Student Perception of Cyberbullying in Social Media

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Abstract*:* This study aims to determine student perceptions of cyber-bullying on social media. 200 students from the North Sumatra Muhammadiyah University (UMSU) Medan were respondents in this study. Questionnaire is used as an instrument of data collection. From the results of the research which was conducted it is found that if students have the same perception of Cyber-bullying on social media. More than 50% of students think that cyber-bullying is an action taken such as sending interruption messages on e-mail, short messages or text messages on social networks that are carried out continuously. More than 40% of the respondents also agree that if Cyber-bullying is caused by anger, hurt, and revenge or because of frustration, thirst for power by accentuating the ego so that it hurts others. Their views on the penalties given to Cyber-bullying perpetrators vary with more than 40% of them agreeing that cyber-bullying offenders should be dropped out and returned to the family to receive guidance and receive severe penalties. This study also found that there are more than 50% of students who agreed that victims of cyber-bullying should be given a moral message so they can easily forgive.

Keywords: Perception, Cyber-bullying, Social Media.

I. INTRODUCTION

Based on the results of the research conducted by Wearesosial Hootsuite which was released in January 2019 in (Databoks.katadata.co.id, 2020), as shown in figure 1 below, social media users in Indonesia has reached 150 million or 56% of the total population of Indonesians. This amount is classified as very large and shows the tendency of Indonesian people who have been so attached to social media in their daily lives.
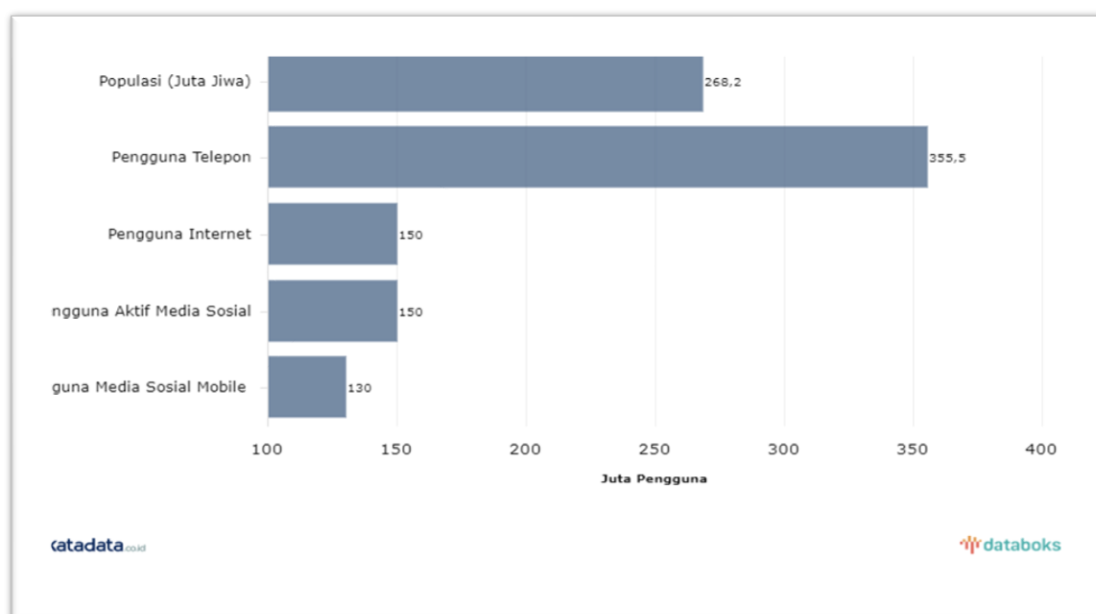

Figure 1. Data Phone Users, Internet, Indonesian Social Media According to Wearesocial (2019)

