

Cyberbullying in Junior High School Students in Surabaya

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Abstract: Cyberbullying is violence experienced by children or adolescents, such as humiliation, intimidation, humiliation by children or teenagers, that is manifest through the internet. This study examines the background issue of junior high school students who cyberbully and how the reactions arise from the victims of cyberbullying. To analyse this directly, we used Peter L. Berger's social theories and the theory of symbolic violence by Pierre Bourdieu, incorporating the three-dimensional Berger model of Externalisation, Objectification and Internalisation. Bourdieu used three concepts: Habitus, Environment and capital. This research used the qualitative method, descriptive type and social paradigm. We obtained findings from the interaction data found through selected keyword informants with a snowball technique implemented. The results of this research are that the habits and environments are able to provide benefits in relation to the use of social media for junior high school students with supported capital and tools to allow them to access the internet. Cyberbullying occurs through both direct attacks and by proxy. Direct attacks include insulting messages and tasks while account proxy is disconnected. Cyberbullying culminates in the onset of beatings in the real world.

1 BACKGROUND

Violence at school is an urgent social problem. Most of the student violence involves bullying. The teachers sometimes know who is doing the bullying and the victims who are being bullied. However, when it comes to cyberbullying, few of teachers are able to recognize it (Li, 2006: pp.157-158). Excessive use of social media can have devastating effects, whereby social networks can free users to share about life. In general, a lot of Facebook users are teenagers who psychologically have unstable feelings and who often misunderstand or interpret what they have seen through mass media or from friendship sites (Juditha, 2011: p.4). Accessing the internet has become a routine part of society in general. The use of the internet is not just about interacting with others, but it is also used also to socialise until the user has a very close relationship in the real world. Out of a variety of social networks like Facebook, Path, Instagram, Twitter and AskFM, Facebook is one of the most rapidly growing sites for friendship today. Despite competing with other social networks, Facebook has become the largest user platform. Social media

users are not just teenagers; there is an increasingly massive use of social media in Indonesia across all age groups.

Table 1. Internet Users in Indonesia

Year	Percentage	Number of Users
2014	30-35%	42 Million
2015	40-45%	55 Million

The table above shows that in 2014, internet users in urban Indonesia city was 30-35 per cent, and by 2015 - found by MarkPlus Insight - the number was already 40-45 per cent; reaching 55 million users which was an increase from the previous year, totalling 42 million users. Those who were researched were internet users aged 13-64 from SES ABC and who used the Internet for more than 3 hours a day. The growth rate of internet users in Indonesia is still dominated by young people of the 13-30 year age group. In each city, surveyed by MarkPlus Insight, about 50 per cent to 80 per cent

of internet users are young (Kompas.com; accessed March 12, 2017).

Indonesia occupies the third largest position in the world when it comes to using Facebook (kompas.com, 2015). Teenagers in the city of Surabaya are sensitive to the presence of social networks, so they often have social networking accounts like Facebook, including junior high school kids. The emergence of social media in junior high school children can bring about negative impacts such as bullying. Bullying in Indonesia means disrupting weak people, either individually or in groups. In Adilla's study (2009: p.57), bullying can be done verbally, psychologically and physically. In the internet world, negative effects on the internet that ultimately lead to violent behaviour in cyberspace is called cyberbullying. Cyberbullying or cyber violence is often more painful than physical violence. Cyberbullying victims become depressed, isolated, are treated as if they are inhuman, and they are helpless when attacked. Researchers found that cyberbullying victims experience higher levels of depression.

Facebook has become a pioneering medium in cyberbullying actions. In the results of another research study, Facebook occupies the highest position for cyberbullying action by 87 percent. According to the results of the study, 49 percent of teenagers are known to be the victims of a bully in the real world while 65 percent of them are victims of cyberbullying. The cases of cyberbullying on Facebook shows that communicators are cyberbullying actors and communicants are the victims of cyberbullying. Cyberbullying case messages involve text interactions between two parties. Text in Facebook's social media can be sent via personal messages, comments or statuses. This message is becoming dominant in the cyberbullying behaviour that teens do on Facebook. Communicators have their own way of encoding the message and the communicant has his own way of reacting to the message. Each communicator also differs when it comes to using words in his message to form different cyberbullying categories. In this study, the researchers tried to determine the background of cyberbullying in junior high school students and to learn of the reaction of the victims due to the occurrence of cyberbullying in junior high school students in the city of Surabaya.

