

Cyberbullying: Life Satisfaction and Social Support among Adolescent

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Abstract. The Technology gives much advantages for adolescent to interact with other people. But the other hand, that is associated with cyberbullying. Cyberbullying behavior is a digital form of bullying, having similarities in terms of repetition, intentional harm, and an imbalance between bullier and victims, only cyberbullying is done using electronics. There are life satisfaction and social support that can reduce cyberbullying behavior. 255 students (male 39.2%, female 60.8%) of vocational high school in Bogor aged 15-19 years, that use handphone and active in social media, completed self-report questionnaire. That are Cyberbullying Offending Scale (COS: [13]), Multidimensional Student Life Satisfaction Scale (MSLSS: [38]), and Interpersonal Social Evaluation List (ISEL: [40]). CFA analysis used to compute construct validity and multiple regression to test hypothesis. It was found that life satisfaction and social support had a significant influence on cyberbullying behavior (R-square=0.098). The samples studied were found that someone with low level in living environment satisfaction and appraisal support, and then high level in self satisfaction will not do cyberbullying.

Keywords: Component, formatting, style, styling, insert.

1 Introduction

The last few years electronic-based communications, computers, and information sharing sites have become an important part of people's lives [1]. Research from 'we are social' and 'hootsuite' results that the number of internet users in Indonesia is 132,7 million (total population 265,4 million) and 130 million of them active in using social media [2]. The data illustrates that half of Indonesia's people have a second life after the real world, namely cyberspace life.

This progress certainly provides convenience in everyday life [3]. For teenagers, the rapid progress of the internet can improve connectivity and communication with other people [4] or as access to other valuable information [5] [4]. However, teenagers are considered vulnerable to negative impacts. Along with these advancements, old behavior has the potential to emerge in a more modern form [6] [7], include cyberbullying [8]. Cyberbullying itself is traditional bullying that is transferred to the technology platform [9] or the modern form of traditional bullying [10] [11], which aims to humiliate, demean, harass, intimidate, or threaten others [12]. Patchin and Hinduja [13] define cyberbullying as a deliberate and repeated act of hurting using electronic devices in a way that makes victims unable to resist.

Cyberbullying is seen as an important problem, so that it has long been the world's attention [14] [15]. The collaboration between UNICEF and the Ministry of Communication

and Information of the Republic of Indonesia in 2011 to 2013 found that cyberbullying cases had occurred 52 times [16]. Then the TribunJogja.com site also contains data on the Child Protection Commission (KPAI) which shows that throughout 2016 there were a total of 3,580 reports of cases of violations of children's rights. Of the total reports, 501 are crimes of cyberbullying [17].

A survey of 150 students from several faculties at the Pancasila University found that as many as 66 percent of respondents claimed to have been cyberbullying. They do it by deliberately spreading gossip or unpleasant issues for victims on social media [18]. While at the University of Indonesia, a survey of 133 students (54 men and 79 women) found that 77 percent of respondents claimed to have been involved in cyberbullying throughout the past six months, both as perpetrators and victims. The results also showed that women were more often cyberbullying than male respondents, around 61.2 percent compared to 38.8 percent [19].

Furthermore, research on students at junior and senior high school level with a sample of 363 in Central Java and Yogyakarta. The results found that 32 percent claimed to have carried out cyberbullying. His motives varied, 49 percent claimed to be just a fad, as much as 36 percent because of annoyance and hatred towards the victim, as much as 7 percent because they wanted to take revenge, and as much as 4 percent because of joining friends. Not only that, some children consider cyberbullying to be merely entertainment, but to hurt others [20].

The high number of cyberbullying clearly has a negative impact on the social environment [21][22]. Some actors may consider it just fun or entertainment [20], but several studies show that this negative behavior can have an impact on psychological problems for the subject. These psychological problems include frustration, sadness, depression, confusion, feelings of guilt, feelings of shame, distress [23], the emergence of suicidal ideas, increased aggressiveness, delinquency and drug use [24][25]. In addition, negative impacts on victims can also result in considerable mental health problems, drug abuse, even suicidal ideas [26]. Victims also tend to experience decreased concentration, absenteeism at school, and poor academic performance [27].

