Cyberbullying Behavior in High School Students In Jakarta

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Abstract - **The purpose of this study is to test the influence of emotional intelligence, narcissism superiority dimension, exhibitionism, entitlement, authority, exploitativeness and Self-Sufficiency, parenting patterns of authoritarian dimension, authoritative and permissive and gender to cyberbullying actions in high school students in Jakarta. The sample in this study amounted to 412 students consisting of three SMAN in Jakarta. The measurement scale used consists of the cyberbullying questionnaire/CBQ (Smith, 2006), the Emotional Intelligence scale by Mayer and Salovey (1990), the Narcissistic Personality Inventory (NPI) scale compiled by Raskin and Terry (1988), and the Parental Authority Questionnaire (PAQ) by Buri (1991). Test the validity of the measuring instrument using confirmatory factor analysisi (CFA) method, while for analysis using Multiple Regression Analysis. The results showed that all variables studied had a significant effect on cyberbullying behavior with a variance proportion of 10.4%, while the rest was influenced by other variables outside the study. Meanwhile, the results of each variable analysis separately showed that superiority variables, authoritative parenting patterns, permissive and gender foster patterns had a significant effect on cyberbullying, while eleven other dimensions, namely emotional intelligence, exhibitionism, entitlement, authority, exploitativeness, Self-Sufficiency and authoritarian parenting patterns had no significant effect on cyberbullying behavior.**

KEYWORDS-CYBERBULLYING, EMOTIONAL INTELLIGENCE, NARCISSISM, PARENTING PATTERNS.

I. INTRODUCTION

Cyberbullying is a bullying behavior that is rife among adolescent internet users. Cyberbullying is an act that is deliberately carried out by groups or individuals using electronic media and directed at others who are considered weaker. Cyberbullying is depicted by intimidation and harassment of others using electronic technology, especially mobile phones and the internet (Smith, Steffgen, &Sittichai, 2013).

The results of a survey conducted by EU Kids Online from 2010 to 2014 in seven European countries (Belgium, Denmark, Italy, Ireland, Portugal, Romania, and the United Kingdom) about the risk of social media use increased the behavior of receiving hate messages from 13% to 20% and traditional bullying became cyberbullying from 7% to 12% (Hasebrink, 2014).

Cyberbullying according to the American Psychological Association (APA) is verbally abusive behavior such as threatening or harassing someone through electronic or internet technology such as cell phones, e-mails, and text messages. Forms of cyberbullying are very diverse, ranging from uploading photos or creating posts that humiliate victims, making fun of victims on social networks to accessing social network accounts to threaten victims and create problems such as threats via email and creating websites to spread slander (Rifauddin, 2016).

Cyberbullying has an impact on victims such as feeling depressed, confused, guilty, scared, lonely, embarrassed, angry, sad, and feeling low self-esteem (Mishna et al., in the journal of cybertherapy & Rehabilitation, 2012). Other studies state the negative impact of cyberbullying victims is behavioral and physical problems associated with offline interpersonal sacrifice where victims will be more covered, drug and alcohol use, problems at school and with peers, physical or sexual abuse, delinquency and aggressive behavior (Tokunaga, 2010).

Cyberbullying behavior if left unwittingly will have a negative impact on the perpetrator such as prolonged feelings of guilt and inflict great harm that leads to the criminal realm if the victim does not receive for the treatment given by the cyberbullying perpetrator (Rifauddin, 2016).

Cyberbullying behavior is influenced by many factors both internal and external. This study wanted to test the influence of emotional intelligence, narcissism dimension superiority, exhibitionism, entitlement, authority, exploitativeness and Self-Sufficiency, parenting patterns of authoritarian, authoritative and permissive dimensions and gender to cyberbullying behavior in high school students in Jakarta.

II. CONCEPTUAL FRAMEWORK

A. Cyberbullying

Cyberbullying behavior is an aggressive act that is deliberately carried out by groups or individuals, using electronic media repeatedly and aimed at others who cannot easily defend themselves.

Smith et al. (2006) define cyberbullying as an aggressive act intentionally committed by a group or individual, using electronic media repeatedly and aimed at others who cannot easily defend themselves. According to Tokunaga (2012) cyberbullying is any behavior that is done repeatedly by spreading hostile or aggressive messages through electronic media by an individual or group thus causing harm or inconvenience to others.

There are several aspects of cyberbullying according to Smith (2006), namely:
- *Cyberstalking:* Sending threatening or intimidating messages against someone using electronic technology aimed at frightening others.
- *Hacking:* The act of pretending to be someone else, such as email hacking or other types of social networks aims to shame others.
- *Recording aggressions:* Carry out attacks using a mobile phone, such as recording a friend or other person without the person's knowledge.
- *Excluding an online companion:* Excommunicate a friend that should not be entered into the online group.