The benefits of this research can be considered and triggered by the relevant research. This research adds useful knowledge to the literature and to the reality that exists in the community. The results of

the research can be used to provide information to the students as a contribution of thought and as a material consideration in overcoming the existing problems. For the community, the results of this study can increase knowledge about cyberbullying so then the community can prompt a more cooperative attitude to support the parents of junior high school students in providing an understanding and to promote the application of positive moral education in junior high school students.

2 RESEARCH METHODS

2.1 Type Research

This study was a qualitative research study that produced descriptive data in the form of the written or oral words of people and behaviours that can be observed (Bogdan & Taylor, 1975: p.5). This method used the logic of thinking inductively, in which problem-taking starts from the field and is then explained theoretically as the beginning of conclusion formation. The questions that arise in this type of research are related to what, who, why, where, when, and how.

The qualitative method aims to obtain complete information about possible cyberbullying perpetrators that occur among junior high school students by extracting information using in-depth interviews. This is to better know the phenomenon that exists in society and to understand the events and relationships between people in certain situations. This makes the research informant and their election have a very important role. Through the informant, we get a lot of information that later can be analysed and used to get valid data.

The selection of informants was done using the snowball technique. This research found the first informant in one community of the basketball team, two informants from two state junior high schools and from two private junior high schools in Surabaya. When having met the key informants, the researcher will meet with the next informant in accordance with the criteria related to the focus of the problem, referring to the information that the researcher wants to know and if it can be fulfilled. This research data retrieval took four informants who were categorised as being less than 16 years of age who attended two schools in Swata and two schools in SMP Negeri in Surabaya. The informants were interviewed by the 9th graders. In junior high school, the age of puberty in men is

between 12-16 years old and in women, it is aged 11-15 years (Hurlock, 1980: p.185).

2.2 Data collection technique

The data collection techniques used in qualitative research methods included in-depth interviews. This type of interview is conducted openly by using research instruments in the form of guidelines or open questionnaires with 10 informants so then detailed, broad, clear and profound answers can be obtained. In this type of interview, the researcher paid attention to the words and actions undertaken by the informant.

Interviews are in the form of a dialogue between the researchers and the research subjects conducted with intimacy and in a relaxed setting. The location of the interviews is as desired by the informants, either at home or in other places such as cafes, parks and so forth. This method is expected to dig up as much information as possible so as to get a clearer picture and it is a likely way to get unique and honest info. The interview process is not always fixed on the standard interview guidelines but also follows the subject. It is this that allows the researchers to develop further questions. The researchers also give freedom to the informants in relation to their opinion and do not cut off or down the words of the informants.

2.3 Data analysis technique

This study used data analysis techniques through the use of interview transcripts, data reduction and data presentation, and then drawn out the conclusions. The first stage was transcribing all of the data obtained during the in-depth interviews, literature studies and documentation or portraits obtained during the research. Secondly, was the data reduction or mapping. In this process, the researchers make a summary, encode the data, find any themes, and reduce the data that occurred during the field research until the reporting is complete. Third, was the data presentation. When doing the data reduction, the data obtained was analysed. Fourth, was taking the data conclusion as the last part of processing the data that was obtained (Iskandar, 2008: p.223).

