bullies to remain anonymous. Because they are anonymous, they do not fear punishment because they do not have to face their victims. Parents and teachers must be aware of this aspect of cyberbullying, as there is little inducement for the bully to stop their behaviour. The best approach may be to encourage the victim to leave the online platform used by the bully; Parents and teachers must learn to use the Internet and understand their capacities.

In other words, they must be able to provide informed and knowledgeable leadership and guidance to children who are inclined to become cyberbullies as well as those who may be victims of such behaviour; Parents and teachers must ensure that children and teenagers understand that they can approach the adults in their life if they are being cyberbullied. In the event At home, children and teenagers should be encouraged to use social media among the rest of the family, rather than in private. It can serve as a moderating force on malicious behaviour and contribute to reducing the prevalence of cyberbullying; Children should be encouraged by parents and teachers to report any situations where a friend or peer is being cyberbullied so it can be investigated; Parents and teachers must ensure that children understand that cyberbullying is dangerous and can do real harm to the victim. It is often not apparent because of the 'unreal' nature of online interaction; While children and teenagers are entitled to a certain amount of privacy online, it remains the responsibility of parents to know and understand what their children are doing in the digital environment. It is essential to strike a balance between intrusion and appropriate monitoring of the online activities children participation.

For counsellors by providing appropriate guidance innovatively and creatively to develop positive-character in children, of online abuse, cyberbullied, cyberstalked, or if a predator approaches them the child is warned to tell their parents. They must understand that no one will be angry with them, and adults in positions of authority want to help; Teachers should monitor online relationships closely and always encourage students to constantly record and submit mistakes namely classical guidance using the Snowball Throwing method (MBKs-ST), which is a model that the authors developed from the author's dissertation research. Snowball throwing is a form of cooperative learning that can train children to work together, respect each other, and have an attitude of tolerance so that it can prevent children from bullying behaviour.

2. DISCUSSION

The problem of cyberbullying is growing and is unlikely to diminish in the future as young people make more generous and more intensive use of the online environment for study, socializing, and leisure. Cyberbullying, as outlined above, is an extension of conventional bullying that can have severe impacts because online media allow for fast, widespread, and anonymous distribution of material that facilitates the bully's actions and leaves the victim with little recourse. There is evidence that cyberbullying is a problem in Indonesia, and there is beginning to be a body of literature in this area (see, for example, Syah and Hermawati, 2018; Handono et al., 2019; among others). However, much of the available literature in this area is not rigorous and relies on western models and examples that are likely not wholly appropriate for the Indonesian context.

Bullying, in general, is widespread in Indonesia and is closely related to social norms that favour conformity and social belonging. For this reason, the western approach that often focuses on desensitizing the victim while improving their social skills (see, for example, Fox and Boulton,2003) may not be appropriate for the Indonesian context where the perceived social value of being part of the group is typically much more significant than in the west. For this reason, Indonesian models of bullying are needed to address both conventional and cyberbullying effectively. The proposed solution must be relevant to the Indonesian context and take into account the social values of children and youth in accordance with local and national wisdom. The increasing prevalence of cyberbullying makes this even more imperative than in the past, as the use of the digital environment will undoubtedly increase in the future, especially among Indonesian young people

in the age group most at risk of bullying and being bullied.

3. CONCLUSION

From the explanation above, it can be conluded that There is evidence that cyberbullying is a problem in Indonesia, and there is beginning to be a body of literature in this area. The western approach that often focuses on desensitizing the victim may not be appropriate for the Indonesian context. The proposed solution must consider the social values of children and youth under local and national wisdom. The increasing prevalence of cyberbullies makes this even more imperative than in the past, especially among Indonesian young people in the age group most at risk of bullying and being bullied.

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