



How do schools in Indonesia fight against cyberbullying?

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Article History

Submitted : 15-01-2023

Revised : 04-09-2023

Accepted : 19-09-2023

Published : 31-10-2023

Article Link

<https://journal.uny.ac.id/index.php/civics/article/view/57716>

Abstract

The development of highly advanced technology has changed the pattern of people's lives in fulfilling information needs. All information obtained will spread quickly and even be difficult to control. We cannot avoid the fact that people from all walks of life are increasingly "lulled" by the sophistication of technology, such as cell phones and smartphones, which are, of course, equipped with various applications that make it easier for users. However, this convenience is not accompanied by control from various parties, causing a negative impact commonly called cyberbullying. This paper describes how cyberbullying cases affect school-age children so that the participation of related parties such as schools is needed. In addition, this paper also describes the policies implemented in schools to deal with cyberbullying cases sourced from several writings or articles. The research method used is library research, where researchers collect various sources from several research results and libraries. For this research, researchers took various sources from Google Scholar. The articles recommend that some policies be offered to schools to anticipate and prevent Cyberbullying behavior.

Keywords: cyberbullying; social media; school

Introduction

The rapid development of information and communication technology has brought significant changes in how we interact and communicate. Ragnedda, Addeo, and Laura Ruiu Ragnedda et al. (2022) state that the economic and social components strongly influence digital capital. However, amid this technological advancement, a worrying phenomenon has also emerged, namely cyberbullying. This phenomenon becomes even more troubling when it penetrates the educational system, threatening the welfare of students and creating new challenges for schools in Indonesia.

In the context of civic education, cyberbullying becomes more complex as it involves the moral, ethical, and responsible aspects of interacting in cyberspace. Hidayah et al. (2022) explain that citizenship education plays a vital role in equipping students with the understanding, values, and skills needed to be responsible digital citizens, respect the rights of



others, and understand the implications of their online actions on the broader society. In the context of civic education, the phenomenon of cyberbullying is not only a technical or behavioral problem but also a moral and social issue that requires a holistic approach.

Bullying cases have recently received much attention. Not only directly through physical and psychological violence, but also some bullying incidents are also even carried out through social media or cyberbullying. Cyberbullying events are a phenomenon that currently appears frequently. Victims are not only physically but also psychologically affected by bullying incidents carried out on social media. Quoting from Kompas.com, in 2021, the anti-bullying donation organization (Ditch the Label, in Instagram) often uses online bullying or cyberbullying.

Forty-two percent claim to have been victims of cyberbullying on Instagram, followed by Facebook and Snapchat with 37 percent and 31 percent, WhatsApp with 12 percent, YouTube with 10 percent, and Twitter with 9 percent, respectively. This data serves as a basis for developing more effective cyberbullying prevention and management strategies on the social media platforms most widely used by teenagers and younger generations. It is an essential step in creating a safer online environment and respecting the rights of privacy and dignity of every individual. In Indonesia, cyberbullying cases are frequent in the region. For example, in November 2022, news appeared on social media that bullying was a case of a student of Singaparna Primary School in West Java who bullied a friend from a school (Rachmawati, 2022). Incidents like this often come to the surface through social media or news, highlighting the complexity of the problem.

The number of cyberbullying incidents suggests that the eye cannot see these incidents. Many victims have fallen because of these acts. Despite this, the most prominent victims are a group of teenagers. This is because teenagers are the most significant contributors to gadgets and are at risk of cyberbullying. Data from Patchin & Hinduja (2006) showed that of 384 adolescents from the data, it was seen that 11% of adolescents had ever committed cyberbullying, about 29% had been victims, and almost 50% had witnessed cyberbullying. Meanwhile, in Indonesia, UNICEF in 2016 found that 41 to 50% of Indonesian teenagers between the ages of 13 and 15 have experienced cyberbullying.

