

Analysis of the Causes of Cyberbullying: Preliminary Studies on Guidance and Counseling Media

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Abstract-Teen interaction in cyberspace tends to have an element of intimidation, this action is known as cyberbullying. Cyberbullying has been very worrying lately, which has an impact on the development of adolescent character and can lead to uncomfortable behavior. The causes of cyberbullying include internal factors such as highlighting the ego to hurt others because they have certain motives and external factors such as communication relationships in the family. Counselors in the millennial era are required to be able to implement guidance and counseling services through the development of media by utilizing social media from various applications. The development of media that can be implemented by counselors in the millennial era such as providing guidance and counseling services to adolescents to develop soft skills in the use of the internet through e-counseling, which is expected to be useful in efforts to reduce cyberbullying is discussed further. This type of research is library research that focuses on the causes of cyberbullying: preliminary studies for of guidance and counseling media.

Keywords: Cyberbullying, Guidance and counseling

I. INTRODUCTION

Information revolution and technology have changed the way individuals communicate with each other, which gives them the ability to exchange information faster and easier than before (Wozencroft, Campbell, Orel, Kimpton, & Leong, 2015). The era of globalization is growing rapidly nowadays, which is marked by the advancement of science and technology and brings changes in various aspects of human life, starting from the economy, politics, social, culture and education (Basri, 2010). Information and Communication Technology (ICT) or in Indonesian is called Information, and Communication Technology (ICT) is a big umbrella of terminology that includes all technical equipment to process and convey information. ICT covers two aspects, namely information and communication technology (Syaputri, 2018).

Along with the development of information and communication technology, a new phenomenon emerged called Cyberbullying. From year to year, cyberbullying develops into actions taken by someone to intimidate, hurt, threaten or humiliate fellow members in cyberspace (Al-zahrani, 2015; Malihah & Alfiasari, 2018; Ozgur, 2015; Satalina, 2014; Syaputri, 2018) even to commit acts of violence (Afdal, 2015). The nature of the internet is used anywhere and at any time, which can obscure the boundaries of supervision and responsibility of adults. Without supervision, cyberbullying can happen to various groups, including teenagers at any time and anywhere (Karenina & Barus, 2019).

Teenagers which are victims of cyberbullying claim to experience emotional problems, difficulty concentrating, behaving, and associating with other people. They also suffer from insomnia, frequent headaches, feeling insecure in school (Sari & Suryanto, 2016). In addition, many teenagers commit suicide after experiencing intimidation or cyberbullying because they have other emotional and social problems in their lives (Hinduja & Patchin, 2010). Cyberbullying carried out by teenagers is motivated by certain motives (Pandie & Weismann, 2016). There are many quantitative studies on cyberbullying (Beer, Hallet, Hawkins, & Hewitson, 2017). The current case of cyberbullying is no longer considered a strange or taboo thing by most people because the phenomenon is often found on social media. Starting from children, adolescents and even the public figures have been victims of cyberbullying (Susanti, Jannati, & Razzaq, 2019).

The internet is an important necessity for children, adolescents and adults (Ifdil et al., 2018) can even be addictive (Afdal, e.l., 2019). Adolescents as one of the groups that use the internet a lot, are prone to be victims of cyber abuse or cyberbullying (Nirwana Sari & ., 2016; Sartana & Afriyeni, 2017). Many

studies show that an increase in cyberbullying occurs with increasing age and can continue into adulthood. However, this is still unclear given that dominant cyberbullying studies have been conducted with children and adolescents (Wozencroft et al., 2015).

Cyberbullying is defined as intentional repetitive action and is carried out with the aim of harming others through technologies such as e-mail, cell phone messaging, social networks, websites, chat rooms and instant messaging (Webber & Ovedovitz, 2018). The rapid development of IT can be used to support service activities carried out by counselors, especially in the use of media Guidance and Counseling services (Dina, Sofiana, Wahyuningtyas, & Bhakti, 2016). Online counseling will be an alternative in conducting counseling. This condition inevitably requires the teacher / counselor to master the skills of e-counseling services in general and online counseling specifically. Some findings in the field show very alarming conditions. There are still counselors who are not familiar with the internet, do not have email addresses, do not use information technology facilities provided by schools, even there are still teachers / counselors who have not been able to use computers at all for simple needs, in supporting the implementation of their tasks (Ifdil & Ardi, 2013).