3 DISCUSSION

Violence is a criminal behaviour caused by anger or sense of habit used by actors to face their social life

(Ritzer & Goodman, 2004: p.552). Violence can occur in physical form, mentally, and also attacks can happen on the way that one thinks. Hard-to-solve is the symbolic violence that comes through discourse (Haryatmoko, 2010: p.127). Hendarti & Purwoko (2008: p.51) mentioned that the act of violence can be divided between 4 properties, namely (1) Physical, (2) Symbolic, (3) Bureaucratic and (4) Structural. To explain symbolic violence, Bourdieu used the three concepts of habitus, environment and the subjective world structure (capital). The first, habitus, is i.e. the perpetrators' cyberbullying through Facebook.

The definition of cyberbullying itself is "an intentional, repeated, and aggressive act or behaviour carried out by a group or individual employing information and communication technology (ICT) as the instrument. The acts is against a victim who cannot easily defend him or herself or terminate the bullying (von Marees & Peterman, 2012: p.468)."

Every individual has different habits. Where they get the habit can be through experience, their history, or through their daily activities. In cyberbullying, the individual more often encounters the virtual world than the real world and its environmental individuals can have anger. Habitus is an action and behaviour created by the individual's social life.

Both environments are a place to interact with individuals and groups to build togetherness. According to Bourdieu, an environment is a place of struggle and a place of collective force, a place where there is individual conflict or inter-group conflict that is used to gain a particular position. The environment is also determined by capital. For example, in cyberbullying, individuals who have more knowledge about the internet and who have the ability to hack use this to beat other individuals. Individuals who lose out are intimidated by the lack of struggle involved to maintain their social media accounts.

The third capital is a kind of competitive market that exists in the environment used to maintain individual positions. According to Bourdieu, there are 4 types of capital; economic capital, cultural capital, social capital, and symbolic capital. These four modalities affect the fate of the individual and others. Capital is the supporting aspect of the environment; if the individual has the power to fight but does not have the capital to do so, then the percentage of individuals is very small when it comes to winning.

The reality of cyberbullying in junior high school students has been described by Berger & Luckman (1990) through his dialectic triad through the process of externalisation, objectification and internalisation.

3.1 Externalization Process

This is the process of human self-pouring continuously into the world, both in physical activity and mentally. It can be said that the implementation of the internalisation process has been done or will be done continuously into the world, both in physical activity and mental. At this moment, this is the expression shown by the junior high school students who conduct cyberbullying by sending a threat message through Facebook that embarrasses the victim, spreads slander and insults the victim in order to threaten the victim and to make trouble.

The motivation actors are also diverse; some do it because of anger and they want revenge, some do it out of frustration, some want to seek attention and some even make it a leisure filler or spare time 'joking around'. This process continues into the real world and there can be fistfights between the perpetrator and the victim. Like the AK, KM, and LA informants, they ultimately become dissatisfied with cyberbullying after directly meeting and hitting the victim.

3.2 Objectivization Process

The process of objectification is when the perpetrator gets the inspiration to cyberbully. Junior high school students access the internet, triggered by older people like their older siblings, parents, teachers who are older and who have experience accessing the internet. Once they understand internet access and other features, then the intensity of its use automatically increases. Accessing the internet is common to junior high school students.

A habit can produce a social life. Junior students use their level of consciousness to form their own habits by looking at the reality that is around them and the effort of expression redefines the value that is believed to be true. It is seen in junior high school students that they use social media accounts indirectly to prompt more intensity to check their account.

3.3 Internalization Process

Internalization is the individual subjectively interpreting their objective reality. The re-enactment of reality by man and transforming it once again from the structure of the objective world into the structure of the subjective world is a part of this. The perpetrators cyberbully through social media like Facebook are inspired by the fact that anyone anywhere can do cyberbully. The results of interviews with AK, KM, NP and LA informants show that it can be concluded that the perpetrator's background factors into cyberbullying. The background of the perpetrator can include anger, hurt, revenge and ego preferences. The offender can also be bored and has the ability to hack. AK has software that can be used to hack, and so AK freely hacks the account of their potential victims. The other actors lean more toward heartache and revenge as the reason for giving the victim bad treatment.

