

Developing a Positive School Climate to Reduce Aggression and Cyber Aggression of Student in Social Media

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ABSTRACT

School as a formal educational institution always seen as the key to ensure the development of behavior and personality of students, so it must in accordance to the norms and order of the community where the students are being raised. Meanwhile it has been functioning an anti-social behavior reducer in social interactions such as violent conflicts, aggressions, or intimidations between individuals in their social groups. Several research findings explained positive school climate was found an increase of student's involvement among their peers, and also reduces aggressions among students during their interaction, this result could be seen in both traditional aggression and cyber aggression or violence in cyberspace.

Keywords: *School climate, aggression and cyber aggression*

1. INTRODUCTION

School as second institution after the family in student's life, had aim to develop student's potential and behavior as a society member. Its well known, today's students had spent bigger part of their time at school than what they spent at home to interact with people. According to the Indonesian Ministry of Education and Cultural Regulation No. 103/2014 about learning, the school considered as part of the community that provides planned learning experience. Schools are the place where the student develop attitude knowledge, and skills to be applied in community, both at home and also at school (Menteri Pendidikan Kebudayaan dan Republik Indonesia, 2014).

Learning process took place through face-to-face activities in class, structured activities, and independent activities, aim to develop pupils potentials and been able to aquire abilities to live as individuals and citizens who are faithful, productive, creative, innovative, effective, and able to contribute to life society, nation, state, even in international relations with the principle of humanity. As a learning organization, school must be sensitive to social change and be able to adapt to the community needs and demands. All activities in school must be controlled and led to develop behavior into better direction. Schools as learning organizations must always be open to learning so that the involvement of school personnels dominantly in creating effectiveness of instructional programs conducted at the school can be

achieved (UNESCO, 2015; Wintersteiner et al., 2015; Tawil & Educational, 2017).

Students' experiences at school enrolled as a base of the successful transition process through their developmental stages from childhood into adolescence and so into adulthood. School as formal educational institutions where children or students learn to negotiate and renegotiate their relationships, self-image and learn to be a free being. School must be a place where children integrating interpersonal abilities, to find and filter strength and struggle for the possibilities of something that hurts them (Lone & Israeloff, 2012). Thus, school should be a provider of a safe environment for children to develop academics, relationships, emotionals, and behaviors. A psychologically healthy school environment must be one that can supports student learning, development, and well-being that provides a sense of security and comfort and supports the social and emotional development for students. In a healthy school, students and educators found respective and supportive manners and atmospheres. Psychologically healthy school require positive school climates that could support socials and emotionals development of students and adults, by developing mutual respect, reducing injustice and prejudice, and prevention of interpersonal violences, such as aggressions and bullying including aggressive behavior in cyberspace (Cross et al., 2016).

Research on adolescent cyberspace aggression has become a trend in recent years, as a result of the

widespread use of smartphones and Internet access among young people, other phenomena have emerged, cyber aggression, cyberbullying, victims of cyberspace and other. Virtual bullying is characterized by the use of electronic contact forms, such as phone calls, text messages, pictures / video clips, e-mails, chat rooms, instant messages, websites, which allow the offender to remain anonymous and intensify feelings of discomfort towards victims. Cyber aggression can take the following forms on fire such as online fights using electronic messages with angry and vulgar language, harassment is the behavior of repeatedly sending messages that are insulting, cyberstalking is repeated and intense harassment and humiliation that includes threats or creates significant fears, defamation is spreading rumors online, sending or posting gossip about someone to damage their reputation or friendship, imitation is pretending to be someone else and sending or posting material to make that person in trouble or danger, or damage reputation or that person's friendship, exiting is the cyber behavior of sharing confidential or embarrassing information or someone's image online, deceiving or tricking someone to reveal confidential or embarrassing information, then sharing it online and exceptions or intentionally and cruelly exclude It's someone from the online group (Carta et al., 2015; Guckin & Corcoran, 2017; Barlett, 2017).