The use of media is not limited to messaging aids, but develops in the practice of direct services through media assistance. For example, services through internet media, which is now known as e-counseling or electronic counseling (Barnett, 2005). In Indonesia alone there is no definite information about when the term e-counseling originally appeared, although previously, this term was called cyber counseling, virtual counseling and so on. E-counseling services are not only limited to the provision of counseling (the most popular term for speeding up individual counseling), but are extended to the overall management of the BK with the help of technology. Not only online counseling through the internet, but also all aspects of the use of information and communication technology in managing guidance and counseling (Ifdil & Ardi, 2013). Technology assistance such as e-counseling (electronic counseling) is available and widely used because more users will be online (Zamania, Nasira, & Yusoooff, 2010).

The difficulties with media counseling include the fact that very few mental health professionals have knowledge of complexity and experience media difficulties. Counseling media has the potential for research. Media counselors must see their role as educators (John r, Janzen, Blashko, & Stewin, 1989). The development of soft skills prioritizes the development of intrapersonal and interpersonal abilities (Amelia, 2018). To that end, the author tries to discuss the "Cause Analysis of Cyberbullying: Preliminary Study for Media Development guidance and counseling," which is divided into the sub-dynamics of the causes of cyberbullying, the development of media guidance and counseling and the role of counselors to prevent cyberbullying. The purpose is for the counselor to open insight into the importance of using the media in counseling and guidance services, especially in dealing with cyberbullying cases.

II. METHOD

This research used library research methods or library research by library resources to obtain research data. However, in this case the activities required are only on library collection materials without the need for field research. Literature research or literature study is not only related to reading and reading literature or books will discuss activities related to library data collection methods, reading and recording and processing research materials (Zed, 2014). Based on this, secondary data collection was done manually by discussing various existing articles and some of the results of studies that have been carried out with regard to complications of Cyberbullying. Furthermore, the data and information that have been collected are categorized or grouped and then analyzed descriptively.

III. RESULTS AND DISCUSSION

a. The Dynamics of the Cause of Cyberbullying

Cyberbullying is a new type of intimidation with several different characteristics from traditional bullying where it often occurs outside of school (Notar, Padgett, & Roden, 2013). Cyberbullying is intended to hurt or hurt the recipient (Webber & Ovedovitz, 2018). The forms of cyberbullying violations affect victims and perpetrators in terms of psychosocial, affective and academic problems (Mawardah & Adiyanti, 2016). Cyberbullying can occur in groups that know each other and groups of people who do not know (Utami & Baiti, 2018). Cyberbullying itself tends to be easier to do than conventional violence because the perpetrator does not need to meet personally with the target. The perpetrator doesn't even need to know the target. Anyone who has internet access can be a perpetrator or victim of cyberbullying. Victims affected by cyberbullying also rarely report the incident to the authorities because the nature of the accounts tends to be anonymous (Maisarah, Noviekayati, & Pratitis, 2018).

Cyberbullying actors use a variety of ways to attack victims such as sending painful messages and disturbing images that are then spread to other people to embarrass victims (Muzdalifah & Zanirah, 2018). A cyberbullying agent will be afraid of being a victim of cyberbullying, because the practice of

cyberbullying is a process of aggression in the form of unbroken circles (Mawardah & Adiyanti, 2016). The nature of communication is computer mediation, so cyberbullying is suitable for relational aggression (Pandie & Weismann, 2016). The perpetrators of cyberbullying will use an anonymous name in terrorizing victims in their personal lives. The perpetrators do not see the negative effects that are the cause, but the effects will be seen psychologically and socially in the real world (Rahmat Syah & Hermawati, 2018). One of the most important factors that influence the practice of cyberbullying, is because it is anonymity, so that the perpetrator can harass or disturb the victim for 24 hours (Mawardah & Adiyanti, 2016). This anonymity makes it easier for the offender to attack the victim without having to show themselves and see the physical response directly from the victim (Muzdalifah & Zanirah, 2018; Rahmat Syah & Hermawati, 2018).

