THE CORRELATION BETWEEN PERSPECTIVE-TAKING WITH CYBERBULLYING BEHAVIOR IN MIDDLE ADOLESCENT

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Abstract

Social media is one form of advancement in information and communication technology that has positive and negative impacts on adolescents. One negative impact is cyberbullying behavior. The purpose of this study was to determine the correlation between perspective-taking and cyberbullying behavior in middle adolescents. The research hypothesis is that there is a negative correlation between perspective-taking and cyberbullying behavior in middle adolescents. This research was conducted on 60 Banguntapan 2 Senior High School students, aged 15-18 years old and actively using social media. The measuring instrument used is in the form of a cyberbullying behavior scale and perspective-taking scale. The data analysis method used in this study is the analysis of Pearson's product moment. The results of the perspective-taking coefficient with cyberbullying behavior in middle adolescents are (rxy) = - 0.374 which means there is a negative correlation between perspective-taking and cyberbullying behavior in middle adolescents. From these data it can be concluded that there is a negative relation between perspective-taking and cyberbullying behavior in middle adolescents. Based on the results of this study it is known that the contribution of perspective-taking to cyberbullying in middle teens has an effective contribution of 14% to cyberbullying behavior.
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Keyword*: cyberbullying, perspective-taking, middle adolescent*

INTRODUCTION

Social media is one form of advancement in technology of information and communication. Information in any form can be disseminated easily and quickly so that it can affects the perspective, lifestyle, and culture of a nation (Sunarto, 2000). We Are Social, a British media company that collaborates with the Hootsuite service site, had research which stated that in January 2018, there were at least 130 million Indonesian people actively using social media. YouTube had the first rank (43%), while Facebook, WhatsApp, Instagram, Line, BBM and Twitter on the second to seventh rank as successively (Pertiwi, 2018).

Social media is something's fun for people who like the internet (Vydia, Irliana, & Savitri, 2014). A student from the Faculty of Nursing at Airlangga University also conducted a study and stated that as many as 83% of adolescents could not escape the use

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of social media even if only for one day (Anam, 2016). According to a survey that conducted by Markplus Insight, the marketing research company and the Marketeers, a social media online magazine, social media is often accessed by teens aged 15-22 years (Natalia, 2016).

According to the Mönks (2009) adolescents aged 15-18 years are included in the middle adolescent category. At this stage teenagers really need a lots of friends and are happy to get recognition. They had tendention to love themselves, made friends who are the same as themselves, and confused because they do not know which one is care or not, being together or alone, optimistic or pessimistic, ideal or materialist, and so on (Monks , 2009).

Social media has a positive and negative impact on its users. On the positive side, social media can provide the convenience in communication and interaction with the social environment. Its also provide opportunities for adolescents to learn so they weren't stutter with technology, in addition it can accelerate maturity, if it used wisely (Pandie & Wismann, 2016). From the negative side, social media is used by irresponsible individuals to commit fraudulent, libelous, threatening, and various behaviors that fall under the category of cyberbullying (Ramadhani, 2016).

Not all of adolescence understand how to use social media properly. In adolescence, they likes to try something new without thinking well about what will be the impact. Social media is often used by teenagers as a place to comment status or posts from the other people to get existence (Natalia, 2016).

Social media users often did the communication that will grew problems in social media, and sometimes the result of that can finished in a green table, for example the case that happened to Farah, an 18-year-old girl that being a defendant because she insulting her friend by Facebook. In 2010, the judge's verdict in Bogor District Court to Nurarafa alias Farah (18 years old) was two months and 15 days in jail with a five-month trial. In that case, Ferly Fandini as a victim reported an insult to herself carried out by Nurarafah alias Farah. At that time Farah claimed to be jealous of the closeness between her boyfriend (Ujang) and the reporter (the victim), so Farah wrote insulting words on his facebook. (Pandie and Weismann, 2016).

