

The tendency of cyberbullying behavior in terms of gender of students

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Abstract

Cyberbullying is a bad phenomenon that has negative implications for a person and is also a worse form of bullying than bullying in the real world. Gender is one of the factors that influence cyberbullying. Some studies say there are differences in cyberbullying behavior between boys and girls. This study aims to describe the trend of cyberbullying behavior of male students and female students of SMPN 10 Padang. The tendency of Cyberbullying Behavior can be seen from the difference in gender. This study uses a comparative descriptive technique. The population used was Class VII, VIII, IX SMP N 10 Padang with a sample size of 268. The sampling technique used was proportional stratified random sampling. The technique of collecting data is by distributing questionnaires. Data were tested with descriptive analysis and differential analysis in the form of t test or t-test. The results showed that, the tendency of cyberbullying behavior of SMP N 10 Padang students was generally in the medium and low categories. The tendency of male students to be cyberbullying behavior is generally in the medium and low categories. The tendency of female students to be cyberbullying behavior is generally in the medium category. There is a significant difference between the tendency of male students' cyberbullying behavior and female students where the tendency of male students' cyberbullying behavior is lower than the tendency of female students to cyberbullying behavior with a total percentage of male students 22.0% and female students 24.0%.

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Introduction

In this era which everything is always connected with technology, the use of technology has become an inseparable part of the daily lives of Indonesian children and adolescents. The internet is an important need for children, adolescents, and adults (Ifdil et al., 2018) and can even be addictive (Afdal et al., 2019). Adolescents have a high curiosity about something, where curiosity is a characteristic of adolescents who are satisfied and manifested through their own experiences (Fitria, Daharnis, & Sukma, 2013).

In Indonesia, social media is mostly used by teenagers. At those ages, having many friends is a need, pride, and pleasure. The most popular social media in society, especially teenagers, are social networking sites and chatting. The convenience offered by social media provides many opportunities for users to socializing (Syahniar et al., 2018). Many of the impacts that occur from the use of social media for adolescents, not only have positive impacts but also many negative impacts, experienced by adolescents. One of the negative impacts of social media is cyberbullying behavior (Rizki, 2015). Cyberbullying is an aggressive behavior. According to Karneli, Yeni., Firman (2018) aggressive

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behavior is physical or verbal behavior that is intended to damage or injure others. Aggressive behavior is an act that causes other people to experience suffering, so it caused both physical and psychological distress.

Cyberbullying is a new form of bullying that happens in social media. According to Yunika, Alizamar, & Sukmawati, I (2013) bullying is a form of violence or aggressive behavior shown by someone to others. Cyberbullying is a bad phenomenon that has negative implications for a person. Cyberbullying is also a form of oppression that is worse than bullying in school or the real world. Cyberbullying can intimidate anyone, anytime, and wherever the victim is. The development of information and communication technology has increased cyberbullying, accompanied by an element of intimidation against fellow members, especially between teenagers as the largest internet user in cyberspace, such as websites. The perpetrator committed cyberbullying because it was motivated by certain motives, while teenagers who were the victims of cyberbullying would experience emotional and social problems in their lives (Nurfarhanah, Afdal, W Andriani, Syahnar, Mudjiran, Daharnis, Alizamar, Z Zikra, 2019). Research conducted by Dianes revealed that there were still many students involved in cyberbullying (Dianes, M., Alizamar, 2019).

The American Association of School Administrators (AASA) (2009) stated that male adolescents were more likely to physically attack their victims, while girls were more likely to share painful information about victims with other children. 16 years old teenagers were the largest sample compared to other ages, with a total of 26% who had experienced cyberbullying. According to Smith (2006), women tended to participate in forms of indirect bullying, such as psychological abuse and emotional aggression through gossiping activities.

The case studied by Triyono & Rimadani (2018) was about the result of cyberbullying received by client X, which had an impact on the client's physical and psychological. The physical impact was feeling dizzy and headache, and the client experienced sleep disturbances. The client had problem to wake up in the morning, felt tired and sleepy. The client also felt nauseous and has no appetite to eat. In addition, the psychological impact experienced by client was feeling sad, since his/her friends are bullying he/her on social media. Rahayu's (2012) research results related to the description of the cyberbullying phenomenon in Indonesia, using a questionnaire given to 500 junior high and high school students in the cities of Magelang, Yogyakarta and Semarang, showed that the cyberbullying phenomenon was rife in Indonesia.