3.4 The intensity of Use in Maya World

Intensity comes from the Latin language that is the intention of referring to the use of power size or state level. Currently, all people, both old and young, do not seem to get off their phones. For young people, mobile phones have become the most important part of their life, used to connect with their friends and to access social media via the internet. The intensity of the internet use in a day can be at least up to 6 hours. Based on the results of the interviews conducted with AK, KM, NP and LA, their intensity referring to using the virtual world was that they all spent at least 3 hours a day using a mobile phone.

3.5 Identify in The World

The internet is one of the electronic media types with a variety of functions that can be used through computers and mobile phones. The most widely used social media platform for friendship is Facebook. Four informants who had been interviewed stated that they used their mobile phones to access the internet. The current reality is influenced by the environment around them, both the home environment and the school environment of the junior high school students.

3.6 The Violence Occurring On Students in The Maya World

Symbolic violence is violence that causes physical injury but that leaves the victim psychically wounded as well, and takes place anywhere. Symbolic violence on social media is more related to the human psyche. Violence through social media is called cyberbullying. According to the four informants interviewed, cyberbullying is offensive on the internet. The form of cyberbullying done by the informants was also diverse - informants AK, KM, NP and LA conducted violence in the form of insults through the victim's inbox or wall, while AK - in addition to bullying on the Facebook - hacked the social media accounts of his victims.

Every problem has an impact and a reaction is gained. The impact of the symbolic violence that occurs in the real world leads up to the beating of the victim. The four informants interviewed had mixed reactions. The AK informant was just idle and joked around, and eventually continued to hijack the victim's account until the beating happened. AK was still accepted at a prestigious school, was friends with the victim and used to return the victim's account early. The KM informants felt disappointed and hurt because they were not cheated by the victim into taking revenge by insinuating and mocking the victim. Not used to being ignored by the victim, KM approached the victim and then hit them. The NP informant felt cheated by his NP peers and so responded by mocking the victim and insinuating things using an indecent word. The impact that NP had on the victim was that they did not greet each other. The impacts shown by the four informants are the result of symbolic violence, where symbolic violence directly attacks a person's psychic or mental qualities. The four informants thought all of this was unnecessary.

This can cause big problems and be the talk of many people. Because it starts with a mild problem, it appears to be due to the individual or intergroup conflicts and is known only to the conflicting people. This is called latent conflict. It's the same with cyberbullying conflicts, in that only certain friends know. Cyberbullying among junior high school students in Surabaya includes latent conflicts.

4 CONCLUSION

Cyberbullying is the act of harming others both mentally and physically. Cyberbullying is also quicker to attack a person's mind. There are two types of cyberbullying: cyberbullying as part of a direct attack and cyberbullying by proxy. Cyberbullying equals bullying in general. What distinguishes between cyberbullying and bullying is the location. Cyberbullying uses intermediary tools such as mobile phones, or social media to intimidate a person while bullying does not use intermediaries but directly involves the victim and perpetrator meeting.

Cyberbullying arises because of the increasing intensity of internet and social media use and because the junior high school students find it easy to access. Accessing the internet is the habitus or habit of the students in addition to learning. The intensity of using the internet for students in a day is for at least 3 hours. If the students often access the internet, then the negative impacts are learning lazily and at worst, being able to cyberbully. The four informants who use the internet said that it had become a habit. Bourdieu said that habitus is a historical product that creates individual actions in accordance with the pattern generated. Habitus can appear in the environment around the informant. High intensity when using the internet can trigger cyberbullying actors who go on to perform different forms of cyberbullying.

Cyberbullying among the junior high school students was not only in the form of a direct attack, but also bullying in the form of a proxy. Here the more intelligent actors in information technology are above average compared to the victim, and easily break into their account. The perpetrator's perception of the victim's reaction was as follows: angry, resentful, wanting revenge or because of frustration. Other reasons included feeling bored and having the ability to hack, for entertainment, for a laugh or to get a reaction. Cyberbullying is often in the form of direct proxy, with the victim only silent when they have been intimidated and humiliated through social media by the cyberbullying actors.

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