Teenagers are the most easily affected and still had the unstable souls. Now, social media being a part of adolescents activity, and they were easily affected, so that it attracts special attention. The absence of special requirements for people who want to make activity on social media makes them free to comment on anything. The freedom of people to use social media can causes various misuses of social media. One of the misuses of social media that being encountered lately is cyberbullying behavior (Natalia, 2016).

Williard (2005) defines cyberbullying behavior as hurting behavior by sending or uploading malicious or cruel texts / images using the internet or other digital communication devices. Smith (2008) defines cyberbullying behavior as an aggressive and intentional behavior carried

out by a group of people or individuals, who use electronic media as a link, which is done repeatedly and indefinitely on a victim who cannot defend himself. According to Wiiliard (2005) cyberbullying behavior has seven aspects, namely: 1) flaming, 2) harassment, 3) cyberstalking, 4) denigration, 5) impersonation, 6) outing & trickery, and 7) exclusion.

According to Kumparan Style (2017) data obtained by UNICEF in 2016, as many as 41 to 50 percent of teens in Indonesia in the ages of 13 to 15 years have experienced acts of cyberbullying. Some actions include doxing (publishing other people's personal data), cyber stalking (revitalization in the realm of the world that leads to stalking in the real world), revenge pom (the spread of photos or videos with the aim of revenge accompanied by acts of intimidation and extortion) and several other cyberbullying actions.

In the research conducted by Dodey, Pyzalski, and Cross (2009), the results were as follows: (1) the forms of cyberbullying behavior that were often carried out by the perpetrator were sending messages with anger-filled words continuously included in the high category (73, 33%), the forms of cyberbullying that were often experienced by victims were getting messages with angry words continuously in a very high category (90.00%). (2) The purpose of the perpetrators of cyberbullying was the prank to humiliate others 52.81%, including in the high category. (3) The impact felt by cyberbullying is a prolonged feeling of guilt that is 41.57% with a low category.

The researcher conducted an interview on Thursday, April 27th, 2018 against 6 high school students of class XI in Sewon, Bantul Yogyakarta because high school students were included in the category of middle teens. From the interviews, researchers found that they had taken actions that led to cyberbullying behavior. Forms of behavior such as ever giving rude comments on Instagram and Facebook, sending messages to mock their friends and did that repeatedly, gave a bad assessment of someone and then posted it on social media, posted an embarrassing photo of his friend, secretly borrowed an account his friend then sent words that could embarrass the account, spread the secret of his friend and then post it on Instagram. The other activity were commenting on the photo post on Instagram with rude wordssecretly, took someone's personal photos secretly and then posted them on social media, and deliberately removed their friends on the WhatsApp and line groups because they don't like them. These activities can be an an evidence that cyberbullying behavior occurs among middle teens. Teenagers should be able to use social media wisely and have good communication ethics so that cyberbullying behavior does not occur.

Research on cyberbullying behavior needs to be done because cyberbullying behavior has a greater impact than bullying because in social media it can spread so easy and fast even difficult to stop (Williard, 2007). According to Rifauddin (2016) the most frequent impact experienced by victims of cyberbullying behavior is feelings of hurt, disappointment and even depression, and the impact felt by cyberbullying is a prolonged

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feeling of guilty. According to the results of a study from the Center for Diseas Control (2015), it was revealed that adolescents involved in cyberbullying behavior (as victims & perpetrators) were more likely to experience academic problems. The adolescents will tend to have difficulty communicating or interacting with their environment, have low academic value and have high absenteeism rates in school, and school performance decreases (Beran & Li, 2007).

This research focus on cyberbullying because teenagers who are more problematic are the actors. Adolescents who did the cyberbullying behavior if it left unchecked, it will grow into individuals who tend to be aggressive, violate the law, find it difficult to establish harmonious relationships with other people and will be involved with more dangerous cybercrime (Parks, 2013). If it is not handled seriously, cyberbullying behavior will continue and more teens will be involved. This will create an unfavorable relationship for adolescents with friends as well as their environment, causing a decline in academic performance compared to their friends who are not involved in cyberbullying behavior, involved in internet abuse and influence their own skills so that adolescents cannot develop properly (Kowalski et al., 2008; Parks, 2013).