Willard [28] classifying the four parties involved, namely: (1) bullies (put-downer bullies which are harassing and demeaning others, especially those who are considered different or inferior and bullies get-backers namely people who feel disturbed and then use the internet to retaliate or vent their anger); (2) Victims; (3) Harmful bystanders, those who witness and support the perpetrator or just watch and not help the victim; and (4) Helpful bystanders namely people who try to stop, protest, support victims, or tell adults to ask for help. Whereas Patchin and Hinduja [13] focus on two parties involved, namely cyberbullying offending (perpetrators) and cyberbullying victimization (victims). The research itself only focuses on the perpetrators (cyberbullying offending).

Adolescents doing cyberbullying can be influenced by internal and external factors. One of these internal factors is life satisfaction. Several previous studies showed a negative relationship between life satisfaction and cyberbullying [29]; [30]; [31]; [32]; [33]. The results of these studies explain that the low life satisfaction affects the tendency to do cyberbullying. While external factors such as cyberbullying are social support. Some previous studies [34]; [35]; [36]; [37] found that individuals with low social support levels were potentially involved as cyberbullying.

2 Theoretical Framework

A. Cyberbullying

Cyberbullying is a deliberate and repeated action to get hurt using an electronic device in a way that makes the victim unable to fight [13]. There are several characteristics of cyberbullying, including [13]:

- 1) *Repetition* Repetition is the most important element. So an intimidation makes the victim look worried about the next intimidation. For example, the aggressive actions of the first offender (such as chat, comment, or posting) that is viral are said to be cyberbullying if there is evidence of involvement, because the victim will be harmed every time the post is seen or even passed on by someone else.
- 2) *Intent*. An intentional act. Cyberbullying is said if for example in an online game, old players intentionally attack, disturb, harass, or terrorize new players because they are considered weak.
- 3) *Harm*. Victims must be harmed, including physical, social, emotional and psychological aspects. As long as there are losses incurred, the action is said to be cyberbullying.
- 4) *Imbalance of power*. It is said that there is a power imbalance if the impact of the actions of the perpetrators is greater than the resistance of the victims. This can depend on the skill or ownership of content by actors such as information, pictures, or videos that can be the material for cyberbullying.

B. Life Satisfaction

Life satisfaction is a comprehensive evaluation carried out by individuals related to how satisfied their lives are based on certain domains including themselves, family, friends, and the environment [38]. There are the aspects of life satisfaction [38]:

- 1) *Family Satisfaction*. It is individual satisfaction with the family, the establishment of a good quality relationship between individuals and their families and among family members.
- 2) *Friends-Satisfaction*. It is an individual's satisfaction with the fabric of friendship, so that no bad experiences are felt.
- 3) *School Satisfaction*. It is the satisfaction felt by individuals at school, feeling that school activities are fun and have a positive outlook and strong interest in their school.
- 4) *Living Environment Satisfaction*. Is a feeling of satisfaction with the environment of residence, both satisfaction with the environment and the people around him.
- 5) *Self-Satisfaction*. It is an individual satisfaction of self satisfaction both physically and self competency.

C. Social Support

Social support is the availability of psychological and material resources from social relations that can help individuals overcome stress [39]. In social support there are several aspects, among others are [40]:

- 1) *Appraisal support*. That is the support received by individuals consisting of advice and information given feedback, input, and even the sharing of personal problems to find solutions.
- 2) *Belonging support*. That is support that makes people believe or trust other people who are always present when needed, so it is necessary for people who always spend time for them.
- 3) *Tangible support*. Namely the support received by individuals in real form includes support in the form of financial, goods, and services.

4) *Self-esteem support*. That is the support received by individuals who support other people to reward themselves, so they do not need to be inferior to others or feel satisfaction in line.

3 Research Methods

The population in this study were students of SMK Sirajul Falah, Parung, Bogor Regency. The sample used was 255 students (39.2% male and 60.8% female) who were mobile or smartphone users and active social media users with duration of more than one hour a day. Sampling uses a non-probability sampling technique.

The measure of cyberbullying uses the Cyberbullying Offending Scale (COS: [13]. COS measures one component and consists of nine items, after being adapted eight items remain. Fill it yourself using the original scale of this measuring instrument, namely: 0 = never, 1 = once, 2 = rarely, 3 = several times, and 4 = often.

