

Bullying and Cyberbullying in Adolescent

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Keyword:

Bullying,
cyberbullying,
adolescents

Abstract

The rapid growth of electronic and computer-based communication and information sharing during the past decade has dramatically changed social interactions, especially among adolescents. However, in addition to its positive contribution, cyber-space communication also brings some undesirable consequences such as cyberstalking, cybercrime and cyberbullying. In 2017, Indonesia, has known that amount of internet usage has reached 143,26 million. According with survey by association of internet provider service Indonesia in June 2016 that taken from each province were found 4,24 percent internet users were age more than 54 years old, 16,68 percent for ages 13-18 years old and 29,55 percent for 35-54 years old, 49,52 percent in 19-34 years old. Adolescents have grown up in a digitally connected world, enjoying many of the opportunities associated with electronic technology use. Nowadays cyberbullying is becoming a big issue around the world. In cyberbullying, aggression occurs through electronic communication technologies, such as mobile phones or the internet. Cyberbullying is define as willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices. In Indonesia, the prevalence cyberbullying among children is considerably high.

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INTRODUCTION

The rapid growth of electronic and computer-based communication and information sharing during the past decade has dramatically changed social interactions, especially among adolescents. Electronic technologies have become

an important part of our society. Cyberbullying has emerged as a new form of bullying and harassment, and it has been shown to be different from traditional schoolyard bullying. This problem has emerged in nations worldwide. Cyber victims have reported various emotional and behavioral symptoms, along

with school-related problems. Traditional bullying has long been considered a school-based problem. However, a new form of aggression or bullying has emerged – cyberbullying. In cyberbullying, aggression occurs through electronic communication technologies, such as mobile phones or the Internet.^{1,2}

In 2017, Indonesia, has known that amount of internet usage has reached 143,26 million. It is ranked sixth as the number of internet users and first place for highest number of internet users with 88 million users in 2014 and has reached 132,7 million users in 2016. According to the survey done by the association of internet provider service Indonesia in June 2016 with multistage random sampling by involving 2000 sample methods that is taken from each province were found 4,24 percent internet users were age more than 54 years old, 16,68 percent for ages 13-18 years old and 29,55 percent for 35-54 years old, 49,52 percent in 19-34 years old.³

A search by Safaria et al (2016) involved 495 senior high school students in Yogyakarta, explaining that 43.2% of students sometimes experience cyberbullying, 26.3% are rarely cyberbullying, 13.1% are often cyberbullying, 1.2% cyberbullying almost daily and 16.2% did not experience cyberbullying. It can be concluded that from all the samples above, 83% of students have been cyberbullied.⁴

A wide range of rates concerning cyber victimization and perpetration across nations. Reported of cyberbullying victimization are worldwide that comes 6 % from Spain and turkey, 72% in the US. The rates of cyber bullying victimization are also widely spread within a nation, as reported in the US. The frequency of cyberbullying perpetration varies from 4 % in the US to 36 % in Turkey.^{5,1} That means the percentage of cybervictims across all assessed nations is 24 % , and 16 % for perpetrators. Overall, the prevalence of cybervictims is reported to being higher than the rate of cyber-perpetrators across most studies. Several studies, however, found that perpetration exceeds victimization.^{1, 6, 7}

Adolescents have grown up in a digitally connected world, enjoying many of the opportunities associated with electronic technology use. Despite

such opportunities, adolescents are also at risk for experiencing negative consequences related to their electronic technology use. Although some research attention has explored the opportunities afforded by electronic technology use, much more research has focused on the negative consequences, which has increases the concerns of researchers, parents, and educators about adolescent technology saturation.^{8,9}

DEFINITION

Most generally, the term *bullying* is equated to the concept of harassment, which is a form of unprovoked aggression often directed repeatedly toward another individual or group of individuals. However, bullying tends to become more insidious as it continues over time and may be better equated to violence rather than *harassment*. Accordingly, Erling Roland stated that bullying is a “longstanding violence, physical or psychological abuse, conducted by an individual or a group directly to an individual who is not able to defend himself in the actual situation.”¹⁰