Several studies explain that cases of violence in cyberspace or cyber aggression by adolescents illustrate that he lacks socio-emotional sensitivity and good social skills (Kubiszewski et al., 2013). Often adolescents are trapped in problematic behavior in interpersonal relationships, such as delinquency, aggression behavior, bullying, associated with lower social competence. Social media eliminates processes that facilitate feelings of shame and guilt, so students who become netizen find it difficult to empathize with others and learn social norms that aim to respect and be friendly to others. This happens because the nature of one-to-many communication on social media, direct access to social media, intermittent communication, and lack of eye contact on social media can cause problems such as sharing, selfish behavior or personal interests, poor emotional regulation, and empathy low. This might explain why violent videos, trolls are lit and are constantly blabbering on social media (Mardianto, 2019). Social media exacerbates aggressive behavior by making violent content easily accessible, thus further strengthening the existence of aggressive behavior carried out by adolescents in the real world. This is because teenagers who are often exposed to violent content on social media can influence their thoughts and emotions, thereby increasing aggressive behavior (Mardianto, 2018).

This article is important to discuss considering the issue of cyber aggression and social media violence committed by adolescents in the form of cyberbullying,

harassment, victimization or intimidation is increasing. For this reason, the role of digital citizenship education from all communities, both parents, schools, and governments that promote mutual respect and responsible behavior in social interactions both in real face-to-face situations as well as, nor cyberspace, and most importantly presenting an educational social environment who are humanist friendly and have good social-ethical norms.

2. METHOD

This article use a critical review by exploring various theories, principles or ideas to analyze and solve the problem. The data to be use in this study was secondary data, which are the data as the results of previously conducted research. Data were obtain from books and scientific articles which has published in journals (printed and / or non-printed) and be related to the issues discussed in this reseacrch. Researcher utilized many previous findings to synthesize the information and organized them based on several themes and also various research trajectories. The discussion in this article try to explain some extraordinary problems and potential psycho-social theories and approaches that could serve as a basis for future research. This article uses descriptive analysis, which systematically describe the dynamics of concepts and problems, then explained so that they can be understood correctly (Paré et al., 2015; Templier & Paré, 2015). This research has been carried out as a systematic literature review based on evidence of studies on cyber aggression by students and their previous predictors and followed by observations of online teen behavior on open and closed social media. Then, the discussion is divided into three parts: an empirical study of cyber aggression behavior by students, cyber aggression in practice, and student cyber aggression in critical reviews. Finally, the authors describe all findings into the writer's perception and make a final conclusion.

3. RESULTS AND DISCUSSION

School Climate

School climate is a school environment that has norms, values, and expectations that provide socio-emotional support for the relationship of individuals involved in it. School climate is a product of interpersonal relationships between students, families, teachers, support staff, and administrators, where a positive school climate is fostered through a vision of mutual respect and provides a sense of security and collective concern for the physical environment of the school involving all members in the system education (Smith et al., 2014). The school climate is conceptually a unity of the physical, academic, social and disciplinary environment. The definition includes; cultural values, norms, goals, practices, relationship characteristics, and

organizational structure. the school climate component most directly related to learning is the experience of students with adults (teachers, school administration staff) about emotional, physical, social, and intellectual security, connectedness, respect, support, involvement, relational trust, and cultural responsiveness (Osher et al., 2018).

Some experts explained that climate as a person's perception of the psychological attributes of the institution of the organization in which the attributes were a description of the characteristics of the organization. According to Bulach et al (in Collins, 2010) have consider order, leadership, involvement, instruction, expectations, environment and collaboration as part of a sub variable. Furthermore, Collins (2010) quoted from various expert that school climate has related to the quality of the overall school environment that influence student's behavior and other stakeholders in the environment. The quality and consistency of interpersonal interactions in the school community will affect the cognitive, social and psychological development of students. While other experts view the school climate from a broader perspective that is all the contexts that occur in schools including leadership, learning and classroom management, physical environment and the value characteristics of the interactions between individuals in it. This additional interpretation illustrates the school climate as a group phenomenon centered on consensus in individual perceptions about the psychological aspects of the social environment and the physical environment of the school that influence behavior.

