

## Student's Self Esteem and Cyberbullying Behavior in Senior High School

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**Abstract:** Cyberbullying behavior is a phenomenon that often happens among social media users, especially students. The behavior of cyberbullying is a continuous attack on victims by using communication media as a platform. One aspect that can influence a person to do cyberbullying is self-esteem. The purpose of this study is to see the relationship between self-esteem and cyberbullying behavior. This study use descriptive correlational method with quantitative approach. This study use simple random sampling technique by considering sampling using the G\*Power application with a total sample are 100 (n = 100). Data analysis using descriptive analysis and correlation test analysis by using product-moment correlation. The findings of this study indicate that self-esteem related with cyberbullying behavior.

**Keywords:** Self esteem, Cyberbullying, Student

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### Introduction

Based on the results of a survey conducted by Asosiasi Penyedia Jasa Internet Indonesia (APJII) in 2018, internet users in Indonesia were 171.17 million people with total population are 264.16 million people, equivalent to 64.8%. These results also stated that in the age range 15-19 years old are 91% of the population were active internet users. Based on the level of education 90.2% of high school students are active users of the internet. With that number, Indonesia is the fifth highest country as internet user (Maysitoh, Ifdil, & Ardi, 2020).

Based on the results of a survey conducted by (APJII, 2018), it can be seen that social media in second ranks as the service that bmost frequently accessed by Indonesians with a percentage of 18.9%. However, aside from being used as a medium for communicating and searching for information, social media also tends to be abused by users, as known as cyberbullying phenomenon. Cyberbullying is very different from traditional bullying. Cuberbullying use electronic media to carry out their actions (Patchin & Hinduja, 2010).

According to Kowalski et al., (2008) Cyberbullying, as known as electronic bullying, is defined as bullying that uses communication media as a platform for bullying, including e-mail, instant messaging (IM), chat rooms, Web site, or through digital messages.

Cyberbullying is also defined as the use of information and communication technology to humiliate, threaten, sexually harass and exclude someone (Vaillancourt, Faris, & Mishna, 2017). (Ferrara, Ianniello, Villani, & Corsello, 2018) defines cyberbullying as any form of behavior carried out through electronic or digital media by individuals or groups who repeatedly communicate hostile or aggressive messages that aim to cause danger or discomfort to others.

There are many types of cyberbullying on social media. According to Willard (Kowalski et al., 2008) There are seven types of cyberbullying behavior, including: flaming, harassment, denigration, impersonating, outing and trickery, exclusion/ostracism, and cyberstalking. Furthermore (Kowalski et al., 2008) added a new category of cyberbullying, namely, happy slapping (public slapping then being recorded and distributed on social media).

From the results of research conducted by (Rachmatan & Rayyan, 2018) found that there were 94.14% of participants found that there were 94.14% of participants in their research had conducted cyberbullying with a low frequency category, with a frequency of action as much as four times. This is certainly very worrying considering that the percentage are very high.

As described earlier, the highest active internet users in Indonesia are teenagers with an age range of 15-19 years, with the highest percentage of access duration of more than 8 hours per day. This data is corroborated by the results of a survey conducted by APJII (2018) of the most internet usage with a duration of more than 8 hours per day with a percentage of 19.6%. (Sukmaningtyas, 2017) research results states that the duration of internet use specifically high social media can lead to a tendency to act cyberbullying. Correspondingly, the most users of social media in Indonesia are high school students (APJII, 2018).

Kowalski et al., (2008) states that the factors that motivate individuals to engage in cyberbullying are: (a) as a means of fulfilling the need to increase self-esteem in the form of dominance and power, (b) they find satisfaction in causing suffering or injury to others, (c) they are rewarded for their behavior, in the form of materials such as money, cigarettes, and others, as well as psychological rewards such as increased self-esteem and high social status. Furthermore Patchin & Hinduja (2011) explained that the factors that can cause cyber abuse are the previous experience concerning traditional abuse which has an impact on psychological conditions that are not good, as well as low self-esteem for victims and perpetrators of cyber abuse. Furthermore, Handono, Laeheem & Sittichai (2019) stated that five factors can lead to the habit of cyberbullying, namely: (a) Social support from peers, (b) Low self-esteem, (c) Social support from parents, (d) Manners in the use of social media, and (e) Problems in using the internet. Based on the opinion of the experts, it can be concluded that one of the factors causing cyber abuse is the perpetrator's self-esteem condition.