The actions of cyberbullying in adolescents can be influenced by several factors such as a) perspective-taking (Ang & Goh, 2010), b) traditional bullying (Riebel, 2009), c) personality characteristics (Kowalski, 2008), d) strains (Hinduja & Patchin , 2010), and e) the role of parent and child interactions (Marden, 2010). In interviews conducted by researchers, it was found that adolescents who have committed acts of cyberbullying assume that what they are doing is considered to be joking and is something that is normal in the environment. They don't think that it can hurt other people and even make victims feel sad and even stressed or depressed. This means that cyberbullying cannot understand the condition of others or imagine the feelings and thoughts of others when hurt. This is in line with one of the factors that influence cyberbullying, namely the lack of perspective-taking ability in middle teens.

Batson & Ahmad (2010) defines perspective-taking as understanding the thoughts and feelings of others by putting their views and thoughts in the other person's position. Batson & Ahmad (2010) share perspective-taking in two forms, namely Image-self perspective and Imagine-other perspective.

In its development, basically every teenager wants to know how to make good and safe relationships with the surrounding world, both physically and socially. Social relations is defined as "the ways individuals react to the people around them and how the relationship affects them" (Ali & Asrori, 2011). There is an ability that supports interaction with the social environment, namely perspective-taking ability (Ayu et al., 2017).

According to Feshbach (1987), perspective-taking is important to reduce cyberbullying actions. Individuals who have perspective-taking skills are expected to be able to eliminate the bad view of other people

and other groups compared to trying to emphasize these negative views. The ability to understand other people's perspectives causes an individual to realize that other people can make judgments based on their positive and negative behavior. This will cause individuals to be more aware and pay attention to other people's opinions about themselves. (Taufik, 2012). Individuals who are able to put themselves in other people's condition, they will hold themselves back from treating others badly. The individual prevents himself from committing violence either verbally or non-verbally against others. Because the individual is able to feel when he is in a victim's state. As is the case in cyberbullying, which is carried out by middle adolescents (Syahidah, 2017).

Thus, individuals who have high perspective-taking will maintain their behavior and attitudes from cyberbullying behavior to maintain the positive emotional reactions of others so as to establish respectful interpersonal relationships. Based on the explanation above, the researcher was interested in knowing whether there was a relationship between perspective-taking and

cyberbullying behavior in middle adolescents.

The purpose of this study was to determine the relationship between perspective-taking and cyberbullying behavior in middle adolescents. The benefits of theoretical research in this study are expected to contribute to the study of psychology. In addition to the domain of psychology the results of this study can also be applied in other disciplines that are still related either directly or indirectly to the problems proposed and are expected to be able to solve or find solutions to the same research problems. Practically the results of this study can be made as reference material or material to prevent the occurrence of cyberbullying behavior.

Research Hypothesis

There is a significant negative relationship between perspective-taking and cyberbullying behavior in middle adolescents. Where middle teens have high perspective-taking, cyberbullying behavior will be low. Conversely, the lower the ability of perspective taking in middle adolescents, the cyberbullying behavior will be high.

METHOD

The variables in this study consist of dependent variables namely cyberbullying behavior and independent variables namely perspective-taking. Furthermore, the respondent of this research were 60 students (19 boys and 41 girls) of Banguntapan 2 Senior High School, aged 15-18 years old and actively using social media.

The research data was collected using two measuring instruments : (1) Cyberbullying Behavior Scale and (2) Perspective-taking Scale. On the scale of cyberbullying behavior which amounted to 42 items with a subject of 75 people, the results of the reliability coefficient were 0.899 with 32 valid items. While on the Perspective-taking scale, which numbered 32 items with a subject of 75 people, the results of the reliability coefficient were 0.944 and there were no fall items.