Scandinavian researcher Dan Olweus, who is arguably most responsible for the current academic interest in the topic, defines bullying as “aggressive behavior that is intentional and that involves an imbalance of power. Most often, it is repeated over time.”^{7, 10} Tonja Nansel, a senior investigator at the National Institutes of Health, and her colleagues define bullying as aggressive behavior or intentional “harm doing” by one person or a group, generally carried out repeatedly over time and involving a power differential.¹¹ Finally, the Minnesota Department of Education states that “definitions of bullying vary, but most agree that bullying includes the intent to harm, repetition, and a power imbalance between the targeted student and the student who bullies.”¹²

In January of 2014, the Centers for Disease Control and Prevention, the Department of Education, and the Health Resources and Services Administration, worked with a number of bullying experts across various fields to develop a uniform definition of bullying. Bullying is any unwanted aggressive behavior by another youth or group of youths who

are not siblings or currently dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.⁶ This is as good a definition as is currently available yet still likely falls short. Despite the variation across different perspectives, certain dominant themes are pretty obvious. First, the behavior is intentional and purposed rather than accidental or inadvertent. Accidents happen all of the time on the playground, and some of these result in physical harm. Still, most people recognize that accidental or unintentional behaviors do not constitute bullying. Most state bullying laws explicitly include an element of intent. For example, Delaware law characterizes bullying as an “intentional written, electronic, verbal or physical act.

Cyberbullying is defined as willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices. These elements include the following willful, repeated, harm, computers, cellphones and other electronic devices. In a research cyberbullying is more relevant to everyday experiences. Specifically, cyberbullying is when someone repeatedly makes fun of another person online or repeatedly picks on another person through e-mail or text message or when someone posts something online about another person that they don't like. It's also about specific behaviors that might constitute cyberbullying such as hurtful comments, threats, rumors, pictures or video posts circulated online. We believe that the nature of cyberbullying makes it very likely that repetitive harm will occur. For example, imagine someone posts a particularly embarrassing picture of another person online in such a way that others can see it, link to it, and even leave public comments in reference to it. While the action of uploading the picture is a one-time behavior, others can view it or otherwise refer to it repeatedly, thereby resulting in recurring humiliation and shame to the target. One person might see it, or millions of people might see it.⁹

Cyberstalking involves the use of technology

(most often, the Internet!) to make someone else afraid or concerned about their safety. Generally speaking, this conduct is threatening or otherwise fear-inducing, involves an invasion of a person's relative right to privacy, and manifests in repeated actions over time. Most of the time, those who cyberstalk use social media, Internet databases, search engines, and other online resources to intimidate, follow, and cause anxiety or terror to others.

Surprisingly, cyberstalking rarely occurs by a stranger (although we do hear about those cases when they involve celebrities and rabid fans), and most often is carried out by a person the target knows intimately or professionally. For example, the aggressor may be an ex-girlfriend or ex-boyfriend, former friend, past employee, or an acquaintance who wants to control, possess, scare, threaten, or actually harm the other person. In many cases, they have had access to certain personal information, accounts, inboxes, or other private knowledge regarding their target's daily routine, lifestyle, or life choices.

COMPARISON OF BULLYING, CYBERBULLYING, CYBERSTALKING

What distinguishes cyberbullying from traditional bullying is the use of electronic communication to threaten, harass, embarrass, or socially exclude individuals. Moreover, cyberbullies act anonymously and are able to extend bullying beyond school grounds. The anonymous nature of cyberspace seems to be attractive to teenagers inclined towards bullying. They can “ follow ” targets into their homes while engaging in cyberspace communication.¹³ Conflicts or fights with classmates or teachers at school can also be carried out in cyberspace, which allows bullies to attack their victims without being easily detected. The opportunity of being anonymous via electronic communication seems to encourage its perpetrators to harass and insult others in the cyberworld, whereas, if they were using older methods, they may not have engaged in bullying, at all. Whether the victims know the identity of the perpetrator or not, a sense of apprehension naturally follows the attack. Tragically,

this disquiet distracts the victims from learning in a school environment, a place where they should always feel safe and welcome.