Self-esteem is a way for individuals to evaluate themselves and includes how the individual gives a "price" to himself (Baron & Byrne, 2003). The point is how individuals value themselves positively or negatively. In this case, individuals who value themselves positively are individuals who like themselves and if they value themselves negatively then the individual does not like him. According to Strauman (Baron & Byrne, 2003), self-esteem can also be measured by asking individuals who are respondents to indicate what their ideal self is, then what their true self is, and finally explain what their differences are. The fewer differences there are, the higher the level of self-esteem, but conversely the lower the self-esteem, the greater the difference between the two.

Furthermore, Myers (2012) states that self-esteem is a way for individuals to evaluate themselves as a whole. The results of this evaluation can be high or low or positive or negative. Crocker & Wolfe (Myers, 2012) states that individuals who have high self-esteem are individuals who like their domain. This domain can be in the form of appearance, intelligence, and others. But if an individual doesn't like his domain, then he will have low self-esteem.

Battle (Marjohan, 1997) states that the component of self esteem consists of three, including: (1) General Self esteem : General self-esteem refers to the condition of one's feelings towards self-worth that is contrary to self-esteem concerning certain activities and skills as well as in terms of self-esteem and self-confidence, including also in the overall perception of individuals of their self-worth which is a result of experience and his life history. (2) Social self esteem : Social self-esteem is a component of self-esteem that refers to individuals' perceptions of the quality of their relationships with peers as well as the ability to engage in the interpersonal interactions of individuals living in the social world. Convenience is important for social interaction. (3) Personal self esteem : Personal self-esteem is the way an individual sees himself that is closely related to self-image. This is very important because it

will affect the way a person feels about himself and how a person behaves in challenging situations. It is important to realize personal self-esteem that it is related to how other people see the individual.

Furthermore, Rosenberg (Rohall et al., 2014) mentions that personal self-esteem refers to a person's positive or negative evaluation of oneself. Crocker and Luhtanen (Rohall et al., 2014) added that collective self-esteem refers to an individual's evaluation of his social identity in the social group he is in.

## Method

This study uses a descriptive correlational method using a quantitative approach. The study population was all students of class X and XI of SMA N 1 Gunung Talang. Sampling using a simple random sampling method by considering sampling using the G\*Power application. The instrument used in this study was the student cyberbullying instrument with a Likert scale model and The Culture Free Self Esteem Inventory (CEFSEI-2). The reliability test results used the alpha Cronbach method. Analysis of research data using two methods, namely descriptive analysis using descriptive test and correlation test using the product-moment correlation test. The research data were processed using Statistical Product and Service Solution (SPSS) version 20.00.

## Results and Discussion

This study consists of two variables, Self-esteem (X) and Cyberbullying (Y). Based on data processing that has been done, the results obtained from this study are as follows:

### 1. *Self esteem*

Based on the criteria set out in the processing of research data that has been set, it can be described overall self-esteem of students of SMA N 1 Gunung Talang as a whole are as follows:

**Tabel 1:** *Self esteem* n = 100

No	Criteria	Score Interval	f	%
1	Very Hight	$\geq 30$	1	1%
2	Hight	27-29	9	9%
3	Medium	20-26	42	42%
4	Low	14-19	41	41%
5	Very Low	$\leq 13$	7	7%
TOTAL			100	100%

Based on table 1 it can be seen that students' self-esteem at SMA N 1 Gunung Talang is in the medium category of 42 respondents or 42% of the total sample. Furthermore, it is in the low category with a frequency of 41 or equal to 41% of the total sample. Furthermore, 9% of the samples have high self-esteem and 1% of the sample has high self-esteem. While for the very low category there were 7 respondents. From this explanation, it can be concluded that more than 50% of the sample has moderate to very high self-esteem. This shows that students of Gunung Talang 1 High School already have good self-esteem. So students have been able to appreciate themselves positively.

This is in line with the opinion expressed by Baron & Byrne (2003) which states that self-esteem is how individuals value themselves positively or negatively. In this case, individuals who value themselves positively are individuals who like themselves and if they value themselves negatively then the individual does not like him.

In line with what Rosenberg said (Abdel-khalek, 2017) self-esteem is a positive evaluation done to him as a whole. An individual who values himself positively will avoid negative behavior including cyber abuse. In line with this, Battle (Marjohan, 1997) revealed that the components of self-esteem are: a) general self-esteem, b) social self-esteem and c) personal self-esteem.

