ORIGINAL ARTICLE

Types of Cyberbullying Experienced by Adolescents

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ABSTRACT

Introduction: Cyberbullying consists of several types. The purpose of this study is to determine the type of cyberbullying experienced by adolescents. **Methods:** The study was conducted with a cross sectional design in in one of the high schools in the Turen sub-district, Malang district, East Java province, Indonesia. The population were teenagers in high school who used social media with purposive sampling. Data on cyberbullying was obtained using the Revised Cyberbullying Inventory which has been tested for validation ($r_{count} > r_{table} = 0,312$) and tested for reliability with *alpha Chronbach* > 0,6 (0,902). Data collection by using google form adolescents in 2 sub-districts in the Malang district, East Java province, Indonesia. Within 2 weeks according to the specified time, 237 teenagers who filled out the google form were then selected based on the completeness of the data that the teens who filled out the google form were 144. Data were analyzed descriptively presented in numbers and percentages. **Results:** From the calculation of the score of the 7 types of cyberbullying that are most often experienced by adolescents, namely Harassment with 109 (75,69%), Exclusion with 85 (59,03%), Flaming with 60 (41,67%), Cyberstalking there are 42 adolescents (29,17%), outing with 103 (33,33%), impersonation with 41 (28,47%) and denigration with 24 (16,67%). Based on these results that adolescents experience more than 2 types of cyberbullying. **Conclusion:** The types of cyberbullying most experienced by adolescents sequentially are Harassment, Exclusion, Flaming, Cyberstalking, outing, impersonation and denigration.

Keywords: Type; Experienced; Cyberbullying; Adolescents; Behavioral problems

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INTRODUCTION

Cyberbullying is an act of bullying carried out via the internet/online using information and communication technology, characterized by sending aggressive messages or embarrassing and harassing images via social media, making intimidating phone calls, impersonating the victim, recording and then sharing videos where the victim is ridiculed or being attacked, posting disparaging comments and/or embarrassing pictures on social networking sites, or intimidating or threatening someone electronically which is done repeatedly and continuously resulting in an imbalance of power between the perpetrator and the victim (1,2). Cyberbullying is recognized as a serious psychosocial problem, varying from 10% to 53% of the growing phenomenon in all age groups

of students (3) that occurs in schools around the world (4,5). Any form of cyberbullying will have a negative impact on adolescents. Cyberbullying has a significant negative impact on the welfare of children and adolescents which is expressed in negative emotions such as stress, sadness, anger, frustration, shame, loneliness, fear, mild to moderate depression, severe depression, desire for revenge and thoughts of suicide, attempted suicide (2,4,5,6,7,8).

Currently is the digital era so every teenager will be at risk of cyberbullying so that teenagers need to know the right coping strategies to deal with this phenomenon (11). In addition to the coping strategies used against cyberbullying, other strategies are needed to fight against traditional bullying (12).

Coping strategies are efforts made by individuals to adapt to stress as a result of cybebullying so that they have resistance to psychological disorders. Emotion-focused coping is emotion-centered and designed to manage negative feelings associated with

stressful events. Problem-focused coping is centered on the problem itself and is aimed at modifying and solving challenging situations. Among the various problem-focused coping strategies used to deal with cyberbullying, such as blocking the cyberbullying perpetrator's contact and direct confrontation is a very relevant strategy because it emphasizes the victim's efforts to take a tough and active position with respect to the bully (12). The results showed that 71% of victims believed that direct emotional confrontation helped and 66% of them stated that it was effective in stopping bullying. By doing confrontation, teenagers learn to recognize situations that make stress as an effort to grow and develop in having resilience (12). In this regard, it is necessary to know what types of cyberbullying are experienced by adolescents, so by knowing the types of cyberbullying, it is hoped that adolescents will be able to identify appropriate strategies to deal with cyberbullying.

MATERIALS AND METHODS

Study design
The design used in this study is descriptive with a cross-sectional approach, namely data is only taken at one time.