The researchers did interviews at SMPN 10 Padang. As the result, 4 out of 6 students that was interviewed admitted that they have ever done cyberbullying. The act of cyberbullying was in the form of inserting embarrassing photos of their peers, insinuating their peers through their status on their social media, and gossiping in cyberspace. Students took these actions because they felt annoyed with their peers, and wanted to take revenge since they were hurt. In addition, the results of interviews with counseling teachers shown that there were several reports related to students experiencing cyberbullying, most of them were grade IX students. Actions experienced by victims include being given malicious comments by their peers and being humiliated on social media. The behavior shown by the victim was frequent isolation, lack of enthusiasm when lessons were in progress, and loss of concentration when studying in class.

Sriwahyuningsih (2016) stated that something that could be done by counseling teachers/counselors to reduce and eliminate aggressive behavior was to overcome the factors that influence the occurrence of aggressive behavior. For this reason, the counseling teacher/counselor played an important role in overcoming students who committed cyberbullying behavior. Counseling teachers/counselors could provide counseling services according to student behavior. Guidance and counseling services aimed to manifest student's behavior as individuals who were independent, responsible, then became creative and productive students (Hadi, M. F. Z., Yusuf, A. M, & Syahnar, S, 2013). The provision of counseling services could help to reduce student's negative behavior (Hasanah, S., 2020).

Based on the phenomena the researchers encountered, the results of previous research, and the results of the interviews made the researchers interested in analyzing the tendency of cyberbullying behavior in terms of the gender of the student.

Method

The method used in this research was a quantitative research method and the type of research used was descriptive comparative. This study was conducted to describe and compare data as-is about the tendency of cyberbullying behavior in terms of gender. The operational definition of this research was the tendency of cyberbullying behavior and gender stereotypes. The sample in this study were all students of SMP Negeri 10 Padang who were registered in the 2020/2021 school year. The type of data used in this study was interval data, such as data on cyberbullying behavior measurement based on gender which could be sorted on the basis of certain criteria. Sources of data in this study came directly from respondents, such as data from grade VII, VIII and grade IX students at SMPN 10 Padang. The data analysis technique in this study used statistical techniques by finding scores from the mean, standard deviation, range, minimum score and maximum score using the formula proposed by A. Muri Yusuf (2005). The data collected was processed and analyzed in accordance with the research objectives to be achieved. Furthermore, the technique used to describe the trend variables of cyberbullying behavior in terms of gender of students was the percentage analysis technique by finding the percentage of the mean score using a statistical formula (Sudjana, 2010). After being processed using statistical formulas, then the assessment criteria for each data obtained were determined. In this study, these criteria used the limitations proposed by Saifuddin Azwar (2012). Differential analysis technique was used to see differences in the tendency of cyberbullying behavior in terms of gender, namely using SPSS 26.0 using the t-test technique or t-test, to test the significance of the difference between the two means originating from the two distributions.

Results and Discussion

The tendency of students' cyberbullying behavior in terms of gender

Table 1. The trend of cyberbullying behavior in terms of gender

Category	Interval	f	%
Very High	≥ 78	27	10
High	$\geq 61 \text{ s/d} < 78$	30	11
Medium	$\geq 44 \text{ s/d} < 61$	114	43
Low	$\geq 26 \text{ s/d} < 44$	97	36
Very low	< 26	0	0
Total		268	100

Based on the results of the study, it could be understood that the overall tendency of student cyberbullying behavior was 27 respondents were in the very high category with a percentage of 10%, as many as 30 respondents were in the high category with a percentage of 11%, as many as 114 respondents were in the medium category with a percentage of 43%, while 97 respondents were in the low category with a percentage of 36%, and none of the students were in the very low category. So, it could be concluded that the tendency of students' cyberbullying behavior was generally in the medium category with a percentage of 43% and low with a percentage of 36%, which meant that the intensity of students doing cyberbullying was rarely or never.

Cyberbullying behavior occurred because of several factors. One of the factors that caused cyberbullying behavior was because the students had sophisticated communication tools in early age, so they were considered did not understand good communication ethics in cyberspace or social media with existing legal rules (Pandie & Wesman, 2016). Therefore, the role of parents and teachers in schools were very important to understand the effects and causes of cyberbullying. According to Wahyu, Taufik & Ilyas (2012), one of the assistance could be provided to victims was the provision of services by professional counselors. In this study, cyberstalking was one of the most common forms of cyberbullying by research subjects. Cyberstalking itself is the activity of annoying and defaming someone, spit out someone's badness intensely, and sending intimidating messages to make someone feel scared. The subjects in this study sometimes teasing someone they did not like on social media and posting embarrassing messages from someone to make the person look bad. Based on the results

of this study, it showed that the tendency of student cyberbullying behavior requires an understanding of the impact of cyberbullying as well as the prevention and coaching of those around students. These people are such as parents, teachers, and counselors