## 2. Cyberbullying Behavior

Based on the criteria that have been applied in the data processing of cyberbullying research instruments, the behavior of cyberbullying of SMA N 1 Gunung Talang students in general can be described as follows:

**Tabel 2:** Cyberbullying Behavior n = 100

No	Criteria	Score Interval	F	%
1	Very Hight	≥ 150	0	0%
2	Hight	120-149	0	0%
3	Medium	90-119	0	0%
4	Low	60-89	22	22%
5	Very Low	≤ 59	78	78%
TOTAL			100	100%

Based on the data in table 2, it can be explained that the behavior of cyberbullying in students of SMA N 1 Gunung Talang is in the low and very low categories with percentages of 22% and 78%, respectively. Then it can be concluded that the majority of students at SMA N 1 Gunung Talang are in the low criteria in cyberbullying behavior. Cyberbullying is a form of negative behavior carried out by utilizing communication technology. Based on the results of research conducted on students of SMA N 1 Gunung Talang, it can be seen that the majority of students at SMA N 1 Gunung Talang are in the very low category in cyberbullying behavior.

According to Kowalski et al., (2008) cyberbullying, or what is known as cybercrime, is defined as oppression through e-mails, messages, chat rooms, websites, or through digital messages or images sent via cellular phones. Furthermore, Tanrikulu (2014) suggested that cyberbullying is all forms of behavior aimed at fighting individuals individually or in groups by utilizing telecommunications media.

In practice, cyberbullying has many forms of behavior, Willard (Kowalski et al., 2008) there are seven types of cyberbullying, namely: 1) flaming, 2) harassment, 3) denigration 4) impersonation 5) outing and trickery, 6) exclusion/ostracism, and 7) cyberstalking. Furthermore, Kowalski et al., (2008) add a form of cyber abuse that is happy slapping (random physical assault).

## 3. The Relationship of Self Esteem with Cyber Harassment Behavior

The results obtained regarding the magnitude of the correlation coefficient between the variable self-esteem (X) with cyberbullying (Y), the following results are obtained:

**Tabel 3:** Correlation Self Esteem and Cyberbullying

Correlation			
		Self Esteem	Cyberbullying
Self Esteem	Pearson Correlation	1	-,977
	Sig. (2-tailed)		0
	N	100	100
Cyberbullying	Pearson Correlation	-,977	1
	Sig. (2-tailed)	0	
	N		100
**. Correlation is significant at the 0.01 level (2-tailed)			

Based on table 3, it can be seen that the significant value indicates the number 0,000, to determine the correlation between self-esteem and cyber abuse, the Sig. (2-tailed) <0.05 then 0,000 <0.05. Then

there is a correlation between self-esteem and cyberbullying. Furthermore, the magnitude of the correlation coefficient between the variables of self-esteem (X) with cyberbullying (Y) is -0.977. From these data, it can be seen that there is a negative directional correlation with a very high category between the variable self-esteem (X) and cyber abuse (Y). So the higher the self-esteem, the lower the cyberbullying behavior of students.

From the results of research that has been done, it can be seen that there is a significant relationship between self-esteem and cyberbullying. From this, it can be seen that self-esteem is a factor that can influence the behavior of cyber abuse in individuals. It also shows that students have been able to assess themselves positively and avoid cyberbullying behavior. However, it can still be seen that several students still have low and very low levels of self-esteem, so it is necessary to provide services from the school to help students improve their self-esteem conditions.

Self-esteem is one of the factors that are in the dynamics of individual groups involved in cyberbullying, this group consists of perpetrators and victims. As stated by Thompson (Li, 2010) that there is an important relationship that involves the role of the perpetrators and victims of abuse, self-esteem, and feelings of loneliness. Li, (2010) explained that a person who is a victim of abuse will have an impact on low self-esteem, school failure, anger, anxiety, depression, avoidance of schooling, school violence, and suicide. Rastati (2016) suggests that a person directly involved in traditional harassment has a great tendency to engage in cyberbullying, this involvement as both the perpetrator and the victim. In line with what has been explained before, a victim of cyber abuse will have low self-esteem. A person who has low self-esteem will have high social anxiety. Correspondingly, Kowalski et al., (2008) argue that a perpetrator of cyber abuse has higher social anxiety than victims of cyber abuse.

## Conclusion

Cyberbullying behavior is a form of negative behavior that aims to attack someone through communication media. Cyberbullying can cause adverse effects on victims ranging from mental damage to the worst case of suicide. Mental damage due to cyberbullying can cause low self esteem. Someone who has low self esteem can be a cyberbullying agent. Based on the findings of this study indicate that the majority of students' self esteem is in the medium category and the cyberbullying behavior of students is in the very low category. This shows that students of SMA N 1 Gunung Talang are able to avoid cyberbullying behavior because they have good self esteem.

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