Empowering Secondary Students to Overcome Cyberbullying through Peer-Helper Training

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Abstract

The number of cyberbullying cases in Indonesia is one of the highest in the world. Cyberbullying could impact the victims to have low academic motivation, depression, and suicidal thoughts. Most of the cyberbullying victims are high school students. Therefore, the training is designed to provide student knowledge about forms, characteristics, and the negative impacts of cyberbullying, so that students can overcome the impact. The training used a single-group pretest-posttest design, in which participants' knowledge and attitude were measured before and after training was delivered. The module contains two main topics: knowledge of cyberbullying, and how to make friends in a digital environment safely. As much as 60 students participated in the training. The result showed that there is an increasing score from pre-test to post-test (from 7.13 to 72). It can be concluded that the contents of the training could increase participants' knowledge regarding cyberbullying.

Keywords: cyberbullying; high school students; peer-helper; small-group sessions; training

INTRODUCTION

The development of internet technology has changed various aspects of individual lives. Various activities carried out by the society in using the Internet, including communicating with each other, getting information, exchanging information, as a place for business, and providing actual news. According to a survey conducted by the Indonesian Internet Service Providers Association in 2016, 97.4% of Indonesians use the Internet to access social media (APJII, 2017)

Social media is a group of internet-based applications built based on the ideological and essential technologies of Web 2.0, allowing the creation and exchange of artificial content on users (Kaplan & Haenlein, 2010). According to a survey conducted by Yahoo and Taylor Nelson Sofres among social media users in Indonesia showed that the most significant social media users in Indonesia as many as 64% are teenagers aged between 15-19 years, while in the second rank is occupied by users aged 20-24 years with as much as 42%. The social me-

dia usually owned by teenagers are Facebook, Twitter, Instagram, and Line (Utami, 2014).

Unfortunately, the Internet does not always contain material that is safe and positive to be accessed. Many teenagers in Jakarta are exposed to harmful content on the Internet, such as sexual content, violent content, and hate content such as cyberbullying and hate speech (Luthifa et al., 2019).

Cyberbullying defined as an act of repeating, aggressive, hurting, and attacking others by creating an imbalance of power (Dehue, 2013). Cyberbullying activities generally involved cell phones and social media (Dooley et al., 2009). One of the characteristics of cyberbullying is that they do not require a physical environment to occur. It can occur at any time, even outside school hours of students.

The incidence of cyberbullying in Indonesia is relatively high. According to a survey from Ipsos (2011), 53% of people know that cyberbullying occurs in their environment. This number is the highest compared to 23 other

countries surveyed. Similar research (Safaria et al., 2016) also mentioned that the rate of cyberbullying among adolescents in Indonesia was relatively high. The high rate of cyberbullying in Indonesia is caused by the lack of knowledge among teenagers about the appropriate behavior of using the Internet with safety. According to Rifauddin, 2014, only 42% of adolescents are aware of the risk, and 13% have been victims of cyberbullying during the previous three months.

Cyberbullying itself can occur in several forms (Willard, 2007), such as 1) flaming, which is the act of posting anger, abusive, and vulgar material through online groups, emails, or other electronic devices. 2) Online harassment sends messages that repeatedly attack through email, social media, or other electronic devices, 3) Outing, which is the behavior of displaying material related to victims that contain sensitive, private, and embarrassing information on the victim.

The impact of cyberbullying can endanger the mentality of its victims, such as increasing social anxiety (Juvonen & Gross, 2008)bullying is no longer limited to schools. The goal of the current investigation was to examine the overlap among targets of, and the similarities between, online and in-school bullying among Internet-using adolescents. Additionally, a number of common assumptions regarding online or cyberbullying were tested. METHODS: An anonymous Web-based survey was conducted with one thousand four hundred fifty-four 12- to 17-year-old youth. RESULTS: Within the past year, 72% of respondents reported at least 1 online incident of bullying, 85% of whom also experienced bullying in school. The most frequent forms of online and in-school bullying involved name-calling or insults, and the online incidents most typically took place through instant messaging. When controlling for Internet use, repeated school-based bullying experiences increased the likelihood of repeated cyberbullying more than the use of any particular electronic communication tool. About two thirds of cyberbullying victims reported knowing their perpetrators, and half of them knew the bully from school. Both in-school and online bullying experiences were independently associated with increased social anxiety. Ninety percent of the sample reported they do not tell an adult about cyberbullying, and only a minority of participants had used digital tools to prevent online incidents. CONCLUSIONS: The findings have implications

for (1, lowering self-esteem, and causing depression (Campbell et al., 2013)anxiety, lower self-esteem and social difficulties, there has been little research attention paid to the mental health of students who cyberbully. It is known that students who traditionally bully report they feel indifferent to their victims, showing a lack of empathy and that they themselves are at increased risk for psychosocial adjustment. However, there is scant research on the mental health associations for students who cyberbully or their awareness of their impact on others. The current study sought to ascertain from Australian students who reported cyberbullying others in school years 6 to 12 (10–19 years of age. Consider the magnitude of the incidence and impact of cyberbullying, it is necessary to design an intervention to deal with this problem. The current project gives intervention in counseling about what cyberbullying is, its form, its impact, how to prevent it, and how to handle cyberbullying given to middle school-age adolescents.