Source: We Are Social, Jan 2019

A total of 150 million people, their tendency to use social media are very unclear. Based on the results of a survey by GlobalWebIndex in (Lidwina, 2019) illustrated if as many as 61 percent of respondents use social media in their spare time. Furthermore (Lidwina, 2019) said that 54 percent of respondents used social media to network with other people, look for entertainment content (54 percent), and share photos and videos (53 percent). The reason is because many friends who use social media have the smallest percentage, which is 51 percent. Meanwhile, the most widely used social media respondents were WhatsApp, YouTube, Facebook, Instagram, and Twitter.
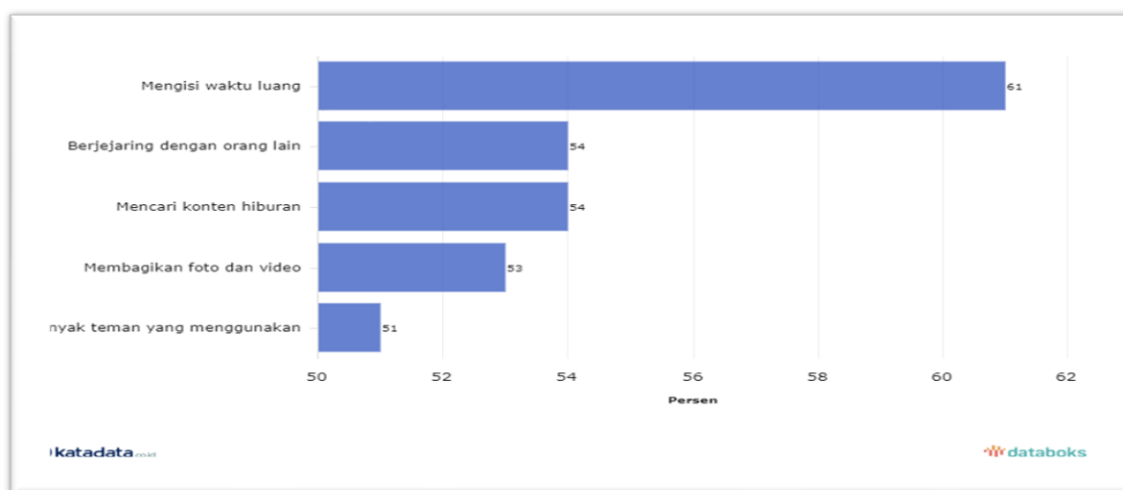

Figure 2. Motivation of Indonesian Population Using Social Media

Source: GlobalWebIndex in the database

The large number of social media users with a variety of motivations and reasons for using social media is very vulnerable to criminal acts. One of them is cyberbullying. (Pratomo, 2019) described if the results of the Indonesian Polling research in collaboration with the Association of Indonesian Internet Service Providers (APJII) said there were around 49 percent of internet users who had been targeted by cyberbullying in social media. Furthermore according to Retno Listyarti in (Fimela, 2018) reports of cyberbullying suppression in cyberspace received by Indonesian Child Protection Commission (KPAI) have reached hundreds. Listyarti in (Fimela, 2018) said that in 2017 there were 45 complaints from victims of bullying and 60 complaints from victims of bullying.

Furthermore, Listyarti in (Fimela, 2018) said the impact of cyberbullying is considered more powerful where negative comments in cyberspace actually come from unknown people and spread widely so that it can be read by many people. The concern about the impact of cyberbullying makes the writer raise the theme of research on students' perceptions of bullying in Social Media.

II.   LITERATURE REVIEW

Definition of Perception

(Hendra, 2001) defines perception as a person's process of understanding things that are around him or his environment through five senses which are influenced by experience so that he is aware of what has been observed that ultimately affects his attitudes and behavior. Meanwhile According to Desideranto in Psychology of Communication (Rahmat, 2003) perception is the interpretation of an object, event or information that is based on the life experience of someone who makes that

interpretation. Thus it can also be said that perception is the result of one's thoughts from certain situations. While the definition of perception according to (Walgito, 2002) is organizing, interpreting the stimulus received by organisms or individuals so that it is something meaningful and is an integrated activity in the individual.

(Rivai, 2002) argues that individuals predict the same thing differently, this is influenced by several factors. First, the factors that exist in the perpetrators of perception (perceiver) which are included in the first factor are attitudes, wholeness or motives, interests or interests of experience and expectations of individuals. The two factors that are in the object or target that are perceived include new things, movement, sound, background size and closeness. Third, the context factor of the situation in which the perception is carried out which includes time, work situation/place and social situation.

According to (Walgito, 2002), the perception occurs through a process, which are through several stages as follows: 1) An object or target that creates a stimulus, then the stimulus is captured by the senses. This process takes place naturally and is related to the physical aspect. The process is called the natural process, 2) The stimulus of an object received by the sensory organs, then distributed to the brain through sensory nerves. The process of transferring stimulus to the brain is called a psychological process, namely the functioning of the sensory organs normally, and 3) The brain then processes the stimulus until the individual realizes the object received by his senses. This process is also called psychological process. In this case, there is a perception process, a process in which the individual knows and realizes an object based on a stimulus that senses it.