Some actions include doxing, cyberstalking, and revenge porn (dissemination of photos or videos with the purpose of revenge coupled with acts of intimidation and extortion). The phenomenon of cyberbullying attracts attention to be raised in scientific studies. Some of the research found to be related to cyberbullying, among others, is from Anderson et al. (2014), which focuses on the mental health impact of cyberbullying. In his research, Anderson says that the ratio of teen internet users has increased rapidly, especially on social networking sites, chat rooms, and instant messaging apps. Furthermore, Anderson also heard that cyberbullying could hurt adolescents reviewed from various aspects of mental health, such as depression, social anxiety, suicide, low self-esteem, and behavioral problems that stretch relationships between family members, and worse yet, lead to declining adolescent performance in school. The impact of cyberbullying on these people is enormous, considering that they are at a vulnerable age and are very vulnerable psychologically.

Based on previous research, it appears that research on cyberbullying so far tends to focus on the psychological impact and role of the nearest social environment in dealing with this phenomenon. However, there is little research exploring the role of institutional policy, especially schools, in preventing and addressing increasingly frequent cyberbullying. Therefore, this research will focus on analyzing school policies to prevent cyberbullying behavior. By applying a careful and comprehensive approach, the research will identify programs developed by schools to respond to and prevent increasing cases of cyberbullying. This study aims to provide a deeper insight into the role of schools in addressing this problem and help formulate policy guidelines that are more effective in preventing cyberbullying behavior.

Emphasizing the importance of the role of schools in tackling the growing phenomenon of cyberbullying in the digital age is a crucial step in the well-being of students and creating a safe and supportive learning environment. Hernández et al. (2023) stated that schools have a crucial role to play in shaping the character of students, teaching the values of citizenship, and preparing them to behave ethically and responsibly, both in the real world and in the virtual world.

In this case, citizens' education can be an essential foundation in understanding the rights, responsibilities, and impact of their online actions, as well as in promoting a healthy digital culture and appreciating the rights of privacy and individual dignity. With the increasing use of social media and digital technology by children and adolescents, schools should play an active role in educating students about the risks of cyberbullying, teaching them how to conduct themselves online, and responding to cyberbullying cases quickly and effectively. With a focus on the prevention and management of cyberbullying, the research will dig into the efforts and strategies implemented by schools in combating this problem and how citizenship education can be an integral part of the solution to create a safer and more dignified online environment.

The research is expected to provide both theoretical and practical benefits. Theoretically, the research should contribute significantly to an academic understanding of the role of schools in combating cyberbullying in the context of citizenship education in Indonesia. It will enrich the scientific literature on cyberbullying and citizenship education with a focus on the case of Indonesia, which can be used as a basis for further research in this field. Practically, this research can be used by schools and authorities in developing policies and guidelines that are more effective in preventing and dealing with cyberbullying. This will help schools improve their steps in creating a safe learning environment.

Method

This research uses qualitative research methods of the library as a methodological framework to underpin it. The use of qualitative research by researchers refers to the opinion of (Creswell & Clark, 2011) which states that quality research is intended to understand phenomena about what is experienced by the research subject. In this study, this approach allows researchers to investigate issues related to cyberbullying in the context of citizenship education in Indonesia through an in-depth analysis of literature, relevant theories, and previous research findings. By relying on secondary data available in the form of articles, books, journals, and other text sources, this method allows researchers to dig out insights, conceptual frameworks, and findings that already exist in the literature to understand the role of schools in combating cyberbullying and its impact in the context of citizenship. This method provides a strong foundation for exploring this complex topic from a theoretical and conceptual point of view.

Researchers gather information and data with the help of various materials in the library, such as documents, books, notes, magazines, historical stories, etc. In this study, the authors gathered data through journal articles, literature, documents, and reports on the phenomena and school policies related to cyberbullying. The data will then be cross-checked with the theory that discusses cyberbullying to get a complete picture of how schools in Indonesia respond to cyberbullying.

The research steps are carried out through literature studies that trace past research on cyberbullying to be continued or criticized. In the early stages of this research, some ideas or theories related to cyberbullying will be collected and grouped based on defined sub-themes. The next step is to separate the data supporting the sub-theme and the related information. The data will be analyzed and harmonized. References such as theory, documents, reports, and relevant articles will strengthen the argument. The data sources used are accountable libraries such as scientific research journals, dissertations, theses, essays, research reports, textbooks, papers, seminar reports/conclusions, official writings published by governments and other institutions dealing with cyberbullying, and school programs in reducing it.