Apart from anonymity, an issue that distinguishes cyberbullying from traditional bullying is the lack of supervision related to electronic media use. Teachers are able to detect and intervene when bullying incidents occur in school settings. However, scant regulations exist to monitor bullying behaviors on the Internet or via mobile phones, along with other communication modalities. Current numbers of victims reporting harassment via cyberbullying remain lower than that of traditional bullying.³

Cyberbullying can be distinguished from traditional bullying through the ubiquitous accessibility of the target. In traditional bullying, when the victim arrives home, he or she is temporarily safe from bullying events until the next day at school.⁹ In contrast, cyberbullying is potentially unconstrained and boundless. Victims can be harassed or attacked at any time of the day or night and at any location through mobile phones, email, instant messages, and text messages. Therefore, the victims of cyberbullying find it difficult to escape from the perpetrators menacing actions. An additional characteristic of cyberbullying is the potential to reach an infinite audience. Cyberbullying can reach wide audiences in a vast peer group using modalities, such as Facebook, Twitter, and their equivalents in other countries. When someone downloads a picture or video clip with the intention of embarrassing the target in the clip, the audience can be potentially limitless.⁹

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Cyberbullying can take various forms:^{9,14}

1. Flaming – online fights using electronic messages with angry and vulgar language;
2. Harassment – repeatedly sending mean, insulting messages; cyberstalking – repeated, intense harassment that includes threats or creates significant fear;
3. Denigration – spreading rumors online and/or sending or posting gossip about a person to damage his/her reputation or friendships;
4. Impersonation – pretending to be someone else and sending or posting material to get that person in trouble or danger, or damage that person's reputation or friendships;
5. Outing – sharing someone's secrets or embarrassing information or images online;
6. Trickery – tricking someone into revealing secrets or embarrassing information and sharing it online; and exclusion – intentionally excluding someone from an online group.

CYBERBULLYING FACTS

Since 2002 over 20,000 middle and high school students in twelve different studies from over 98 different schools throughout the United States. The first two studies were online exploratory samples used to obtain a general understanding of the problem. As such, the numbers obtained are higher than average and not representative because they only include online teens who volunteered to participate. Most recent studies, however, have all been random

Table 1 Types of cyberbullying by tools

The First three types are conducted via mobile phones and include the following:

1. Mobile phone call bullying (e.g., abusive or silent call)
2. Text message bullying (via abusive text message)
3. Picture/ video clip bullying (include taking a picture or clip of someone else to use it in an abusive manner, e.g., sending it to other or uploading it onto a website to embarrass a target)

The other four types of cyberbullying are conducted via the internet and include the following:

4. Email bullying (sending or receiving abusive emails)
5. Chat room bullying (being abusive or being abused in chat room features)
6. Bullying through instant messaging (e.g., a bully can interact with online communities to see whether a target is logged on and proceed to send vicious instant messages)
7. Bullying via websites (e.g. create a website that is abusive towards a specific person)

samples of known populations, so we can be fairly confident in the reliability and validity of the data obtained. Overall, about 27% of the students we have surveyed over the last ten studies have told us that they have been cyberbullied at some point in their life. About 10% said they were cyberbullied in the 30 days preceding the survey. Similarly, about 16% of those who surveyed admitted that they had

cyberbullied others at some point in their lifetimes (about 6% in the most recent 30 days).