According to David Krech and Ricard Crutcfield in (Rahmat, 2003) the factors that determine perception are divided into two things which are: functional factors and structural factors. Functional factors are factors that originate from needs, past experiences and other things that include what we refer to as personal factors. Functional factors that determine perception are objects that fulfill the purpose of the individual conducting the perception. Structural Factors are factors which originating solely from the nature of physical stimuli to the effects of nerves caused by the individual nervous system. Structural factors that determine perception according to Gestalt theory if we want to understand an event we cannot examine the separate factors but look at them in the overall relationship.

Cyber bullying

According to (Rifauddin, 2016) Bullying can be defined as an activity or aggressive behavior that is deliberately carried out by a group of people or a person repeatedly and from time to time against a victim who cannot defend himself easily or a systematic abuse of power. Furthermore, according to (Rifauddin, 2016), understanding cyber bullying is internet technology to hurt others intentionally and repeatedly, or a form of intimidation by perpetrators to harass their victims through technological devices. The perpetrators want to see someone hurt; there are many ways that they can attack the victim with cruel messages and disturbing and distributed images to embarrass the victim for others who see him.

While Willard, Director of the Center for Safe and Responsible Internet Use in America in (Nasrullah, 2014), defines cyber bullying as an act of defamation, humiliation, discrimination, disclosure of information or privacy content with the intention of embarrassing, or can also be interpreted with offensive insulting vulgar comments.

According to (Coloroso, 2006) in (Nuha, 2014) which states that bullying will always involve the following four elements:

a. Indicates power inequality (imbalance power). Bullying is not a competition between siblings, nor is a fight involving two equal parties. The perpetrators of bullying can be people who are older, bigger, stronger, more verbally proficient, and higher in social status, or come from different races.

b. Desire to hurt. In bullying there are no accidents or mistakes, no accidental exclusion in victims. Bullying means causing emotional pain or physical injury, involving actions that can hurt, and cause feelings of pleasure in the heart of the perpetrator when witnessing the suffering of the victims.

c. Threat of further aggression. Bullying is not intended as an event that only happens once, but also repetitive or tends to be repeated.

d. Terror Bullying is a systematic violence that is used to intimidate and maintain dominance. Terror is not only a way to achieve bullying but also as the objective of bullying.

The types of cyber bullying are very diverse. Willard in (Satalina, 2014) mentions the various types of cyber bullying as follows:

a. Flaming, this involves sending text messages full of anger and frontal. The term "flame" also refers to the words in a fiery message.

b. Harassment, messages that contain disturbances in email, short messages, and text messages on social networks are carried out continuously.

c. Cyber-stalking, disturbing and defaming someone's good name so intensely that it makes a great fear in that person.

d. Denigration, which is the process of spreading one's ugliness on the internet with the intention of damaging the person's reputation and name.

e. Impersonation, pretending to be someone else and sending bad messages or statuses.

f. Outing & Trickery, namely outing spreading the secrets of others, or personal photos of others, Machsun Rifauddin: Phenomenon of Cyber-bullying in Adolescents (Study of Media Analysis on Facebook) 39 whereas trickery: persuading someone with tricks to get secrets or tricks personal photo of the person.

g. Exclusion: i.e. intentionally and cruelly removing someone from an online group.

(O'Keefe & Bruce, 1988) in (Nature, 2015) in his theory of message communication, concludes the message design logic that arises from how individuals construct and package messages which are divided into three message logics, which are:

1. Expressive

The logic type of expressive messages emphasizes the idea of "language is a medium for expressing thoughts and feelings" (O'Keefe & Bruce, 1988). The idea states that the communicator will produce messages that 'rule out' their mental condition and assume that the other person will do the same (O'Keefe & Bruce, 1988) in (Edwards, 2006). Furthermore (O'Keefe & Bruce, 1988) in (Nature, 2015) asserts that communication is basically a process where someone expresses what they think or

feel so that other people will know what that person thinks or feels. (Putra, 2017) revealed that in the four cyber-bullying cases studied, the perpetrator as a communicator overflowed expressions in the form of innuendo or insults to victims expressively in the form of;

    a. Message Using Capital Letter: affirmation of insults or innuendos and as contextual supporters

    b. Symbol: laugh and sad emoticons.

    c. Image media to support statements: a picture of someone 'want to throw up', a picture of a middle finger, an image of the word "shit", and a picture of throwing a computer.