Results and Discussion

The researchers found that cyberbullying has become a serious threat to education in Indonesia, which can damage the well-being of students and interfere with learning processes. Disa (2011) states that cyberbullying is the abuse of technology in which someone writes text or uploads pictures or videos about a particular person with the purpose of humiliating, torturing, mocking, or threatening them. Then Wu et al. (2023) affirmed that cyberbullying is a recurring behavior aimed at scaring, angering, or humiliating those targeted. With an understanding of this diverse definition and nature of cyberbullying, schools, and authorities need to take proactive measures in preventing and addressing this problem to protect students and create a secure learning environment.

Forms of Cyberbullying behavior include flaming, harassment, denigration, impersonating, outing, trickery, exclusion, and cyberstalking (Willard, 2007). According to Kowalski et al. (2014), cyberbullying refers to bullying that occurs through instant messaging, email, chat rooms, websites, video games, or through an image of messages to be sent through the gadget. Cyberbullying behavior evolves from a variety of complex environmental factors that are not just a single factor. Portes et al. (2023) argued that schools must adopt various strategies, including a citizenship education program focusing on digital ethics, social awareness, and online responsibility. However, the challenges remain, and this research encourages the adoption of a more holistic and collaborative approach to combating cyberbullying.

Spreading lies about someone or posting embarrassing photos of someone on social media is cyberbullying (M. Zhang et al., 2023). Various conditions deter bullying behavior. Factors that cause bullying include family, school, and peer groups (Aw et al., 2020). Furthermore, cyberbullying behavior is countered by motives of revenge, anger, and frustration. It can also be because the bullying perpetrator does not have a positive job or activity. By cyberbullying, they wipe out their revenge and anger (Aw et al., 2020).

Understanding the motives of cyberbullying can help schools and educational providers design effective prevention strategies and provide support to students involved in such behavior (Katsigianni & Ifanti, 2023; Raimondi et al., 2023; Verner-Filion et al., 2023; Ye et al., 2023). Cyberbullying can be categorized into seven types: flaming, online harassment, cyberstalking, denigration, masquerading, trickery, and outing and exclusion. These types of cyberbullying can have a significant negative effect on victims, who can be committed anywhere. Cyberbullying is a social bullying behavior committed by perpetrators, both individually and in groups, repeatedly and continuously against victims on the Internet. The relationship between the perpetrator and the victim of cyberbullying can be complex, as the perpetrator and victim may not know each other (Paganin et al., 2023; Szabó-Morvai et al., 2023).

Cyberbullying is influenced by many factors, personality characteristics and environmental factors can lead to cyberbullying (Portes et al., 2023; Wu et al., 2023). Likewise, a less conducive school environment also causes children to become bullying perpetrators. (Ye et al., 2023) stated that peers play a role in the development and behavior of bullying. The presence of peers as observers indirectly helped bullies gain power, support, popularity, and status (Willard, 2007). However, children use social media and the Internet to bully others because they do not dare to do it in person; (3) motivation, bullying behavior is based on several reasons, including revenge, anger, and anger so want to take revenge on others, want to show their strength by hurting others, feel full of lack of activity and unemployment, lust and fear of the perpetrator to deal directly with the victim/target; (4) media, technological excellence in the era of globalization that provides room to give opinions and allow people to use anonymous accounts very likely to occur cyberbullying. The speed of seconds of information being published, disseminated, and read by people is also the trigger of cyberbullying.

Glasner (2010) in his research, has described that cyberbullying cases are a result of the lack of attention of parents and teachers. Glasner's research reports that many parents ignore

cyberbullying behavior, and some of the parents are unaware of the problem of cyberbullying. From some parents who give testimony, they will forgive cyberbullying behavior. Besides, some parents who get reports from victims of cyberbullying ignore and underestimate the problem. The teacher thinks cyberbullying is just a common trick. Parents are models for their children and adolescents in the social behavior of children and adolescents. Research on parents shows that when they commit negative actions in front of their children, children will make the actions of their parents part of themselves. If parents act negatively, children are likelier to follow such negative attitudes. Thus, parents have much influence on their child's behavior.