The National School Climate Center of America (NSCC) explained school climate to the quality and cultural character of the economy that only based on experiences, norms, goals, values, interpersonal relationships, teaching and learning practices, and leadership practices and organizational structure, in other words, school climate has referred to the "feelings" towards the school, and these can vary among one school compare to the others. School climate reflects the physical and psychological aspects of schooling which are volatile and are the pre-conditions needed for good teaching and learning. In 2015, NSCC carried out a more comprehensive development and inventory of school climate constructed to measure learning climate and learning activities at school in six dimensions. The first dimension be the safety or security with the enforcement of rules and norms so that students can feel safe and comfortable both physically, psychologically socio-emotionally. The second be the dimension of teaching and learning, learning and learning, as the student could found supports and encouragement in personal development both in personal aspects such as cognitive abilities, academic knowledge, as well as in aspects of character development and social personality. The third, be the dimension of interpersonal

relationships, namely interpersonal relationships between mutual respect for diversity and individual differences, the relationship between students and adults around them and the relationship between students and peers. The fourth be the dimension of the institutional environment, namely the institutional environment, which consists of both the social environment such as the connectedness and positive involvement of school discipline rules for stakeholders, both students, staff, and teachers. While the physical environment had cleanliness, orderliness of beauty and the attractiveness of environmentally friendly resource and material facilities (National School Climate Center (NSCC) 2015).

As a form of appreciation for the development of information and communication technology (ICT) NSCC added the social media dimension in addition to the staff dimension that contain leadership and professional interaction. The special dimension of social media included because social media is part of the daily behavior of individuals in the environment especially students or teenagers. The social media dimension has referred to the feeling that students feel safe from physical danger, verbal harassment/gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, via email, text messages, photo posts/videos, etc (National School Climate Center, 2015).

Aggression and Cyber Aggression Behavior of Student in Social Media

Student age commonly happened during childhood to adolescence, that according to the theory of development, an adolescents has often struggled to mastering their physical and psychological functions. This come along with psychological effects, especially those related to emotions and social behavior. The desire to violate the rules and social norms prevailed in society, has viewed as an expressions of emotional turmoil among adolescent personality conflicts. Unresolved conflicts could lead in to frustration and aggression as the consequences of frustration.

According to Santrock (2013), teenage aggressive behavior had cause by the inability to adjust or adapt to their environment or namely maladaptive behavior. Aggression perceived as violent behavior carried out in means of hurting oneself or others, as explained by Baron (2017) aggression as all forms of behavior intended to hurt or hurting others, both physically and as expressed in words (verbally) and (nonverbal) behavior. The forms of aggression violence committed by adolescents that often we saw in society as a fight, either individually or in groups such as brawls, mistreatment, bullying and intimidation and other violence that harms others. Factors that caused aggressive behavior in adolescents namely internal factors such as; frustration, errors of thought and perception or response to

something, as well as emotional or emotional disturbances. Sealing was also influenced by external factors such as; environment both the physical environment, the weather and the atmosphere of the place including the social environment that is the result of social learning from the family environment, school environment and the cultural environment of the community.