Adolescent girls are just as likely, if not more likely than boys to experience cyberbullying (as a victim and offender), Cyberbullying is related to low self-esteem, suicidal ideation, anger, frustration, and a variety of other emotional and psychological, Cyberbullying is related to other issues in the 'real

CYBERBULLYING DATA

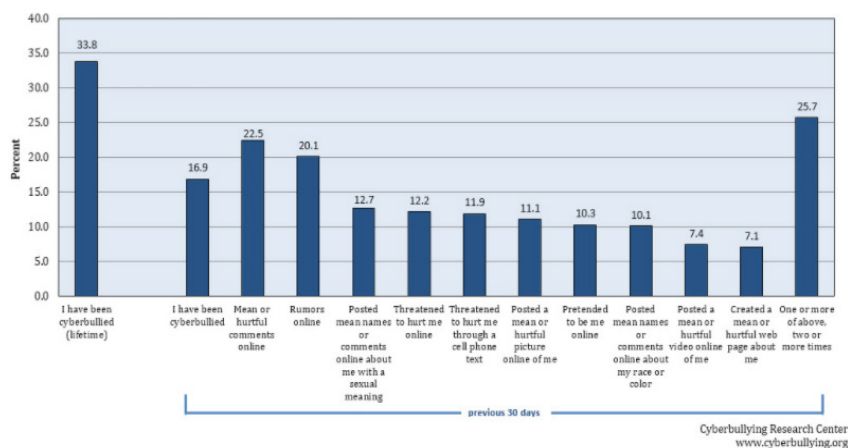


Figure 1. Cyberbullying Victimization¹⁵
N= 5,707

Nationally-representative sample of 12-17 year old middle and high school students in the U.S.

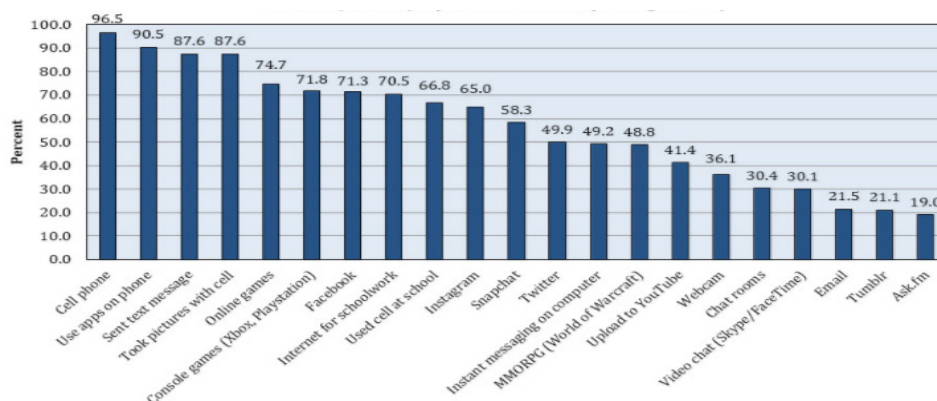


Figure 2. Teens Use of Technology¹⁵
Weekly Activities (12 to 17-year-olds)
N= 1500 (nationally representative U.S. sample – August 2016)

world' including school problems, anti-social behavior, substance use, and traditional bullying is still more common than cyberbullying, traditional bullying and cyberbullying are closely related: those who are bullied at school are bullied online and those who bully at school bully online.

In figure 1. This study surveyed a nationally-representative sample of 5,700 middle and high school students between the ages of 12 and 17 in the United States. Data were collected between July and October of 2016. Click on the thumbnail images to enlarge.¹⁵

Cell phones and other mobile devices continue to be the most popular technology utilized by adolescents with the top four reported weekly activities involving their use. Facebook remains the most frequently cited social media platform used on a weekly basis, but Instagram and Snapchat are increasing in popularity. Chat rooms, Tumblr, and Ask.fm remain largely unpopular among this age group. (Figure 2).¹⁵ Adolescent girls are significantly more likely to have experienced cyberbullying in their lifetimes (36.7% vs. 30.5%). This gap narrows when reviewing experiences over the previous 30 days. In this