The life satisfaction measure adapts from the scale of the Multidimensional Student Life Satisfaction Scale (MSLSS: [38]. MSLSS consists of 40 items, the researcher adapted to 36 items. The measured aspects include family satisfaction, friends-satisfaction, school satisfaction, living environment satisfaction, and self-satisfaction. Filling this measuring instrument uses a Likert scale with a range of 1 (strongly disagree) up to 4 (strongly agree).

Then the social support measurement tool adapts from the Interpersonal Social Evaluation List (ISEL: [40]. ISEL consists of 40 items, researchers adapted it to 36 items. ISEL measures four aspects, including appraisal support, belonging support, tangible support, and self-esteem support. The response to filling this gauge is to use a Likert scale with a range of 1 (strongly disagree) to 4 (strongly agree).

4 Result

Respondents of this study amounted to 255 students of class X, XI, and XII with ages ranging from 15 to 19 years, and each of them 100 men and 155 women.

Table 1. Regression on Cyberbullying

Regression Coefficient on Cyberbullying	
Coefficient	Beta
Family Satisfaction	0,012
Friends-Satisfaction	-0,02
School Satisfaction	-0,055
Living Env. Satisfaction	0,155*
Self-Satisfaction	-0,183*
Appraisal Support	0,212**
Belonging Support	0,008
Tangible Support	0,006
Self-Esteem Support	0,142

(note : * signifikan at 0.05, ** signifikan at 0.01)

Based on the results of the F test obtained F for 2.942 with $p = 0.002$ (sig. <0.05). Thus the hypothesis which states that there is an IV influence on DV is not rejected. This means that there are influences from life satisfaction and social support for cyberbullying.

Hypothesis testing with multiple regression techniques shows the results of variant proportions of cyberbullying which are explained by family satisfaction, friends satisfaction, school satisfaction, living environment satisfaction, self-satisfaction, appraisal support, belonging support, tangible support, and self-esteem support at 9.8 %, while the remaining 90.2% is influenced by other variable factors.

In table 4 there are three significant regression coefficients, namely living environment satisfaction, self-satisfaction, appraisal support. That Way only three of the 10 hypotheses are not rejected, while the rest are rejected because they are considered insignificant.

The results of the analysis show that the general variable of life satisfaction has a positive effect on cyberbullying. These results are in line with the research of Schoeps et al. [41] who found that high life satisfaction is a high predictor of cyberbullying.

5 Discussion and Suggestion

There are two aspects of life satisfaction that have a significant effect. First, living environment satisfaction has a positive effect, meaning that the higher the living environment satisfaction, the higher the tendency to do cyberbullying. These results differ from those of Moore et al. [29] who found that the high level of cyberbullying is related to the low living environment satisfaction. Researchers assume that the high or low of living environment satisfaction is subjectivity that is built up in individuals in certain regions and through the natural process of adjusting to the quality of the existing social environment. This means that a population is not impossible to have high living environment satisfaction in a region with a poor quality of social environment, so that the tendency to cyberbullying is high.

Second is that self-satisfaction has a significant negative effect on cyberbullying. These results are directly proportional to the results of the study of Navarro et al. [30] who explained that high self-satisfaction has the potential to reduce the tendency to be involved as cyberbullying. Researchers view that self-satisfaction as an aspect that includes physical and self-competence is able to bring peace in the individual. Conversely, the low level of self-satisfaction will open up the possibility expressed by intolerant actions in the social environment both real world and cyberspace including cyberbullying.

The aspects of life satisfaction that do not significantly affect cyberbullying are family satisfaction. Arriaga et al. [32] found that high satisfaction with the family is related to the high level of cyberbullying. This can be because all samples are active social media users with a duration of more than an hour per day. Not only that, the type and duration of work of the average sample parent tends to reduce direct contact with their children. That way, family attachments are not totally physical, but also digitally. That is why, a population with such cases is very likely to have a tendency to do cyberbullying despite having high family satisfaction, because there is a shift in the standard of satisfaction.

Second is friends-satisfaction. Research conducted by Navarro et al. [30] found that low friends-satisfaction has an impact on the high likelihood of carrying out cyberbullying actions. In the view of researchers, adolescents who have low friend-satisfaction cannot foster the values of love perfectly among their peers. As a result, the tendency to cyberbullying is even higher.