The tendency of male students to cyberbullying behavior

Table 2. Tendency of male students' cyberbullying behavior

Category	Interval	F	%
Very High	≥ 88	19	14
High	$\geq 67 \text{ s/d} < 88$	11	8
Medium	$\geq 46 \text{ s/d} < 67$	54	40
Low	$\geq 25 \text{ s/d} < 46$	50	37
Very Low	< 25	0	0
Total		134	100

The tendency of male students to be cyberbullying behavior in this study was slightly lower than that of female students. This was based on the results of the study, 14.0% of male students had a very high tendency of cyberbullying behavior, 8.0% high, 40.0% moderate, 37.0% low, and 0.0% very low. Based on the results of this study, there were only 22.0% of male students who tended to do cyberbullying. That was only a small proportion of male students who did cyberbullying. Compared to cyberbullying, men were more likely to bully physically (American Association of School Administrators (AASA), 2009).

In this study, 77.0% of male students rarely even could be said to have never been seen doing cyberbullying and only did some of the existing cyberbullying acts. These actions were flaming, impersonating, and cyberstalking, which the average were in the medium category. This meant that male students have committed acts that include cyberbullying, such as male students tended to use indecent words in the group when they were angry, tended to respond to pornographic comments in the group on their social media or on posts by other people, as well as they tended to edit photos of their friends to be ugly and funny to send into groups as jokes. Willard (2007) stated that the perpetrators of cyberbullying were just for fun. In addition, male students also used cyberbullying for revenge against others or their peers (Pandie & Wiesman, 2016).

From this explanation, it is clear that male students were still involved in cyberbullying. Although only a small proportion of male students were involved in cyberbullying, students also had to understand the concept of cyberbullying, so that no one else would think cyberbullying was only for entertainment and intended to joke. This required responsibility for each individual as an individual to be able to live a responsible life, and in accordance with the morals that lived in society. As well as the role of counseling teachers/counselors in providing information related to cyberbullying. Natalia, Firman & Daharnis (2015) stated that information services in guidance and counseling were services that help students to receive and understand various information in the personal, social, learning and career fields

The tendency of female students to cyberbullying behavior

Table 3. Tendency of female students' cyberbullying behavior

Category	Interval	F	%
Very High	≥ 64	11	8
High	$\geq 53 \text{ s/d} < 64$	22	16
Medium	$\geq 43 \text{ s/d} < 53$	57	43
Low	$\geq 32 \text{ s/d} < 43$	43	32
Very Low	< 32	1	1
Total		134	100

The results of the study regarding the tendency of female students to cyberbullying behavior showed that only 8.0% were in the very high category and 16.0% were high. Meanwhile, 43.0% of female students were in the medium category, 32.0% were in the low category, and 1.0% were in the very low category. Based on the results of this study, 24.0% of female students tended to do cyberbullying, which was slightly higher than male students. This meant that only a small proportion

of female students did cyberbullying. While, 43.0% of female students had moderate intensity in doing cyberbullying. The forms of cyberbullying carried out by female students in this study were outing, trickering, and cyberstalking. Outing and trickering is digging up personal information from other people which is embarrassing and then spreading it to the mass media, while Cyberstalking is annoying and defaming someone so that someone looks bad.

Female students tended to share information about other people with their peers. This was in line with research conducted by Satalina (2014), which was one aspect that tended to be done by women was outing and trickering. Because of this, women were more likely to engage in cyberbullying. Like the results of research by Hinduja and Patchin (2008) which stated that the level of cyberbullying in female adolescents was higher than that of male adolescents. In this study, the level of cyberbullying among female students was only 2% higher than male students. However, female students tended to do cyberbullying in the outing, trickering, and cyberstalking aspects.

The results of this study illustrated that female students were involved in cyberbullying. Although not all cyberbullying actions were carried out, students needed to add insight into the impact of cyberbullying using information technology, enriching creativity in order to avoid cyberbullying.

Differences in the tendency of male and female students to cyberbullying behavior

Table 4.T / t-test data. The score for the tendency of cyberbullying behavior in terms of the gender of the student

Gender	N	t-count	t-table	Sig
Male	134	4,183	1,650	0,000
Female	134			

Based on table 4. it appears that the significance was 0.000 which meant it was smaller than 0.05 (0.000 < 0.05). Then the t value used was Equal variances assumed. Furthermore, the results of data analysis by looking at the t value. The t value was 4.183 with 266 degrees of freedom (df), the t value of 5% significance table was 1.650. This meant that the t value was greater than the t-table value of 5% significance. Thus there were men and women, so that it meant that the hypothesis was accepted at the 0.05 level. It could be understood that the results of the study showed there were significant differences between the tendency of male and female students to cyberbullying behavior, as well as the cyberbullying that was done.