Population, Sampling Techniques and Samples
The population in this study were all high school teenagers in one of the high schools in Turen subdistrict, Malang district, East Java province in Indonesia who use social media. The sampling technique used was purposive sampling. The specified sample criteria are adolescents who are victims of cyberbullying (determined using the Revised Cyberbullying Inventory which consists of 21 statements), adolescents who have at least 1 social media (facebook, twitter, line, whatsapp, Instagram), adolescents who actively use social media at least 1 year.

Measurement and Data Collection Procedures
The data collection procedure was carried out using the Google form Revised Cyberbullying Inventory which consisted of 21 statements as victims of cyberbullying which were distributed for 2 weeks in July 2021. Questionnaire measurements were carried out by giving a score of 0 (never), score 1 (1 time), score 2 (2 – 3 times), and score 3 (more than 3 times). Adolescents are classified as victims of cyberbullying if the total score is more than 21. Within 2 weeks according to the specified time, 237 adolescents who filled out the Google form were then selected based on the completeness of the data, namely 144 adolescents who filled out the complete Google form. The sample was categorized as cyberbullying by adding up the scores of 21 statements and categorized into

3 categories consisting of low cyberbullying (if the score is between 22 – 35), moderate cyberbullying (if the score is between 26 – 50) and high cyberbullying (if the score is between 51 – 63).

Statistic analysis
Data analysis was performed by descriptive analysis. All data were analyzed using frequency distribution with the help of SPSS version 20. Data from descriptive analysis were presented in frequency distribution tables and narratives.

Research Ethics
The data collection process was carried out after fulfilling ethical clearance from the health research ethics commission at the Kepanjen College of Health Sciences with number 262/S.Ket/KEPK/STIKesKPJ/VI/2021.

Table I : Demographic Characteristics of Respondents

Characteristics	n	%
Gender		
Man	13	9,03
Women	131	90,97
Age		
Early Teen (15-17 Years Old)	85	59,0
Advanced teens (18-21 Years Old)	59	41,0
Class		
X	30	20,8
XI	60	41,7
XII	54	37,5
Social Media		
WhatsApp		
Facebook	144	100
Instagram	96	66,7
Twitter	87	60,4
TikTok	15	10,4
Internet Usage Duration	58	40,3
Doing Assignments		
<1 Hours	63	43,8
2-3 Hours	74	51,4
4-5 Hours	7	4,9
Communication		
<1 Hours	46	31,9
2-3 Hours	63	43,8
4-5 Hours	29	20,1
> 5 Hours	6	4,2
Entertainment		
<1 Hours	32	22,2
2-3 Hours	55	38,2
4-5 Hours	49	34,0
> 5 Hours	8	5,6
Others		
<1 Hours	60	41,7
2-3 Hours	38	26,4
4-5 Hours	37	25,7
> 5 Hours	9	6,2

RESULTS
Based on table I shows that:

1. Gender
The sex of the respondents who filled out the Google form who met the research sample criteria was more than half of the respondents, namely 131 (90.97%) female teenagers. This result relates to the characteristics of the students in the school where the research was carried out, most of whom were female. This result is in accordance with the results of the study which stated that more than half of the respondents (52%) of adolescents who were victims of cyberbullying were female (7), which means that the incidence of cyberbullying occurred more frequently in women than in men (13,14). However, there is no significant difference with regard to gender, because several other studies state that the prevalence of male adolescents who are victims of cyberbullying is higher (14) in one of Pakistan's main cosmopolitan cities (15).

2. Age
Most of the youth were in the middle adolescent stage with an average age of 15.87 years with most of them being in the 15-17 year age range, namely 85 teenagers (59%) (7.16).

3. Use of social media and duration of internet use
In table 1 it is known that one teenager has more than 2 social media and various internet uses, namely to do assignments, entertainment, communication and others with an average length of time using the internet, which is in the range of 2-3 hours per day. This means that the use of the internet in a day reaches an average of 8-12 hours. Problems related to the use of the internet and social media

Table II : Number of Respondents Who Experienced Cyberbullying

Category	n	%
Low	133	92,4
Medium	11	7,6

are related to incidents of cyberbullying victims (7,16). Based on table II, it shows that most of the respondents experienced low category cyberbullying. The low category of cyberbullying in this study was adolescents who had scores in the answers to the questionnaire between 22-35 and medium category cyberbullying, namely adolescents who had scores between 36-50.