Smith (2013) explain that there are some definitions about bullying that have been raised by several experts including those from Olweus, Monks said that bullying is aggressive behavior that is intentionally carried out to attack or hurt other people who are intimidating by repeating repeatedly due to power imbalances making it difficult for a victim to defend himself. More concisely, it can be said that bullying is a form of systematic abuse of power that can occur in many contexts, in childhood and adult life. Bullying in schools of oppression can be done by a group, or by a stronger individual though it is usually considered in the context of relationships between students, or between teachers and students. Bullying can be in the form of physical attacks, where larger students hit and beat smaller or physically weak students. But bullying can also be verbal like; insulting, berating, harassing and other verbal intimidation (Smith., 2013)

As information and communication technology develops through the internet and social media, aggression behavior also develops and changes in form, namely traditional aggression as we have so far understood, face-to-face behavior, and online aggression in cyberspace or social media. Aggression in the context of reality is the behavior of hurting and harming others both physically, such as hitting, kicking, piercing, and so on, as well as psychological losses through verbal aggression such as threatening, insulting, intimidating, cursing and so on. Similar to cyber aggression or attack in cyberspace through status, the link is; insulting, threatening, terrorizing, revealing personal information, abusive language, harassment, public humiliation through unwanted posts, through pictures, and video recordings and so on that harms the victim (Bennett et al., 2011). In line with previous appeals, Carta et al. (2015) agreed that bullying behavior was a significant problem in adolescents at school. Bullying, known as bullying, is a deliberate aggressive behavior by a student or group of peers who cannot easily defend themselves. Its nature repeats from time to time, for weeks and, sometimes, even months or years. Bullying can take physical forms such as; punching or kicking, seizing or damaging the property of others. Also can be verbal like; ridicule, revile, insult racist, or can be indirect, such as spreading rumors or gossip about a student.

There are many terms used in research journals that discuss violent behavior or aggression in individual interactions in cyberspace or online such as; cyberhate, online hate speech, cyberbullying, cyber harassment,

electronic aggression, cyber aggression and, cyber victimization. Based on the analysis of the literacy search obtained, it can be concluded that the occurrence of different terms used in several studies is due to each having conceptual considerations based on differences in the scientific approach and constructing the measuring constructs of the variables studied. Characteristics of adolescents who are always attracted to something new and want to do new things cause the world of adolescents cannot be released with technology, especially information and communication technology. Almost all of the time and daily life of adolescents, especially those in urban areas, even not even a few in villages that are not isolated teenagers have used and used the internet or information and communication technology (ICT) media. Excessive use of ICT has the potential for internet abuse in adolescents and often leads to cyber-aggression behavior. That is caused by personal factors of adolescents who are in psychological development are emotionally unstable stages and easily ignited by anger (see., Smith, 2013; Pyzalski, 2014; Jubany & Roiha, 2015; Gagliardone et al., 2015; Corcoran et al., 2015; Walters & Brown, 2016; Álvarez-García et al., 2017).

Positive School Climate and Prevention of Student Aggression Behavior

School climate refers to the quality and character of a student's school life, which is based on the interaction experiences of student parents and personnel in the school, and how the norms, goals, and values are applied in interpersonal relationships in learning practices and organizational structures in an educational institution or school. A positive school climate can increase student engagement with peers and reduce aggression in interactions between these students (Konold et al., 2017). A positive school climate will also help foster the attitudes of students needed for a productive life, as well as contribute to a satisfying life in a democratic society (Smith et al., 2014). Being part of a class with a high level of pro cyberbullying norms increases the risk of individual cyberbullying, both as perpetrators and victims (Juvonen & Gross, 2008;Kowalski et al., 2014) Even so Pečjak & Pirc, (2017) less regard peer norms as positive but more often as negative. Agree with that Aldridge et al, (2017) also found a statistically significant relationship between aspects of school climate and students' self-reports about bullying, victimization, and student delinquent behavior. Cyber aggressors generally do not appreciate the existence of norms regarding online behavior both at school and at home (Pyzalski, 2012).