2. Conventional

(Miller, 2015) in (Nature, 2015) outlines the logic of message design in this conventional sub message by saying that there are elements of decency, appropriateness, according to the norms in which the message is packaged and addressed. In the case of cyber-bullying, there is minimal level of politeness found by an offender in sending verbal bullying attacks on victims. Actors as spontaneous and heroic in sending messages that contain elements of cyber-bullying. However, it turns out found some people who behave the opposite. These people are those who do not attack the victim but provide an understanding of what the victim has done.

3. Rhetoric

(O'Keefe & Bruce, 1988) in (Putra, 2017) explains the logic form of rhetorical messages as the view that messages in communication are "negotiations and creations originating from social environments and personal situations." The point is rhetorical logic views communication as a way of changing rules through negotiations where messages that are designed tend to be flexible, insightful and centered on individuals. (O'Keefe & Bruce, 1988) in (Putra, 2017) in (Putra, 2017) also sees the logic of rhetorical design reflecting the view that communication serves structure and shapes reality. Thus, rhetorical interaction actors use communication to define the situation in a way that will facilitate the meeting of the various instruments and objectives encountered. The rhetorical message delivered by the communicator is a long comment that does not provide any conclusions.

Social Media

According to (Mandibergh, 2012) in (Nasrullah, 2015), social media is a media that facilitates cooperation among users that produce content (user generated content). Meanwhile, according to (Van Dijk, 2013) in (Nasrullah, 2015) social media is a media platform that focuses on the existence of users who facilitate them in their activities and collaborations. Therefore, social media can be seen as an online medium (facilitator) that strengthens the relationship between users as well as a social bond. (Meike dan Young, 2012) in (Nasrullah, 2015), interpreting social media as a convergence between personal communication in the sense of sharing between individuals (to be shared one to one) and public media to share with anyone without individual specificity.

(Nasrullah, 2015) mentions several characteristics of social media which are:

1) Network. Social media has the character of a social networking. Social media is built from social structures formed in networks or the internet. Networks formed between users are networks that are technologically mediated by technological devices, such as computers, mobile phones or tablets. Networks formed between users eventually in the form of communities, for example like Facebook, Twitter and others.

2) Information. On social media, information becomes a commodity consumed by the users. The commodity is basically a commodity that is produced and distributed among the users themselves. From this consumption activity the users form a network that ultimately consciously or does not lead to networked community institutions.

3) Archive. For users of social media, the archive becomes a character that explains that information has been stored and can be accessed at any time and through any device. Any information uploaded on Facebook does not just disappear at the change of days, months or even years.

4) Interactive. The basic character of social media is the formation of networks between users. This network does not merely expand friendships or followers on the internet, but must also be built with interactions between the users.

According to (Nasrullah, 2015) in at least six broad categories to see the distribution of social media, those are:

1. Social networking

Social networking media is the most popular medium. This media is a tool that can be used by users to carry out social relations, including the consequences or effects of social relations in the virtual world. The main character of social networking sites is that each user forms a network of friends, both to users who are already known and the possibility of meeting each other in the real world (offline) or forming a new friendship network. Examples of social networks that are widely used are Facebook and LinkedIn.

2. Online Journal (Blog)

Blog is a social media that allows users to upload daily activities, comment on and share with each other, both other web links, information and so on. At first the blog is in a form of personal site that contains a collection of links to other sites that are considered interesting and updated every day. In further developments, many blog journals (personal daily writings) media owners and there are comments fields that can be filled by users. Mechanically, this type of social media can be divided into two, which are the personal homepage category, i.e. the owner uses his own domain name such as .com or.net and the second by using a free weblog provider, such as wordpress or blogspot.

3. Simple Online Blog (micro-blogging)

No different from online journals (blogs), micro-blogging is a type of social media that facilitates users to write and publish activities and / or opinions. The most widely used example of micro-blogging is Twitter.

4. Media sharing. Media sharing sites are a type of social media that facilitates users to share media, ranging from documents (files), videos, audio, images, and so on. Examples of this media are: YouTube, Flickr, Photo-bucket, or Snap Chat.

5. Social bookmarking

Social bookmarking is as social media that work to organize, store, manage, and search for certain information or news online. Some popular bookmarking social sites are delicious.com, stumbleUpon.com, Digg.com, Reddit.com, and for Indonesia we have LintasMe.