Table III shows that the types of cyberbullying that are often experienced by adolescents are

harrashment, exclusion, flaming, cyberstalking, outing, impersonation and denigration. This is obtained from the sum of the scores for each statement according to the types of cyberbullying contained in the Revised Cyber Bullying Inventory and from the scores it can be interpreted that the higher the total score for each type of cyberbullying, the more teenagers and the more often these teenagers experience cyberbullying. From table III it can be explained that every teenager has experienced cyberbullying with more than 2 types of

Table III : Types of Cyberbullying Experienced by Teenagers

Types of Cyberbullying	Total score	n	%
Harrashment	350	109	75,69
Exclusion	240	85	59,03
Flaming	152	60	41,67
Cyberstalking	145	42	29,17
Outing	103	48	33,33
Impersonation	41	24	16,67
Denigration	92	41	28,47

cyberbullying.
DISCUSSION

Cyberbullying can be done through various media, including text messages, email, chat rooms, and on social media (10). Social media in this case is an online communication network that allows users to produce their own content and engage in social interactions with large and small communities synchronously or asynchronously (19). In this study includes WhatsApp, Facebook, Instagram, Twitter and TikTok. Common examples of cyberbullying include sending abusive messages or posting inappropriate pictures of others. Victims of cyberbullying are individuals who repeatedly experience intentional aggression, and have physical, social, or psychological characteristics that place them in a situation of power imbalance in relation to the aggressor via social media.

Based on the results of research using the Revised Cyber Bullying Inventory, there are several types of cyberbullying, namely Harrashment, Exclusion, Flaming, Cyberstalking, Outing, Impersonation and Denigration. This is in accordance with the types of cyberbullying (20). Harassment/harassment is an act of cyberbullying in the form of repeatedly sending offensive, abusive, and insulting messages sent at any time of the day and night (20). Other actions include posting messages to public forums or chat rooms where many people can get to know them. An example of exclusion is the behavior of intentionally excluding from online groups (20).

Online flaming or fights are fights using electronic messages in chat rooms, via instant messages or via e-mail using offensive language and using capital letters, pictures and symbols to add emotion (20).

In addition to the types above, this type of cyber stalking is a form of harassment in the form of repeatedly sending messages that include threats of danger or very intimidation, or engaging in other online activities that make someone fear for their safety. Messages are sent via private communications such as email or text messages (20). Outing and trickery is a form of cyberbullying forwarding personal communications such as text messages, emails or instant messages to public spaces. The purpose of this act is to share someone's secret or embarrassing information, trick someone into revealing embarrassing secrets or information and pass it on to others. Impersonation is an act of cyberbullying which is carried out by opening an e-mail or social networking account and using the person's online identity to send or post cruel or embarrassing material to or about another person. Denigration / slander is spreading information about others that is derogatory and untrue by posting it on a web page, sending it to others via e-mail or instant messaging, or posting or sending a digitally altered photo of someone.

In this study, it was not explained in detail about the types of social media and the types of cyberbullying, so the explanation is general in nature. Based on the table, the most used social media in this study are WhatsApp, Facebook, Instagram, Twitter and Tik Tok. This is in accordance with the results of research that WhatsApp is an instant messaging application that is preferred by almost all people in the world, including Israel (21). The use of social media is of course also related to the characteristics of adolescents in a particular area. This is different from other research which states that the most used social media for cyberbullying is Facebook (22) in Italy (23) Instagram (24).

In this study there were limitations, namely that information was reported from a questionnaire that had been made by researchers and was carried out on a small scale, namely only involving 1 high school so that the characteristics of adolescents could not be generalized. In this study, information is presented related to the types of cyberbullying that are often experienced by adolescents with the hope that the school will have a policy on handling victims of cyberbullying because each type of cyberbullying has an impact on adolescent victims of cyberbullying. In addition, schools need to provide education strictly related to perpetrators who are cyberbullying so that teenagers can be more careful and wise in using social media.

CONCLUSION

The type of cyberbullying experienced by cyberbullying victims will have an impact on victims, so proper education is needed for cyberbullying victims to be able to carry out strategies so that they can survive.

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