The form of cyberbullying is a comment that contains insults or is violent in uploading a person's status or photo (Setyaningsih, 2014). The media for cyber bullying also varies, including social networking sites (38.2%), text messages (34.1%), and other media with smaller presentations (Putra & Ariana, 2016). Cyberbullying is influenced by many factors, including: (1) internal factors, namely the personality characteristics of actors who tend to be dominant, lack empathy for others, like violence, do not dare to take risks and like to look for sensations; (2) environmental factors, namely family, school and peers; (3) the motives of the perpetrators; (4) the media used (Rahmat Syah & Hermawati, 2018).

The motive for cyberbullying is that in the conventional bullying of perpetrators of bullying because of lack of attention, a tendency to hostility, victims of violence are the motives underlying the actions of cyberbullying as stated by (Pandie & Weismann, 2016), including: *First*, "The Vengeful Angel" Revenge in this climate full of cultural conflicts there are many social groups that cannot be reconciled and reconciled and are always involved in tensions, competition and social conflicts, which are colored by resentment and resentment. Because of the revenge that is not resolved, the perpetrators carry out the action in several ways, namely (1) flaming (anger) which refers to the existence of hatred between two or more individuals who occur through each communication technology. Usually, flaming occurs in public environments such as chatrooms or discussion groups rather than electronic mail. (2) harassment in the form of messages that contain abusive, insulting or unwanted messages, repeatedly sending dangerous messages to someone online. Harassment involves repeated offensive messages and harassment messages generally sent via private communication channels, including email, instant messaging and SMS.

Second, Motivated Offender includes piracy, revenge, theft or just fad. One form of a motivated offenders, which is just fad and forms like (1) denigration (defamation) which refers to slander; (2) impersonation (imitation where someone pretends to be someone else and sends messages or status that is not good. Actors take the opportunity and ability to imitate targets and send material that reflects bad things to target friends. This can happen in target personal pages, web, profile, blog or through other forms of communication; (3) trickery, which is to persuade someone with deception to get the person's personal secrets or photos. Usually carried out by perpetrators who have known for a long time with their victims. both real and virtual.

Third, the desire to be respected, often the power that is felt when involved in cyberbullying against someone does not give satisfaction to be considered as a strong and frightening person. Fourth, Mean Girls, occur when cyberbully bored and seek entertainment. Usually in Mean Girls, the situation of intimidating cyberbullies is women. What the perpetrators do most often is intimidating girls or boys. Mean Girls are usually done through joint planning in groups and carried out together in a room. An example of this type of cyberbullying is outing, which is to convey personal communication or images that contain potentially embarrassing information. Fifth, The Inadvertent Cyberbully (Actors with Intentional Elements). The perpetrators may be hurt or angry because of the communication sent in social networking. Actors tend to respond angrily or frustrated.

Research findings Larrañaga et al. show that social cognitive and emotional is important for understanding individual differences in cyberbullying involvement. The regression results indicate that cyberbullying actions are positively related to victimization, intimidation aggression, moral release towards cyberbullying, social support, and expressions of satisfaction. Conversely, the act of cyberbullying is not related to negative emotions. Gender and age do not play an important role in predictions about cybercrime intimidation (Larrañaga, Navarro, & Yubero, 2018).

b. The Role of Counselors for Cyberbullying Prevention

Various studies in information technology reveal that there has been a change in the trend of internet usage in recent years. Internet users in the world prefer to spend time accessing the internet through social media. Social media with various platforms provides special communities with their own uniqueness and allows users to share a lot of content. Members are involved in creating new social

communities with various phenomena, both positive and negative. Counselors in the millennium era are required to have qualified insight and knowledge to deal with individual welfare conditions from activities on social media. Counselors are also required to have special skills in handling individual welfare conditions related to the impact of activities on social media (Ardi & Sukmawati, 2017) even through collaborative activities (Afdal, et. Al., 2014; Afdal, 2015).

Difficulties with media counseling include the fact that there are very few mental health professionals who have knowledge of media complexity (John r et al., 1989). Media in the context of education can be embraced as the delivery of communication mechanisms with their significance in daily life (V & Ghosh, 2013). The limitations of online counseling include counseling that is highly dependent on media support, if the media used is not problematic, counseling will be smooth to do (Ifdil & Ardi, 2013).