6. Media shared content or wiki.

This social media is a site that its content is the result of collaboration of the users. Similar to dictionaries or encyclopedias, wiki present to users understanding, history to book references or links about one word. In practice, these explanations are done by visitors, meaning that there is collaboration or cooperation from all visitors to fill the content on this site.

III.   RESEARCH METHODS

The method used in this study is a quantitative research method with a descriptive analysis design using a survey approach. According to (Sugiyono, 2006) understanding the survey method is a study conducted using a questionnaire as a research tool carried out in large and small populations, but the data studied is data from samples taken from these populations, so that relative events, distribution, and relative findings are found relationship between variables, sociological and psychological.

The purpose of survey research is to provide a detailed description of the background, and characteristics of a case or event that is of a general nature. This method is used to determine students' perceptions of cyber-bullying actions on social media. Data collection was conducted on 200 Social Welfare Sciences (IKS) students of the University of Muhammadiyah University of North Sumatra (UMSU) Medan. The Likert scale of 25 questions was used as a data collection instrument. The data is then processed using a descriptive formula in the form of a percentage to describe the students' perceptions.

IV.   RESULTS AND DISCUSSION

After the data collecting, students' perceptions of Cyber-bullying on social media were obtained. This perception is divided into 3 categories: students 'perceptions of the concept of Cyber-bullying, students' perceptions of the cause of Cyber-bullying, perceptions of punishment given to Cyber-bullying seers and perceptions of the impact of Cyber-bullying on victims. The results of student perceptions are as follows:

A. Student perception of the Cyber-bullying concept

There are 8 questions that ask students' perceptions of the concept and meaning of Cyber-bullying. The results are as follows.

Table 1. Student Perceptions of Cyber-bullying Concepts

No	Statement	Very Agree	Agree	Neutral	Disagree	Very Disagree
1	Cyber-bullying is an action of sending a text message with words that are full of anger and frontal	28%	49,50%	12,00%	6,00%	4,00%
2	Cyber-bullying Is an action taken such as sending interruption messages on e-mail, short message and text messages on social networks that are carried out	20,00%	50,00%	17,00%	8,50%	3,00%

No	Statement	Very Agree	Agree	Neutral	Disagree	Very Disagree
	continuously					
3	Cyber-bullying always sparks someone's ugliness on the internet and social media with the intention of damaging the person's reputation and good name.	34,50%	47,00%	10,00%	5,00%	3,50%
4	Cyber-bullying perpetrators usually pretend to be other people and send bad messages or status, so that the victim's friend thinks that the status or message is the original result of the victim	28,00%	45,50%	14,50%	6,00%	4,00%
5	Cyber-bullying is done by spreading the secrets of other people, or personal photos of others with the intention of spreading the ugliness or privacy of that person	28,00%	49,00%	10,50%	5,00%	5,00%
6	Cyber-bullying usually persuades someone with deception to get his secret or personal photo, which could one day be used as a weapon to blackmail or threaten	14,00%	46,50%	19,00%	15,50%	3,50%
7	Cyber-bullying is an intentional and cruel act of removing someone in an online group.	14,00%	36,50%	27,50%	16,50%	4,00%
8	Cyber-bullying activities, which involve disturbing and defaming someone's reputation intensely so as to terror the victim	28,00%	49,50%	12,00%	6,00%	4,00%

From the table above, the results are obtained that some students agree to the concept of Cyber-bullying with the highest percentage of concepts if Cyber-bullying is an action taken such as sending distraction messages to e-mail, short messages or text messages on social networks carried out

continuously with 50% of respondents agree about this and only 8.50% disagree. Students also agree that Cyber-bullying is an act such as sending a text message in the form of words that are full of anger and frontal, disturbing and defaming someone's name intensely so as to create a great fear of victims with the same percentage that is 49.50%.

From the concept, it can also be seen that some students disagree if Cyber-bullying is an act of persuading someone with tricks to get their secret or personal photo, which could one day be used as a weapon to blackmail or threaten by 19% being neutral, 15.50% very disagree and 3,50% disagree.