Data analysis that used in this study was the analysis of relationships or correlations used to determine the relationship between two variables, namely predictor variables and criteria variables. Correlation analysis that used in this study is product moment analysis from Karl Pearson because this study aims to uncover the relationship between perspective-taking as a predictor variable (X) and cyberbullying behavior as a criterion variable (Y) (Azwar, 2015). Data analysis using the MS Windows Release 17.0 SPSS (Statistical Package for Social Science) program.

RESULTS AND DISCUSSION

Based on the analysis, its obtained the categorical score for the subject's answer.

The classification of the subject answers to each variable are:

a. Cyberbullying Behavior

The behavior score categorization results can be seen in the table below:

Cyberbullying Behavior Categorization Score

Categorization	Amount	Percentage
High	1	1,7 %
Moderate	6	10 %
Low	53	88,3 %
Amount	60	100%

The results of the categorization of cyberbullying behavior indicate that the subject who included in the high categorization was 28 persons (46,7%), the subject who included in the moderate catergory was 31 persons (51,6%), while the subjects with low category was 1 person (1,7%). From these results it can be concluded that the subjects of research had a level of cyberbullying behavior from low to high.

b. Perspective-taking

The results of the Perspective-taking score categorization can be seen in the table below:

Perspective-taking Score Categorization

Categorization	Amount	Percentage
High	28	46,7 %
Moderate	31	51,6 %
Low	1	1,7 %
Amount	60	100%

The categorization of perspective-taking results showed that the subjects who entered the high category were 28 people (46.7%) subjects with the moderate category as many as 31 people (51.6%) and those in the low category as many as 1 person (1.7%) From these results it can be concluded that the subjects studied had moderate to high levels of persuasive-taking ability.

The research data were analyzed using the product moment correlation technique from Karl Peason to test the hypothesis. Before the product moment correlation analysis was carried out to test the hypothesis, the requirements test was first made consisting of the normality test and linearity test (Hadi, 2016).

The results of the normality test of the cyberbullying behavior variable obtained by KS-Z were 0,000 with p <0,050. These results mean that the cyberbullying behavior variable had an abnormal distribution distribution. However, based on the empirical experience of some statisticians, data with more than 30 digits (n> 30), it can already be assumed to be normally distributed. Usually said to be a large sample (Hadi, 2016). So that the cyberbullying variable can be assumed to be normal because the data taken is 60. The test results of the perspective-taking variable normality obtained by KS-Z are 0.052 with p> 0.050. This means that the perspective-taking variable has a normal distribution of distribution.

The linearity test of this research data uses test of linearity. The linearity test results show that the relationship between perspective-taking and cyberbullying behavior variables has a linear relationship. This was indicated by the obtained F value of 18.430 and p = 0.000 (p> 0.050).

Based on the results of the product moment correlation analysis, the correlation coefficient between perspective-taking and cybelbullying in middle adolescents was obtained by rxy = -0,374 (p = 0.002), so the hypothesis was accepted. The coefficient of determination received is 0.140, this indicates that perspective-taking contributes to cyberbullying behavior in middle adolescents by 14% and the remaining 86% due to other factors. Other factors that influence such as traditional bullying, gender, culture and internet use (Li, 2010).

Discussion

The result of the correlation was = -0,374 (p <0,050) indicating a significant negative relationship between perspective-taking and cyberbullying behavior. Thus the hypothesis that shown the significant negative relationship between perspective-taking and cyberbullying behavior in middle adolescents can acceptable. So the higher the ability of perspective-taking in middle adolescents, the cyberbullying behavior will tend to be low. Conversely, the lower the ability of perspective-taking, the cyberbullying behavior tends to be high in middle

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adolescents. This is in line with the research conducted by Setianingrum (2015) which found that perspective taking negatively has a significant influence on cyberbullying behavior which means that the lower the level of tendency to spontaneously take other people's perspectives, the higher cyberbullying behavior.