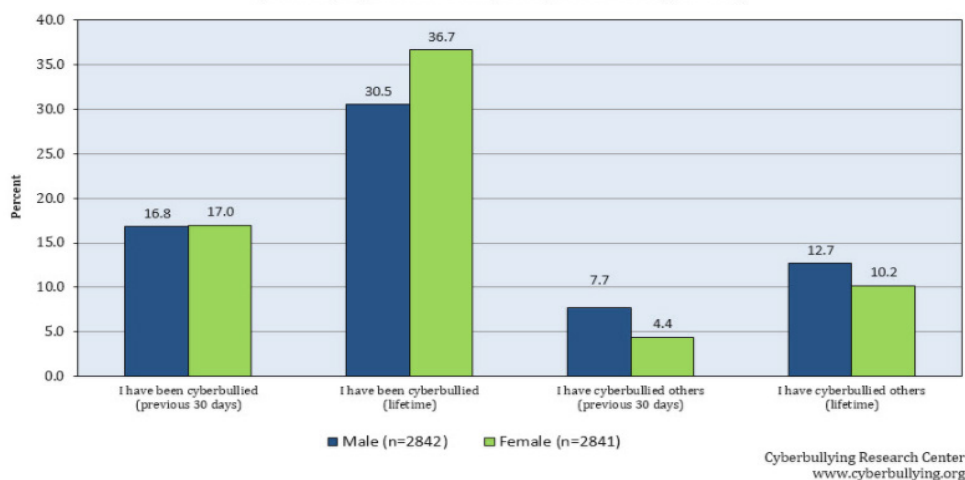


Figure 3. Cyberbullying by Gender¹⁵

sample, boys were significantly more likely to report cyberbullying others during their lifetime (12.7% vs. 10.2%) and in the most recent 30 days (7.7% vs. 4.4%). The type of cyberbullying tends to differ by gender; girls were more likely to say someone spread rumors about them online while boys were more likely to say that someone threatened to hurt them online. This was the first sample we have collected where boys reported significantly more involvement in every type of cyberbullying offending behavior we asked about (results not shown in the chart). In the past, this has varied by type of behavior.¹⁵

CYBERBULLYING WARNING SIGNS

Cyberbullying impacts at least one out of every five middle and high school students. Many of those who experience it don't tell anyone. If a child displays any of these signs, he or she might be involved. However, not all youth who are cyberbullied or who cyberbully others will display these signs, and some who do show these signs may have other problems in their lives that should be addressed.¹⁶

A Child may be a target of cyberbullying if he or she;

- Unexpectedly stops their device
- Appears nervous or jumpy when using their device
- Appears uneasy about going to school or outside in general
- Appears to be angry, depressed, or frustrated after going online
- Is oversleeping or not sleeping enough
- Becomes abnormally withdrawn from usual friends and family members
- Shows increase or decrease in eating
- Seems regularly depressed
- Makes passing statements about suicide or the meaningless of life
- Loss interest in the things that mattered most to them
- Avoid discussions about what they are doing online

- Frequently calls or texts from school requesting to go home ill
- Desires to spend much more time with parents rather than peers
- comes unusually secretive, especially when it comes to online activities

A child may be cyberbullying others if he or she;

- Quickly switches screens or hides their device when you are close by
- Uses their device(s) at all hours of the night
- Gets unusually upset if they can't use their device(s)
- Laughs excessively while using their device(s) and won't show you what is so funny
- Avoids discussions about what they are doing online
- Seems to be using multiple online accounts or an account that is not their own
- Is dealing with increased behavioral issues or disciplinary actions at school (or elsewhere)
- Appears overly concerned with popularity or continuing presence in a particular social circle or status
- Demonstrates increasing insensitivity or callousness toward other teens
- Starts to hang out with the "wrong" crowd
- Demonstrates violent tendencies
- Appears overly conceited as to their technological skills and abilities
- Is increasingly withdrawn or isolated from the family

PREVENTION

A growing movement is spreading amongst students, teachers, parents, educators, and mental health practitioners to prevent cyberbullying. This Top Ten List provides specific guidance for those in the school system to reduce the vulnerability of students to online harassment.¹⁶

1. Formally assess the extent of the problem within the school district by collecting survey and/or

interview data from your students. Once you have a baseline measurement of what is going on in school, specific strategies can be implemented to educate students and staff about online safety and internet use in creative and powerful ways.