B. Student perceptions of the causes of Cyber-bullying

Table 2. Student Perceptions of Cyber-bullying Concepts

No	Statement	Very Agree	Agree	Neutral	Disagree	Very Disagree
9	Cyber-bullying is caused by anger, hurt, revenge or frustration	31,50%	42,00%	12,00%	8,50%	1,50%
10	Cyber-bullying is done when thirsting for power by highlighting the ego so that it hurts others	22,00%	44,00%	18,00%	10,00%	1,00%
11	Difference in outlook on life makes someone involve in Cyber-bullying	17,50%	44,50%	21,00%	15,00%	1,00%
12	Cyber-bullying is done when the offender feels bored and has the ability to hack.	14,50%	48,00%	21,50%	10,00%	4,00%
13	Cyber-bullying activities are carried out for entertainment in order to laugh or get a reaction	16,50%	30,00%	32,00%	18,00%	3,00%
14	Cyber-bullying is done by accident, for example in the form of impulsive and emotional reactions/comments	13,50%	38,50%	30,50%	9,00%	7,50%
15	Cyber-bullying activities on social media are caused by dissatisfaction with the surrounding environment	10,50%	30,00%	27,50%	24,50%	6,00%
16	Cyber-bullying activities on social media are caused by the free means of conveying feelings on social media	12,50%	39,50%	28,00%	13,00%	5,50%

The table above explains the students' perception of Cyber-bullying victims. There are 8 common causes of Cyber-bullying given to students to be answered. The results of these causes are very diverse. Most of them agree if Cyber-bullying is caused by anger, hurt, revenge or because of frustration, thirst for power by accentuating the ego so that it hurts others, differences in life outlook and feeling bored and have the ability to hack with more than 40% of students answering agree. But most of them also do not think or even disagree if Cyber-bullying is done for entertainment just to be able to laugh or get a reaction, unintentionally, for example in the form of impulsive and emotional reactions/comments, dissatisfaction with the surrounding environment and the free means of conveying feelings on social media by more of 40% of respondents answered neutral, agree and disagree.

C. Perception of punishment given to Cyber-bullying perpetrators

Table 3. Perception of the punishment given to the perpetrators of Cyber-bullying

No	Statement	Very Agree	Agree	Neutral	Disagree	Very Disagree
17	Cyber-bullying perpetrators should get severe punishment	23,50	48,50	16,00	6,50	4,00
18	Cyber-bullying perpetrators should be exiled from society	35,50	37,50	15,50	7,00	3,50
19	Cyber-bullying perpetrators must get more moral education in their schools	23,00	35,50	22,00	13,50	3,50
20	Cyber-bullying perpetrators should be dropped out and returned to the family to get coaching	44,50	37,50	14,00	2,00	1,50
21	Cyber-bullying actors should be blocked from all types of social media	29,50	40,00	21,50	5,50	1,50

Table 3 above explains the students' perceptions of the punishment given to the perpetrators of Cyber-bullying. 44.50% of them strongly agree if cyber-bullying offenders should be returned to the family to get coaching and more than 40% of them agree if cyber-bullying offenders should get severe punishment and be blocked from all types of social media. A small number of them agree if the perpetrators of cyber-bullying should be exiled from the community and must get more moral education in their schools with a percentage of more than 30%.

D. Perception of Cyber-bullying's impact on victims

Table 4. Perception of Cyber-bullying's impact on victims

No	Statement	Very Agree	Agree	Neutral	Disagree	Very Disagree

22	Victims who got Cyber Bullied usually experience excessive traumatic	27,50	33,50	22,50	10,50	5,00
23	Victims of Cyber-bullying always have a bad view of the offender	29,50	44,00	19,50	3,00	3,50
24	Victims of Cyber-bullying should be given a moral message to be easy to forgive	21,50	52,50	19,00	4,50	1,50
25	Victims of Cyber-bullying are advised not to use social media	26,00	28,00	35,50	6,50	3,00

From the table above it is known that more than 50% of students agree if the Victim of Cyber-bullying should be given a moral message so that it is easy to forgive. They also agreed (44%) if victims of cyber-bullying always had a bad view of the offenders. One third of them also agree that victims who get cyber-bullying usually experience excessive traumatic

V.   CONCLUSION

From the results of research conducted can be seen if students have the same perception of Cyber-bullying actions on social media. More than 50% of students think that cyber-bullying is an action taken such as sending interruption messages on e-mail, short messages or text messages on social networks that are carried out continuously. More than 40% of the respondents also agree that Cyber-bullying is caused by anger, hurt, revenge or because of frustration, thirst for power by accentuating the ego that hurts others.

Their views on the penalties given to Cyber-bullying offenders vary with more than 40% of them agreeing that cyber-bullying offenders should be returned to the family to receive guidance and receive severe penalties. This study also found results if more than 50% of students agreed that victims of cyber-bullying should be given a moral message so that they will be able to forgive.

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