There are several factors of adolescents performing cyberbullying, such as internal factors, namely emotional intelligence, narcissism, revenge, jealousy, boredom and sometimes just a prank to make fun of their peers. External factors such as socioeconomic status of the family, level of parental education, family harmony, and parenting patterns.

B. Emotional Intelligence

Emotional intelligence is the assessment of emotional expression, regulation of emotions and the utilization of emotions in solving problems (Major &Salovey, 1990).

C. Narcissism

Self-admiration is characterized by a tendency toward admirable ideas, habitual fantasies, exhibitionism, being defensive in response to criticism, interpersonal relationships characterized by feelings of demand for rights, exploitativeness, and lack of empathy (Raskin and Terry, 1988).

Raskin and Terry (1988) identify six dimensions of narcissism:
- *Superiority:* The behavior of someone who feels himself or herself is greater than others and likes praise.
- *Exhibitionism:* The behavior that he be the center of attention.
- *Entitlement:* Feeling that he has the right to get the appreciation and respect of other people.
- *Authority:* The behavior is responsible for the decisions taken and the skills more than other people.
- *Exploitativeness:* The thought that the self is able to understand others, able to manipulate others, able to express themselves, feel that others like stories about him and do not feel satisfied until he gets what he wants.
- *Self-sufficiency:* Behavior that intentionally excludes someone from an online group.

D. Maternal Parenting Patterns

All the actions related to raising a child, especially with regard to the way in which parents interact with the child-his son ((Bumrind, in the American Psychologycal Association, 2007).

Baumrind (1971, in Santrock, 2011) divide the parenting into 3 types of parenting styles, which are: authoritarian parenting (authoritarian parenting), authoritative (authoritative parenting), and permissive (permissive parenting).

III. RESEARCH METHOD

A. Participant

The sample in this study were high school students in Jakarta-Indonesia, which consists of three state schools class X and XI. As for the total sample of 412 people, consisting of 261 male students (63 %) and 151 female students (37 %).

B. Instruments

- Measurement of cyberbullying using The Cyberbullying Questionnare scale (CBQ; Smith, 2006). This scale consists of 16 items which are unidimensional models. The scale of this measuring instrument uses a 4-point Likert model i.e. "very frequent" (SS), "often" (S), "almost never" (HTP), "never" (TP).

- Measurement of emotional intelligence using the Emotional Intelligence Developed scale created by Mayer and Salovey (1990). Consists of 33 items, 13 of the items come from the assessment of emotional expression, 10 items come from the regulation of emotions and 10 come from the utilization of emotions. The scale of this measuring instrument uses a 4-point Likert model, i.e. "strongly agree" (SS), "agree" (S), "disagree" (TS) and "strongly disagree" (STS).

- Measurement of narcissism using the Narcissistic Personality Inventory (NPI) scale compiled by Raskin and Terry in 1988. The scale consists of 40 items and uses a 4-point Likert model, i.e. "strongly agree" (SS), "agree" (S), "disagree" (TS) and "strongly disagree" (STS)".Identify applicable funding agency here. If none, delete this text box.

- Measurement of foster patterns using the measurement scale of the Parental Authority Questionnaire (PAQ). On this scale there are three dimensions, namely authoritarian parenting patterns, authoritative parenting patterns, and permissive parenting patterns that refer to the theory of Baumrind. Consisting of 30 items, each dimension represents 10 items. The scale of this measuring instrument uses a Likert model with 4 answer options, namely "strongly agree", "agree", "disagree" and "strongly disagree.

To test the validity of the construct of the measurement instrument in this study, the authors use the approach of factor analysis in the form of Confirmatory Factor Analysis (CFA). Testing analysis CFA is done with the help of the software LISREL 8.7.

C. Analysis

To test the hypothesis of the study, used the technique of multiple regression analysis with the help of software SPSS 21.0. This stage is used to determine the influence of independent variable on the dependent variable. There are three things that can be seen in the conduct regression analysis. First, it can be known how much (%) the influence of a given independent variable (IV) on the dependent variable (DV) by looking at the value of R-square. Second, it is unknown whether all the independent variables (IV) is being investigated have a significant effect on the dependent variable through the f test. third, see a significant whether or not the regression coefficient of each independent variable by t test.