The results of the study showed that the tendency of cyberbullying behavior in the flaming, impersonation, outing, and trickering, also cyberstalking tended to be experienced by male students in the moderate category. While the harassment, denigration, and exclusion were experienced by male students with the low category. Furthermore, the flaming, harassment, exclusion, Outing and trickering, also cyberstalking tended to be experienced by female students in the moderate category. While in the denigration, female students' impersonating was in the low category. Overall students of SMPN 10 were more likely to experience cyberstalking which was in the moderate category.

For this reason, it was necessary to handle counseling from the counselors to overcome cyberbullying behavior in the form of providing guidance and counseling services. According to Hidayat, Hafiz., Rosra M, & Utamaningsih (2015), guidance and counseling services were an assistance that would be given to someone to help overcome the problems they were experiencing. There were several services that could be provided related to this trend of cyberbullying behavior, including:

Information services, information is needed for all aspects of human life. According to Prayitno (2014), information services were useful for providing understanding to interested individuals about the various things needed to carry out a task or activity. In line with that, information services from counseling teacher could help students to receive and understand various information in the personal, social, study and career fields. 1. (Natalia, Firman & Daharnis, 2015). Through information services, the counselor could provide various information related to the tendency of cyberbullying behavior.

Group Guidance Services. In daily life, students are always in a group such as family, groups in class, study groups, organizational groups, and national groups (Dianes, & Alizamar, 2019). According to Amri, K., Syahniar, & Nirwana (2016), group guidance was a medium for students to

develop themselves and obtain information, which then would be used to plan and make decisions in life and to be able to think more personally, especially to improve the ability to express opinions. With this group guidance, counseling teachers/counselors could provide topics related to how to avoid cyberbullying behavior, the negative impact of cyberbullying behavior, and the dangers of cyberbullying behavior.

Individual Counseling Service, counseling is a process that occurs in a relationship with a person, such as an individual who experienced a problem that he could not handle alone with a professional officer who had received training and experience to help clients solve their difficulties. This service was intended to minimize the tendency of bullying behavior displayed by students (Yonita & Karneli, 2019). In line with this, Rahayu, Indah, Zikra & Y (2013) said that counseling teachers/counselors provided individual counseling services to students who experienced problems by helping and providing appropriate solutions or suggestions to problems faced by students. The services could be provided to students were: establishing good relationships with peers, controlling themselves in socializing, and the impact and dangers of cyberbullying behavior. With this individual counseling, the student's encouragement to behave in cyberbullying could be prevented and alleviated by the counselor.

Group Counseling Services, group counseling aimed to discuss personal problems and be discussed in groups in order to find solutions or suggestions for the problems at hand. Group counseling services can solve problems faced by students in dealing with problems that exist in both schools and outside schools (Arnelis, Marjohan & Syahniar, 2016). According to Juliana, Ibrahim, & Sano (2014) group counseling services were services provided in a group format by utilizing group dynamics in discussing and helping to find solutions to problems faced by group members. This group counseling service was provided to several students who had the same problem. Group counseling service materials that could be provided were: how to avoid cyberbullying behavior, causes of cyberbullying behavior, how to respect friends, and how to avoid negative communication.

In order to realize the implementation of various types of guidance services, cooperation from all parties is needed in order to achieve the planned goals (Saragi, Iswari & Mudjiran, 2016) and to form an effective and efficient student personality

Conclusion

Based on the results of the research and the results of testing the hypothesis regarding the tendency of students' cyberbullying behavior, it was concluded as follows: In general, the tendency of students' cyberbullying behavior was in the medium and low categories. This meant that most students did cyberbullying, even though it was not too intense. For this reason, students were expected to be able to refrain from being provoked in order to avoid cyberbullying. In general, the tendency of male students' cyberbullying behavior was in the medium and low categories. This meant that most male students did cyberbullying, even though it was not too intense. In general, the tendency of female students' cyberbullying behavior was in the medium category. This meant that there was still involvement of female students in cyberbullying. The forms of cyberbullying that were prone to be done by female students were outing, trickering and cyberstalking. In general, there was a significant difference in the tendency of male and female students to cyberbullying behavior. Male students tended to engage in a form of cyberbullying from a flaming aspect that led to harsh and vulgar words when being upset in an online group. Meanwhile, female students were more likely to be involved in acts of cyberbullying in the form of outing and trickering.

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