Third is school satisfaction. In the findings of Moore et al. [29] explained that low school satisfaction is related to the high tendency to do cyberbullying. Schools have an important role in building the positive character of their students. School failures in the curriculum, facilities, environment, and creating a good climate will result in low school satisfaction, which ultimately results in the failure to develop positive or healthy characters. That way, high school satisfaction can be proclaimed as a prevention of the involvement of students to become cyberbullying actors.

Then generally social support has a significant effect on cyberbullying in a positive direction. Previous research eg [42] ; [43] found the same thing that the high perceived social support is a predictor of the high tendency to cyberbullying. The researcher views that the positive or negative effects of high social support are dependent on the source and content of the support received. That is why, individuals with high social support can have a tendency to behave negatively like cyberbullying.

Then the social support aspects in this study found no significant effect on cyberbullying, the first is the aspect of appraisal support. Nick [44] in his research found that the high level of cyberbullying is related to the high level of information support. Appraisal support is important for facilitating problem solving, finding more appropriate life steps and getting feedback as an evaluation of life. However, it is very possible for individuals with high appraisal support to behave that is not in accordance with social environmental norms or do negative things such as cyberbullying. This can happen if the content of information, advice, and input received by individuals tends to be negative.

The second is the aspect of belonging support. The findings in Nick's [44] study show that high social companion support is a high predictor of cyberbullying. This can happen if the relationship that is woven is tending to people with individuals who are unhealthy and unable to socialize with. That way, naturally individuals feel they have closeness to such people, and eventually slowly have the same habits and are unable to distance themselves from cyberbullying.

Third is the aspect of tangible support. The results of Nick's [44] study found below the high instrumental support along with the high level of cyberbullying. Researchers assume that the fulfillment of support in the form of real may not potentially have a negative impact if the support is used for negative things, including cyberbullying.

The fourth is self-esteem support. In his research, Nick [44] found that the high level of cyberbullying was related to high esteem / emotional support. Self-esteem support it self refers to the support of self-esteem, at a high level that support makes individuals feel less inferior than others. Researchers see, even though they have high self-esteem support, teenagers who are active on social media may still do cyberbullying. This can happen if the high level of self esteem support makes individuals feel superior, so the tendency to do cyberbullying is even higher.

5.1 Suggestion

The disadvantages and limitations of this study will be the evaluation material obtained by more perfect research in the future. The findings of this study are also expected to be important information for readers as prevention and overcoming cyberbullying.

Theoretical Suggestions

1. As features and variations of social media continue to develop, the characteristics and forms of cyberbullying will also be able to experience development. Therefore, it is better for future research to be responsive to this phenomenon and to choose literature that is able to properly represent and measure the phenomenon of cyberbullying.

2. The use of life satisfaction as a research variable in the future should develop instruments that can measure the quality of the social environment of the population used. The social environment includes family environment, friendship, school. This will gather important information to measure whether the accumulation of life satisfaction samples contains positive or negative satisfaction.

3. For future research, it is better to arrange a social support instrument that is able to measure clearly from where the source of support obtained by the sample. That way, information is obtained regarding whether the source and support content received by the sample are considered positive or negative.

4. In order to get better quality data, it is better for future research to use more samples. That way, data that is more varied and more representative of the population is obtained.

Practical Sugestion

1. The uniqueness of cyberbullying will continue to develop along with its characteristic content along with the development of digital technology. Therefore, it is important to help adolescents to be able to adapt to these developments, so avoid negative exposure that appears.

2. The results of this study illustrate that the quality of the social environment can determine the norms of life satisfaction in certain regions. The quality of the social environment contributes to fostering aspects of life satisfaction. Life satisfaction in a region with a poor quality of social environment has an impact on mental health development that is not optimal, so that individuals are feared to continue to have a tendency to do cyberbullying. So it's important to work together to create a positive and healthy social environment.

3. The contribution of social support is also proclaimed to foster a prosocial person to support the interests of cyberbullying. However, social support can only contribute positively if the support content received is negative. So, it is important to ensure the positive or negative sources and content of social support.

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