The high incidence of cyberbullying shows that only a few teenagers understand the form and impact of cyberbullying, and not much of them put the concern to overcome or prevent the occurrence of cyberbullying. Ignorance is also one of the problems experienced by middle school adolescents in DKI Jakarta, including Central Jakarta (Komalasari et al., 2012). Thus this becomes the problem that underlies organizing this project. In previous literature, various forms of intervention had already done to prevent cyberbullying. One of the projects includes video games intervention (Garaigordobil et al., 2018), where respondents intended to be more aware of various forms of cyberbullying behavior, and learn what actions they should take to prevent and deal with the situation, what they should do when seeing other people become victims, and many more.

Other forms of intervention that have a somewhat effective result are increasing student digital literacy, conditioning the culture in supportive schools, and training parents. Indonesia has a reasonably high rate of cyberbullying, but few interventions have been carried out directly targeting adolescents and creating peer training programs. (Komalasari et al., 2012).

Therefore, this activity is designed to provide teenage peers with an understanding to handle and prevent cyberbullying incidents concerning themselves and those around them. Also, high school students should attend this training because they can act as trusted peers

for their peers who become the victims of cyberbullying. Peers have an essential role in being involved in cyberbullying prevention activities. Some of the advantages of providing peer education to prevent cyberbullying for students, according to Myrick et al. (1995), are students being more sensitive to the rights of others and care to defend the right of others.

This intervention program aims to provide the middle school students in Central Jakarta the knowledge about the form, impact, how to prevent, and handle cyberbullying. By having this knowledge, they will have the concern to overcome cyberbullying problems experienced by them or those around them. To the best of the researchers' knowledge, there is no peer training program to become a counselor agent for colleagues who are victims of cyberbullying in Indonesia. Thus, this research will bring novelty in the intervention efforts for cyberbullying victims, especially in Indonesia.

METHOD

The activity was designed to be completed in 5 hours of training, consisting of lecture, discussion, and group activities. The tools and materials used to support the implementation of this activity are training modules, activity sheets, and office stationeries (ATK) such as markers, colored pencils, paper, pens, and etcetera.

The training module was adapted from the module "Peer to Peer Manual: Healthy Relationships, Sexual Health, Drug Abuse, and Internet Safety (A Peer Mentoring Guide)" designed by Kwantlen Polytechnic University with the Surrey Schools in Leadership in Learning (Choi, La, & Bickle, 2019). The consideration to choose this module is because the original module has a relatively comprehensive range of material and is quite easy to be understood by the target respondents who are all teens. The material provided during the training was

1. Understanding of cyberbullying (definition, form, characteristics of victims, impacts);
2. Cyberbullying treatment and prevention measures (preventive measures so as not to become victims, actions could be taken if they become victims, actions that can be taken to help friends); and
3. way to establish healthy friendships on the Internet.

The techniques used to deliver the content are lectures, group discussions, and designing cyberbullying prevention campaigns.

Participant

This training was attended by middle school-age youth in Central Jakarta. The number of participants who took part in this activity was 60 people. Participants were invited through publications distributed through the Central Jakarta Counseling Guidance Teacher Consultation (MGBK).

Evaluation Tools

Evaluation tools consist of two types of questionnaires: an attitude questionnaire to measure participant evaluations of the implementation of the training and a knowledge questionnaire to measure changes in trainees' knowledge between before and after the training is held (Kirkpatrick & Kirkpatrick, 2019).

The attitude questionnaire consisted of questions evaluating the participant's satisfaction with the facilities and infrastructure during the training, the clarity of the lecture content, the delivery mastery of the speaker, the time organization, and the perception of benefits of the training for the participants. The answer alternatives for attitude questionnaire are ranging from 1-4, with 1 = very dissatisfied to 4 = very satisfied.

The knowledge questionnaire consisted of ten questions with four alternative multiple choice answers, which contained questions about cyberbullying material. The questions sample of this questionnaire displayed in Table 1. The results of filling out the knowledge questionnaire given before the training indicate their initial knowledge about cyberbullying, while the results of filling out the knowledge questionnaire after training measures how much knowledge participants get from the training.

Indicator of Success

Indicator of success of the training seen from the results of the two types of questionnaire completion. Proper training administration arrangements are seen when the mean score of attitude questionnaire results is above three. The increase of knowledge among participants seen from the increased score of knowledge questionnaire completion, before and after the training.