2. Teach students that all forms of bullying are unacceptable, and that cyberbullying behaviors are subject to discipline. Students need to know that even a behavior that occurs miles away from the school could be subject to sanction if it substantially disrupts the school environment or interferes with the rights of other students at school.
3. Specify clear rules regarding the use of the internet, computers, and other electronic devices. Acceptable Use Policies tend to be commonly placed in school districts, but these must be updated to cover online harassment. Post signs or posters in school computer labs, hallways, and classrooms to remind students to responsibly use technology.
4. Use peer mentoring – where older students informally teach lessons and share learning experiences with younger students – to promote positive online interactions.
5. Create a comprehensive formal contract specific to cyberbullying in the school's policy manual, or introduce a formal "honor code" which identifies various forms of bullying as examples of inappropriate behaviors.
6. Consult with the school attorney before incidents occur to find out what actions can or must take in varying situations.
7. Teach social and emotional learning skills. Research shows that teaching students how to more effectively manage their emotions and relationships with others can be useful in preventing interpersonal conflict. Encourage social awareness and self-management.
8. Cultivate a positive school climate, as research has shown a link between a perceived "negative" environment on campus and an increased prevalence of cyberbullying amongst students. In general, it is crucial to establish and maintain a school climate of respect and integrity where

violations result in appropriate sanction. Also, include students in policy decisions regarding technology.

9. Educating community. Utilize specially-created cyberbullying curriculum, or general information sessions such as assemblies and in-class discussions to raise awareness amongst youth. Invite specialists to come talk to staff and students. Send information out to parents. Sponsor a community education event. Invite parents, grandparents, aunts, uncles, and any other relevant adult. Bribe if necessary.
10. Designate a "Cyberbullying Expert" at your school who is responsible for educating him/herself about the issues and then passing on important points to other youth-serving adults on campus.

When victims of cyberbullying share their distress, they typically reach out to friends. Victims are encouraged to seek help. However, many youths are reluctant to reach out for assistance from parents, teachers, and school counselors. Several studies also report that victims hardly ever reach out to teachers. With the exception of text messaging, much cyberbullying occurs outside of school, and youths may not see a reason to inform school authorities. Furthermore, as cell phone use is usually prohibited during school hours, students are less likely to report a cyberbullying incident to adults at school, fearing that their cell phone might be taken away. found that female students were more likely to view cyberbullying as a serious problem at their schools. Therefore, they are more likely to inform adults when they are cyberbullied, compared to male students. There are important implications to prevent further cyberbullying incidents in this highly technologically interrelated world. A potential first step is to raise an awareness, especially amongst parents and teachers, along with the general public. Cyberbullying prevention should be included in school antibullying policies, so that teachers and school counselors have opportunities to be well informed and trained how to be helpful. Cyberbullying disrupts the rights of students to be secure in an educational environment and school officials have the responsibility to make

every effort to prevent cyberbullying. It is never justified to ignore complaints, even when it does not take place on school grounds.

SUMMARY

Most generally, the term *bullying* is equated to the concept of harassment, which is a form of unprovoked aggression often directed repeatedly toward another individual or group of individuals. However, bullying tends to become more insidious as it continues over time and may be better equated to violence rather than *harassment*. Cyberbullying is defined as a willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices. These elements include the following willful, repeated, harm, computers, cellphones and other electronic devices. Cyberbullying impacts at least one out of every five middle and high school students. Many of those who experience it don't tell anyone. If a child displays any of these signs, he or she might be involved. However, not all youth who are cyberbullied or who cyberbully others will display these signs, and some who do show these signs may have other problems in their lives that should be addressed. Cyberbullying prevention should be included in school antibullying policies, so that teachers and school counselors have an opportunities to be well informed and trained how to be helpful.

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