

School Climate, Emotional Intelligence, and Cyberbullying Intentions of Adolescents

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Abstract. Adolescents as social media users have not been able to sort out positive activities on social media and tend to have a negative impact that causes cyberbullying behavior. A research of Ministry of Communication and Informatics of UNICEF showed the high percentage of children victims of cyberbullying. An Intensity is related to cyberbullying behavior. The cyberbullying is influenced by external and internal factors. One of internal factors that influences cyberbullying is emotional intelligence. Adolescents who have high emotional intelligence will control their primitive impulses, understand their feelings and be able to avoid negative behavior. In addition, external factor is a school climate. A healthy school climate will create positive emotional attachment to one another and interpersonal responsibilities so that school rules will be a guidance that is applied consistently for school members. The objectives of this study were to find out the description of adolescents' school climate in Semarang City, to find out the description of adolescents' emotional intelligence in Semarang City, to find out the correlation between emotional intelligence and cyberbullying behavior of adolescents in Semarang City.

Keywords: School Climate, Cyberbullying, Emotional Intelligence, Adolescents.

1 Introduction

Ministry of Communication and Informatics stated that 82 millions of Indonesian people as internet users and 80% of users are adolescents under 15-19 years old (www.kominfo.go.id). The advances in internet-based technology are always followed by negative and positive impacts. One of negative impacts of using social media on adolescents is cyberbullying. Cyberbullying is a rough treatment carried out by a person or a group of people by using the help of electronic devices. Some of cyberbullying actions are doxing (publishing other people's personal data), cyber stalking (stalking in cyberspace which lead to stalking in the real life), revenge pom (distributing photos or videos with the aim of revenge accompanied by acts of intimidation and extortion) and several other cyberbullying actions.

Research conducted by Ministry of Communication and Informatics (Kemenkominfo) and UNICEF showed the high percentage of children who become cyberbullying victims. Only 42% of them who are aware of the risks of being bullied online, and among them 13% have been victims for more than three months. Examples mentioned include nicknames and are being ridiculed because of the professions of their parents (e.g. farmers or fishermen) or their physical appearance or even threats. In Indonesia, children who experience cyberbullying are in the high category. 55% of parents said that they knew that their children experienced cyberbullying [1].

Cyberbullying can be decreased or prevented by increasing emotional intelligence and good school climate for adolescents. By the good emotional intelligence, adolescents will be able to understand feelings and control themselves from negative behavior. In addition to emotional intelligence, it is also important to cultivate a healthy school climate, as Guo [2] argued that in aspects of the school environment and climate, including school commitments, feeling safe and insecure, school ownership or other school characteristics can influence adolescents to become perpetrators or cyberbullying victims.

1.1 School Climate

National School Climate Center or NSCC [3] defines school climate as a quality and character of life in school including experiences of students, teachers, staffs, and parents. Three essential components of school climate [4][5]

- a) Teacher caring and respects
- b) School goals and norms
- c) Peer relations. A healthy school climate will be a preventive step in preventing the formation of cyberbullying victims in schools.

1.2 Emotional Intelligence

According to Goleman [6] emotional intelligence is an ability to recognize one's own and others' feelings, motivate oneself, and regulate emotions well in oneself and how to establish relationships with others. Goleman [6] in his book entitled "Working With Emotional Intelligence: Emotional Intelligence to Reach the Peak of Achievement", explained that emotional intelligence consists of two sub-constructs and five aspects:

- 1) Personal Skills: considering how to manage one's own self. This sub-construct consists of three aspects, namely self-awareness, self-management, and motivation.
- 2) Social Skills: considering how we handle a relationship. This sub-construct consists of two aspects, namely empathy and social skills.

1.3 Intensity of Cyberbullying Behavior

According to Ajzen [7] intention is an important element that is directed to carry out the action. The intentions of cyber bullying according to Mohamed and Azman [8]:

- a) Attitude, evaluation of behavior that will be done to hurt others on social media.
- b) Subjective Norm, social pressure on behavior that will be done to hurt others through social media.
- c) Perceived Behavior Control, the belief in support or obstacles of behavior to hurt others.

Types of Cyber Bullying according to Willard [9]:

- a) Flaming: sending text message with angry and frontal content.
- b) Harassment: constant disruption in the form of text in e-mail, short message, and on other social media.
- c) Denigration: spreading one's infamy with the intention of damaging one's reputation and prestige.
- d) Impersonation: sending messages and bad status by pretending to be someone else.
- e) Outing: spreading others' secrets or personal photos.
- f) Trickery: persuading someone with tricks to get his/her secrets or personal photos.