IV. RESULT AND CONCLUSION

A. Result

The total sample in this study amounted to 412 people, 261 females or 63% and 151 men or 37% were grade X and XI students from three high schools in Jakarta.

The researchers wanted to see how big the independent variable affect the dependent variable by looking at the magnitude of the R-square. The magnitude of the R-square can be seen in the following table:

Tabel 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323ᵃ	.104	.080	8.29174

It is seen that the R^2 gain is 0.104 or 10.4%. Thus the influence of all independent variables (emotional intelligence, superiority, exhibitionism, entitlement, authority, exploitativeness, self-sufficiency, authoritarian parenting patterns, authoritative parenting patterns, permissive and gender foster patterns) on dependent variables (cyberbullying) is 10.4%, while the other 89.6% are influenced by other variables outside of this study.

After knowing the great influence of all independent variables on dependent variables, the second step is to calculate the significance of the research model with all independent variables through the F test.

Tabel 2. Anova, Effect IV on DV

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3204.474	11	291.316	4.237	.000ᵇ
	Residual	27501.157	400	68.753		
	Total	30705.631	411			

Based on table 4.8, it can be seen that the value of p (probability) on the right-most column of 0.000. With p-value < 0.05, then the hypothesis nil stating "there is No

significant influence between emotional intelligence, superiority, exhibitionism, entitlement, authority, exploitativeness and self-sufficiency, authoritarian parenting, parenting authoritative, permissive parenting, and gender against the actions of cyberbullying on students of upper secondary school in Jakarta" is denied. This means that there is a significant influence of emotional intelligence, superiority, exhibitionism, entitlement, authority, exploitativeness, self-sufficiency, authoritarian parenting, parenting authoritative, permissive parenting, and gender against the actions of cyberbullying in high school students in Jakarta.

The next step is to see which emotional intelligence, superiority, exhibitionism, entitlement, authority, exploitativeness, self-sufficiency, authoritarian parenting patterns, authoritative parenting patterns, permissive parenting patterns, and genders have significant impacts and do not predict cyberbullying are conducted t-tests.

Tabel 3. Regression coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38.979	5.912		6.593	.000
Emotional intelligence	-.065	.058	-.068	-1.126	.261
Superiority	.331	.074	.245	4.469	.000
Exhibitionism	-.069	.050	-.074	-1.376	.170
Entitlement	.117	.065	.104	1.814	.070
Authority	-.069	.061	-.072	-1.133	.258
Exploitativeness	.140	.073	.125	1.914	.056
Self-Sufficiency	-.119	.076	-.093	-1.556	.120
Authoritarian parenting patterns	.038	.054	.037	.706	.481
Authoritative parenting patterns	.147	.056	.149	2.603	.010
Permissive parenting patterns	-.144	.062	-.137	-2.331	.020
Gender	-2.659	.892	-.148	-2.980	.003

Dependent Variable: *Cyberbullying*

From the regression equation above can be concluded that from the twelve independent variables, there are four independent variables that are significant to the actions of cyberbullying where the value of p <0.005, superiority, authoritative parenting, permissive parenting and gender.

The next step is to look at the variance proportions for each independent variable. To find out the variance proportion of each independent variable, researchers do the calculation of R2 Change value by doing regression analysis one by one, this step is done to find out the magnitude of R2 Change every time adding independent variable to the regression analysis.

Tabel 4. Proporsi Varian setiap Variabel

| Model | R Square | Change Statistics | | | | |
		R Square Change	F Change	df1	df2	Sig. F Change
Emotional intelligence	.002	.002	.865	1	410	.353
Superiority	.046	.044	18.709	1	409	.000
Exhibitionism	.046	.001	.293	1	408	.588
Entitlement	.052	.006	2.583	1	407	.109
Authority	.053	.000	.118	1	406	.731
Exploitativeness	.059	.007	2.876	1	405	.091
Self-Sufficiency	.063	.003	1.337	1	404	.248
Authoritarian parenting patterns	.066	.003	1.434	1	403	.232
Authoritative parenting patterns	.074	.008	3.469	1	402	.063
Permissive parenting patterns	.084	.011	4.663	1	401	.031
Gender	.104	.020	8.881	1	400	.003

Another important thing in doing regression analysis is to test the assumption of normality of the variable residual because if it turns out there is a frequency distribution of the residuals are not normal then all the significant test that is already stated above doubt, therefore, the authors perform a normality test according to such assumptions. The results of the regression analysis that can be trusted is if the frequency distribution of the residuals follow a normal curve. If the residuals around the line of hope for a normal curve, it can be concluded that the regression equation has the distribution of the errors or residuals follow a normal curve. That is, the results of the regression equation and its interpretation trustworthy.