The cyberbullying prevention program is designed not only for cyberbullying but also to deal with traditional bullying (Branigan et al., 2023; Siegfried et al., 2023). From a psychological approach, it can also add to the impact of cyberbullying prevention efforts (Abdallah & Alkaabi, 2023). Comparing it to traditional bullying, from a context point of view, if adolescents do not feel regret for what they do, then they can be sure they have a little empathy attitude (Yi et al., 2023). In a psychological approach bullies become important to give their understanding of the importance of being empathic towards others. Hopefully, this can encourage an attitude of concern and reduce the desire to commit bullying (Mutch, 2023).

From the community, educational institutions, namely schools, also have a significant role in reducing cyberbullying (Wu et al., 2023). The school is an educational institution that plays a role in student character formation while providing education in various sciences (M. Zhang et al., 2023). Through character formation, the school is expected to produce students who behave well and avoid acts of violence, including cyberbullying (Gustafsson et al., 2023). In the case of students engaged in cyberbullying behavior, understanding these motives can help the school in designing appropriate interventions (Carroll et al., 2023). The approach given to perpetrators can be adapted to the motives underlying their behavior, such as emotional guidance or counseling (M. Zhang et al., 2023). There are many ways that schools can prevent cyberbullying (Ramadan & Ismail, 2023). Education is one way to prevent cyberbullying (C. Zhang et al., 2023). Teacher presence in the school environment can be a means of learning (Estrada & Galliher, 2023). Teachers play an essential role in guiding students to play social media wisely. There are several ways teachers can prevent cyberbullying, including ensuring that students are in good condition, understanding cyberbullying, creating a positive and enjoyable learning environment, and involving parents of students in telling them how to use social media (Long et al., 2023).

Concerning cyberbullying in the use of social media then, the critical role of teachers is to explain to students the dangers of using Android for negative things (Cruz et al., 2023; Fisher & Fisher, 2023). Accompanying and supervising students when using Android devices and laptops at school, communicating with parents to monitor students while using Android devices (Ansari & Rizvi, 2023). In addition to teachers, counseling teachers can be social agents in preventing cyberbullying (Berkovich, 2023). Counseling instructors can provide knowledge and skills that are expected to help students in various fields, both academically, socially, and personally / personally. From the above explanation, we see the critical role of teachers as educators and friends for students in shaping the character of students. Intensive interaction between students can become a place for students to listen to problems students while also providing input to develop optimally.

Collaboration between schools and parents is crucial for monitoring students' activities at home and school. Intense acquaintance and communication between parents and school can help students accept positive moral values over negative experiences like violence and bullying. Schools can help reduce cyberbullying by involving teachers, guidance, counseling, and synergy between schools and parents (Da'as, 2023; Kalmijn, 2023; Van den Broeck et al., 2023). Brainstorming activities between teachers and schools can encourage communication and problem-solving (Cheng & Parker, 2023). Schools can also encourage students to avoid posting intrusive content and be cautious in choosing friends on social media (Stoffels et al., 2023). Schools play a crucial role in preventing cyberbullying by offering positive activities and preventing excessive gadget use and cyberbullying.

Conclusion

Cyberbullying is the behavior of acts aimed at someone repeatedly intentionally, by sending text messages, emails, pictures, or videos through the Internet or other digital technology, with the purpose of insulting, humiliating, and threatening. The acts of cyberbullying perpetrated by teenagers on social media are very worrying. Where the consequences are not only for the perpetrator but even worse for the victim. The causes of cyberbullying behavior are, among other things, caused by internal and external factors. Internal factors start from a lack of empathy and a lack of sensitivity to the environment, where sometimes cyberbullying perpetrators are very dominant to others. Besides, the sense and desire to seek sensors are also internal factors of cyberbullying. Then the next factor is the external factor, where the roles of parents, surroundings, and peers are highly influential in cyberbullying perpetrators. There are many efforts and precautions to anticipate cyberbullying behavior where the role of school parents and governments play a crucial role in efforts to prevent such behavior. So, the synergy of these three things (school, parents, and peers) is making a considerable contribution to the efforts to prevent cyberbullying behavior. Therefore, the demands of the role as well as the parents and the school are essential. Cyberbullying behavior can be avoided because of the bullying of parents and schools. Furthermore, do not forget to be peers because peers have a significant influence on children's behavior, where children will imitate or follow what becomes the behaviour of peers.

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