Perspective-taking is the ability to distinguish one's own point of view (thought-self perspective), with others (imagine-other perspective) (Batson & Ahmad, 2010). Middle adolescents who have the ability to Image-Self Perspective will be able to imagine themselves in the position of someone who is a member of a group. They will think first to do something and think twice about taking actions that can hurt others such as saying rude to others, insulting, mocking, spreading slander and even threatening. Middle adolescents behavior that have the ability to image-self perspective can put themselves in the shoes of others, they will feel sad if other people suffer, they will entertain others when they were sad and try to understand the situation of others.

Middle adolescents who had the ability to image other perspectives were expected to be able to eliminate the bad view of others and other groups compared to the effort to emphasize these negative views (Batson & Ahmad, 2010) so that they can prevent them from cyberbullying. These adolescents will be able to deduce the mental states of others, understand their perspectives, and can also interpret and predict the subsequent behavior of others so that they will not make others disappointed, upset or cry by hurting others, ridiculing or humiliating others or doing other

forms of cyberbullying because they can feel if this happens to themselves.

Reviewing the results of the following research, the mechanism of perspective-taking capability towards cyberbullying behavior in adolescents can be illustrated in that young adolescents who have low perspective-taking tend to intimidate others whom they consider easier. This is related to the pain suffered by his friend, therefore teenagers do cyberbullying. Middle adolescents are unable to empathize, causing them to be less able to see the other person's point of view, recognize the feelings of others and adjust their concerns appropriately which in turn causes them to commit acts of violence or cyberbullying to people or victims (Rachmah, 2014).

Ang & Goh (2010) in his study stated that low perspective taking influenced the high level of cyberbullying behavior in adolescent girls and boys. Crick (1995) also found that children who do cyberbullying cannot take the perspective of others or have low perspective taking skills, and this contributes to increasing cyberbullying behavior.

Based on the results of the categorization of cyberbullying behavior in high categorization there are 1 person (1.7%) people, while the subjects with the moderate category were 6 (10%) and subjects with the low category were 53 people (88.3%). In general, the subject of research has a level of cyberbullying at a low level, which means that in the research carried out most subjects did not carry out forms of cyberbullying. But there are some behaviors that have been done by subjects such as mocking their friends in online groups, making posts about the ugliness of their friends by posting bad photos of their

friends, indulging in disgrace, giving rude comments on social media, and spreading gossip in online groups.

The categorization of perspective-taking results showed that the subjects who entered the high category were 28 people (46.7%) subjects with the moderate category as many as 31 people (51.6%) and those in the low category as many as 1 person (1.7%) Based on these data it can be concluded that the subject of the study had the ability to take perspective-taking at a moderate to high level which means that the subject had been able to imagine himself when it was in someone else's position. The subject was able to accept the point of view of others, was able to accept the opinions of others, was able to understand other people, was able to place themselves, and respect each other in relationships with others. This was what causes cyberbullying behavior that is not found much in the subject of this study because most of them have moderate perspective-taking skills that tend to be high.

CONCLUSION

Based on the research and discussion that has been done, it can be concluded that there is a negative relationship between perspective-taking and cyberbullying behavior in middle adolescents. The lower the perspective-taking, the higher the cyberbullying behavior. Conversely, the higher the perspective-taking, the lower the cyberbullying behavior.

Perspective-taking contributes to cyberbullying behavior in adolescents by 14% and the remaining 86% is caused by other factors.

Suggestions for adolescents, researchers hope that all young adolescents can develop perspective-taking abilities and for young adolescents who already have good perspective-taking skills in order to maintain this and can maintain ethics in communication so that cyberbullying behavior is avoided.

Suggestions for parents of this material can be used as knowledge to improve the role of parents in monitoring and interacting with children so that positive relationships are established. Parents can also shape positive behavior and characteristics of children so that negative behaviors such as cyberbullying behavior can be avoided.

Suggestions for future researchers who want to examine a similar theme, namely cyberbullying, are expected to look for other variables besides perspective-taking that can influence behavior such as traditional bullying, gender, culture and internet use (Li, 2010). In addition, when retrieving data, researchers should be able to build trust or building report cards to the subject so that the subject can carry out the items given honestly according to the conditions of the subject.

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