Here is an image of the resulting "residual plot" for "dependent variables" in this study.
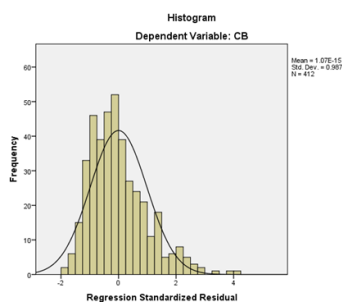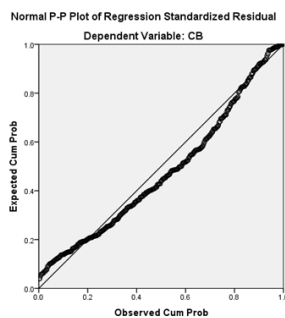

Fig.1 Residual Histogram Cyberbullying Action

Fig. 2 Residual Plot Action

Thus hypothesis testing and research with regression analysis on cyberbullying actions are acceptable because residuals are around the line of expectation for normal curves.

B. Conclusion

This study aims to look at things that affect cyberbullying in high school students in Jakarta. Based on the results of research that has been conducted, it is known that of the twelve independent variables studied there are four variables that significantly affect cyberbullying actions in high school students in South Jakarta. The four variables include superiority, authoritative parenting patterns, permissive parenting patterns, and gender.

Variable superiority has a regression coefficient is positive, meaning that the higher the score the superiority of the individual, the higher the tendency of individuals to commit acts of cyberbullying. Variable pola asuh authoritative has a regression coefficient is positive value means that the higher the parenting authoritative, the higher the tendency of individuals to commit acts of cyberbullying. Variable permissive parenting has a regression coefficient is negative meaning that the higher the permissive parenting the lower the act of cyberbullying. Furthermore, the variable of gender to show the value of the coefficient that is negative where the variable of gender using the coding is male = 0 and female = 1 shows that the boys have action cyberbullying higher than women.

Based on the regression analysis found that the act of cyberbullying which is influenced by the overall independent variables obtained results of 10.4%. The proportion of variance superiority of 4.4%, parenting authoritative by 0.8%, permissive parenting of 1.1%, and the gender by 2.0% with the assumption of 89.6% still affected person other factors.

For the development of further research when using the same variables, should look for other interesting factors to be independent variables that affect cyberbullying actions such as lifestyle, self-esteem and peer support.

It is recommended in the future research to deepen the research related to acts of cyberbullying among high SCHOOL kids with the use of path analysis and structural equation model (SEM). This is done so that the influence of the independent variable on the dependent variable can be seen more clearly and can be explained in a rational way that there are direct and indirect impacts with the path analysis are taken into account standard amends with the use of SEM.

In this study, the parenting show the different results of the theory, where parenting authoritative has the value of the regression coefficient with a positive direction, which means that if parents are increasingly being authoritative child will increasingly commit acts of cyberbullying and to permissive parenting has a value of regression coefficient with a negative direction, which means the parents being permissive child will be getting no action cyberbullying. From this study it is concluded that the role of parents is very important in the formation of the child's behavior. The difference in the results of the research with the theory that is where the children with permissive

parenting was supposed difficulty in controlling his behavior turns in this study, children with permissive parenting was able to control himself to avoid cyber bullying behavior. From the difference in the results of the research with the existing theory, the researchers expect to research further, can use a variable pattern of care for the researched back.

The advice further spread of the questionnaire carried out directly by means of visiting schools to be sampled should be very concerned about the problems of the time. The time spread of the questionnaire is very important because the researchers concluded the conditions of the students in the morning is more fit to fill in a questionnaire than in the day time, many students complained of lack of concentration and fatigue at the time of filling the questionnaire.

In further research the researcher should also ensure that the subject of research fills in accordance with the instructions that already exist, so that the results obtained are correct and more accurate.

To be able to reduce the action of cyberbullying in high school students, the researchers suggested several interventions namely in this study a significant dimension of superiority to cyberbullying actions. If students or children with excessive superiority are found parents and teachers need to improve or provide input such as deepening religious science and motivation that such behavior will have a less good affect on others. This action is done in a perventive manner to avoid cyberbullying actions performed by the child against others.

For the school it is worth doing a campaign or workshop on students with the aim of expanding knowledge and raising awareness that cyberbullying behavior has a negative impact. If the act of cyberbullying is left the victim will feel depressed and even many cases that start from bullying continue to be cyberbullying and make the victim does not want to go to school, do not want to socialize with others even to suicide.

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