According to Brooks (in Rapti, 2016) students are more likely to develop psychologically in a school environment that provides a sense of comfort where they feel treated fairly by the teachers and all people in the school so that they grow in themselves to feel a sense of

belonging to their environment. In connection with the sense of belonging it is very important to set standards of service and friendliness for each student, to avoid feelings of isolation and rejection. A positive school climate is often characterized by a strong relationship between students and staff in the school, where the formal discipline given is not punitive on the grounds of the smallest form and level of measurement. Enforcement of rules is based more on the philosophy of objective consequences of disciplinary action by students. In several analytical studies conducted this decade based on the meta-analytic approach there are eight factors that have been determined to have a significant relationship with positive climate in schools that are associated with positive educational and psychological outcomes for students and school staff such as; respect, trust, high morals, opportunity for input, academic and social growth, cohesiveness, renewal of school and caring (Rapti, 2016).

Research conducted by Vanderhoven et al. (2016) concludes that the role of education in schools in teaching students to use social media is safe given the large number of research reports and government reports on risk behavior by adolescents in using social media. Through five quasi-experimental intervention studies in his research, he tries to propose a list of theoretical design principles that have been validated for the development of educational material in the future to intervene in the risk of social media behavior.

Several studies have shown a positive effect by the School Prevention Program in reducing the reduction in victimization and intimidation. Also, significant differences in results have been reported for primary and secondary school levels. However, Vreeman (in Carta et al., 2015) found that the overall intervention program approach in schools was more effective than individual programs. Students who have high self-control will be able to direct and regulate their behavior positively and consider the consequences that may be faced to avoid committing acts of violence against their friends at school. Conversely, students who have low self-control are less able to direct and regulate their behavior positively and consider all the consequences that might be faced so they cannot avoid committing acts of violence against their friends (Minauli, 2008).

Measures to reduce bullying in schools can be broadly divided into proactive strategies in schools and playgrounds, which are designed to make bullying behavior reduced with the support of peers (who are proactive and reactive); and reactive strategies, as a way to handle incidents of intimidation after they occur. Proactive strategies by making policies about bullying in schools, with effective playground supervision, and curriculum programs in the classroom by making guidebooks. In the peer support system, selected students are trained to become peer supporters, to deal with interpersonal conflicts, social exclusion, and

intimidation in a proactive and non-violent manner (Smith, 2013b).

Play leaders lead structured game activities, in the secondary sector, peer support, usually from more senior year groups, can be used to support more junior students in transition and can also provide mentoring / counseling guidance for students who are victims of bullying. Important issues include the selection and training of peer supporters; gender balance in recruitment (there are often more girls than boys volunteers, especially in the secondary sector); adequate and ongoing supervision by staff members at the school. In a review, Cowie and Smith (in Smith, 2013). argued that schools that use well-managed peer support schemes are seen as more concerned and concerned about student welfare, and schemes are known and supported by students and staff; also, peer supporters themselves generally benefit from the experience.

Until now, several programs to overcome cyber aggression have been developed and tested empirically such as; Cyber Friendly Schools (CFS) prevention programs and cyberbullying / online aggression interventions from Asegúrate (2018), the Cyber Wellness curriculum program in schools from Keat, (2012) and (Mary, 2016) likewise Digital Citizenship Education from Reynolds and Scott, (2016) and other school-based cyber aggression prevention programs. The contextual model of student cyber behavior is in line with previous research conducted by (Casas et al. (2013), the results of the study indicate that contextual predictive factors, such as social support, school climate, or peer group norms, are common to both phenomena of cyber aggression namely traditional aggression in the real world and cyber aggression in cyberspace. In this case what is meant by the school context by (Papatraianou et al. (2014) is a school climate that is related to student interactions in the classroom and the school environment both teachers and peers.

4. CONCLUSIONS

Based on the explanation above, it can be concluded that the aggression behavior in the form of bullying and cyber bullying in schools is a problem that must be a concern of all parties both teachers, school principals, administrative staff as well as parents, because such behavior can interfere with the learning and teaching process, both for victims even for the perpetrators themselves. As an institution that is responsible for the psychological development of its students, both intellectually, emotionally as well as in social relationships, the school is required to present a positive climate to develop the potential of these students. Several studies that have been presented above prove that a positive school climate can prevent and reduce student aggression behavior in the form of bullying or cyber bullying.

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