- g) Exclusion: intentionally and cruelly removing someone from an online group.
- h) Cyberstalking: intensively disrupting and defaming someone's reputation that it creates a great fear of that person.

2 Findings and Discussion

This study used correlational quantitative techniques. Subjects involved were 143 adolescents aged 15-19 years in Semarang City. Measuring instruments used were Emotional Intelligence Scale, School Climate Scale, and Cyberbullying Intention Scale. Data analysis used Spearman's correlation.

This study examined the correlation of school climate and cyberbullying, the correlation of emotional intelligence and cyberbullying, and finding out descriptive description of these three variables in adolescents in Semarang City. The following is a general description of adolescents' school climate in Semarang City:

Table 1. of General Description of Adolescents' School Climate in Semarang City.

Score Interval	Category	F	(%)
$30 \leq X$	Good	113	79,02
$20 \leq X < 30$	Fair	30	20,98
$X < 20$	Poor	0	0
Total		143	100

Table 2. General Description of Adolescents' Emotional Intelligence in Semarang City

Score Interval	Category	F	(%)
$63 \leq X$	High	104	72,73
$42,5 \leq X < 63$	Medium	39	27,27
$X < 42,5$	Low	0	0
Total		143	100

Table 3. General Description of Cyberbullying

Score Interval	Category	F	(%)
$30 \leq X$	High	1	0,70
$20 \leq X < 30$	Medium	31	21,68
$X < 20$	Low	111	77,62
Total		143	100

Based on those tables above, it can be concluded that generally school climate is in the good category (79.02%) followed by the high emotional intelligence (72.73%) and the low cyberbullying intensity. Hypothesis Test results are represented in the following table:

Table 4. Results with Spearman's Rho Correlation

		School Climate X1	Emotional Intelligence X2	Cyber Bullying (Y)
	Correlation Coefficient	1,000	,548**	-,372**
	School Climate X1	Sig. (2-tailed)	,000	,000

		N	143	143	143
Spearman's rho	Emotional Intelligence X2	Correlation Coefficient	,548**	1,000	-,602**
		Sig. (2-tailed)	,000	.	,000
		N	143	143	143
		Correlation Coefficient	-,372**	-,602**	1,000
	Cyber Bullying (Y)	Sig. (2-tailed)	,000	,000	.
		N	143	143	143

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the data of the table above, the correlation between school climate and cyberbullying was presented by the correlation coefficient of -0.372 with a significance of 0,000. This means that there is a significant correlation between school climate and cyberbullying, the correlation number is shown with a negative number (-). A negative number on the correlation means that the direction of the relationship will be opposite, that is if the school climate is in the high category which means good, then cyberbullying will be in the low category. The conclusion is that if the school climate is good, then cyberbullying behavior among adolescents will be low, and vice versa.

The results of the study stated that school climate in in the high category and negatively correlated with cyberbullying, the result is supported by Orpinas [4] and Summers [5] research which stated that a healthy school climate will prevent cyberbullying. Guo [2] also supported the results of the study that in aspects of the school environment and climate, including school commitment, safe and insecure feelings, the sense of ownership of a school or other school characteristics can influence adolescents to become perpetrators or victims of cyberbullying. Novianti [10] added that school supervision also determines how many and how often cyberbullying can occur to adolescents. On the other hand, Setiawati [11] also stated that the tendency of schools to ignore the existence of cyberbullying will make adolescents as perpetrators such as getting reinforcement to intimidate other students. Therefore, a healthy school is needed to prevent cyberbullying [12][13].

The second result, the correlation between emotional intelligence and cyberbullying is shown by the correlation coefficient of -0.602 with a significance level of 0,000. It means that the correlation between emotional intelligence and cyberbullying is significant. The correlation number is indicated by a negative sign (-) which means that the direction of the correlation between the two is in the opposite direction. The point is if the emotional intelligence of adolescents is high, then cyberbullying behavior will be low, and vice versa.

According to Geldard [14], one of the factors forming cyberbullying is from internal factors. Internal factors are interpreted as an inability of adolescents to control primitive impulses and cannot channel them into useful activities. Internal factors are closely related to the level of emotional intelligence possessed by adolescents. Emotional intelligence is defined as the ability to monitor, control, and manage emotions well in themselves and others [6].

3 Conclusion

Based on the explanation above, it can be concluded that both school climate and emotional intelligence have a significant correlation with cyberbullying, the direction of correlation is

negative. The adolescents' school climate in Semarang City is in good category, the emotional intelligence of adolescents in Semarang City is high with low cyberbullying intentions.

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