Data Analysis Techniques

The data analysis used in the evaluation phase is the T-Test statistical technique. This technique is used to assess whether there is a significant increase between scores before and

Table 1. Example questions of knowledge questionnaire

Questions	Answer Alternatives
The correct statement about the difference between cyberbullying and bullying, in general, is	Cyberbullying only occurs in urban environments. Cyberbullying occurs on the Internet. Cyberbullying is generally unintentional. Cyberbullying has a few adverse effects.
When teenagers/students experience cyberbullying, they will tend to tell their experiences to like this.	Friend Teacher Parents
An example of cyberbullying behavior is ...	Write on social media. Deliberately spreading photos of classmates with unattractive poses on social media. Block the accounts of classmates you do not like and share them with other friends. Ask to meet someone on social media. Take photos of favorite artists from social media accounts to be used as personal mobile wallpapers.

after training. The test is run using SPSS statistical application.

RESULT AND DISCUSSION

There is documentation of training. At the end of the session, participants were instructed to design a campaign to prevent cyberbullying. They were provided with stationery to design the campaign—some documentation of the campaigns presented in Figure 1.

Figure 1. Campaign Design of Cyberbullying

Evaluation of Training Outcome

Based on the knowledge evaluation questionnaire, participants showed an average score of 7.13. The score reflects that participants already have adequate knowledge about cyberbullying. During training, several participants responded to the trainer question that they still had not shown a proactive attitude in preventing cyberbullying in their environment. Therefore, the trainer encourages participants to be more sensitive to cyberbullying that occurred around them.

The trainer also explained any actions that participants could do to overcome cyberbullying cases around them. The knowledge is based on a suggestion from Smith (2016) that stated in reducing bullying, educators should emphasize building positive relationships and active participation among students. Another result also emphasizes that students need to be taught to be more concerned about bullying around them, and that ignorance was one of the reasons why the bullying culture continued (Finne et al., 2018).

After training, the results of the post-training questionnaire showed a score of 7.2. It can be concluded that there was an increase in scores between before and after the training was given. However, based on the T-Test analysis, the score's increase was not significant since it had a correlation significance value above the significance level of 0.05.

The cause of the score increase is not significant because, in general, the participants' initial knowledge about cyberbullying was already sufficient. Thus, to ensure that this training impacts positive in attitudes or behaviors, further training evaluation can consider additional evaluations, such as attitude evaluations or behavioral evaluations. The time interval between pre and post-test could be conducted several days after training. After a few days, the measurement of post behavior is based on Latimier et al. (2019), which states that after training, significant behavioral changes could

be seen several days after training. Besides, up-coming cyber-bullying training can consider in shaping some essential skills, such as coping skills (Adriaanse et al., 2011), problem-solving skills, and sense of control (Skrzypiec et al., 2011). These skills are considered as essential skills for adolescents to avoid bullying.

Evaluation of Training Delivery

The training provides activities to reduce bullying by emphasizing building positive relationships through peers. Active participation in caring more about bullying around. Cyber-bullying training can also be done by following and getting training informing some coping skills, problems, and a sense of control as essential skills for adolescents to avoid bullying. This study provides new information that is particularly relevant to studies of cyberbullying during adolescence. On the one hand, providing valuable information about youth training and resource persons and approaches can reduce discomfort and avoid contact in most social situations—changes in bullying and victimization for peer educators and other students in the experimental classroom. The results showed a significant reduction in bullying, and victimization, among peer educators and other students in the experimental class.
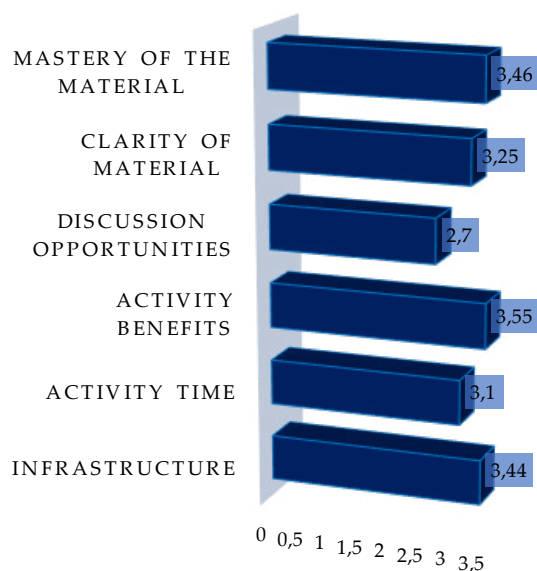

Figure 3. Training Evaluation

As seen in Figure 3, five of the six evaluation aspects have a score above three, namely, infrastructure, activity time, activity benefits, clarity of the material, and mastery of the material. There is one aspect with a score below three, discussion opportunities, with a score of

2.92. It is assumed that the aspect gets a lower score because of the limited training time. The low score was supported by the qualitative response of the participants' training to be delivered over a longer time.

CONCLUSION

This training has succeeded in increasing participants' knowledge about cyberbullying, supported by the existence of a campaign and the existence of education and evaluation to assess changes in attitudes or behavior in similar training in the future. Outcomes from training can improve skills, including problem-solving and controlling feelings to avoid bullying.

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