The skill of using information and communication technology devices is not an easy thing for Counselors because they are required to be able to operate these devices. However, apart from that all with the presence of information and communication technology in the field of guidance and counseling should be able to add insight and knowledge of the teacher to look for references, discussions and so on (Dina et al., 2016).

Constraints for counselors who will conduct online counseling, in addition to costs that are not small are also constrained by human-resource readiness (Dina et al., 2016). School counselors play an important role in reducing cyberbullying. School counselors can work collaboratively (Afdal, 2014) with victims and parents of victims and deal with issues such as control, empowerment, goal setting, identifying strength, firmness, confidence, development of social skills, and the importance of social media monitoring and involvement. Counselors can also work with actors and their families to determine the underlying causes of intimidation such as anger, aggression, control, and encourage parents to monitor the use of social media and technology to prevent future cyberbullying from happening (Paolini, 2018).

School counselors play an important role in helping actors, as well as students who are victims of cyberbullying by taking a strength-based approach, teaching soft skills and social-emotional learning, encouraging students to be more assertive, empathetic, empowering, helping students regain control, focusing on determination realistic goals, and encourage increased parental involvement and monitoring of social media (Paolini, 2018). The convenience offered by social media provides a broad opportunity for users to socialize (Syahniar et al., 2018).

Some forms of prevention that can be done in the case of cyberbullying are: (1) Before disseminating information, it is better to check and verify first; (2) Grammar in using media needs to be considered by users; (3) The process of education and the application of self-discipline to users; (4) Guidance for parents, schools, universities, and the community environment for teenagers; (5) Social media regularly conduct anti-cyberbullying campaigns; (6) Victims must be active and report to the social media if cyberbullying occurs (Hidajat, Adam, Danaparamita, & Suhendrik, 2015).

c. Development of Guidance and Counseling Media

Cyberbullying crime is exacerbated by the nature of interactions (posts) that are personalized, and the widespread use of social media by teenagers (Manzuoli & Medina, 2017). The media that is most widely recorded as cyberbullying is social media sites. Social media has different characteristics from other communication technologies. Several different characteristics are real-time updating, widely spread information, gathering points for viewing information, features that allow users of media sites to respond and give input. His ability to respond and provide input can lead to cyberbullying (Hidajat et al., 2015).

Along with the development of increasingly rapid time, the implementation of counseling is not only done face-to-face in one closed room, but can be done through a remote format assisted by technology, which is then known as e-counseling. The term e-counseling comes from English, namely e-counseling (electronic counseling) which can be briefly interpreted the process of organizing counseling electronically. So it can be concluded that e-counseling is a counseling process that uses electronic media as an intermediary (Dina et al., 2016). The real form of application of e-counseling is with the emergence of online counseling services, through sites providing online counseling services, or the simpler counseling done via telephone, mobile phone and / or via personal email and some application programs to chat like Skype, Yahoo messenger and so on (Ifdil et al., 2017).

The term e-counseling comes from electronic counseling which can be interpreted briefly, namely the process of counseling in a way that can be briefly interpreted, namely the process of organizing counseling electronically. The forerunner to the establishment of the term e-counseling began with the implementation of online counseling in the decade 1960-1970 (Ifdil & Ardi, 2013). E-counseling

services are not only limited to the provision of counseling (the most popular term for speeding up individual counseling), but are extended to the management of guidance and counseling as a whole with the help of technology. Not only online counseling through the internet but also all aspects of the use of information and communication technology in managing guidance and counseling. Such as the use and utilization of instrumentation processing programs, student data sets, application of counseling management, use of the media when giving classical services in the classroom and including the use of telephones for counseling (Ifdil & Ardi, 2013).

IV. CONCLUSION

The development of information and communication technology has resulted in an increase in cyberbullying actions accompanied by elements of intimidation against fellow members, especially among teenagers as the most internet users in cyberspace, such as websites. The perpetrators do cyberbullying because they are motivated by certain motives while teens who are victims of cyberbullying will experience emotional and social problems in their lives.

The increasingly rapid IT development can be used by counselors in the use of media Guidance and Counseling services that are not only limited to the delivery of messages but also the practice of services. One of them is online counseling, which requires the teacher / counselor to master the skills of e-counseling services. The online sites that utilize various online media for the implementation of e-counseling or online counseling such as social networking and several application programs for chatting (instant messaging).

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