The Phenomenon of Cyberbullying in the Virtual Social Media Communication Community
(Case Study Group Social Media Vocational School City of Surakarta Indonesia)

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ABSTRACT

This paper aims to explain the phenomenon of cyberbullying among vocational school students that belong in the group on social media. In this study, the data gathered from the informant is social media activists who have seen or experienced as victims of bullying in their community groups. The proven data validation level is further analyzed by an interactive analysis method to draw the conclusion of each case that appears in the social media groups. The results showed the symbol of the message used as an interaction tool of the group members who are often considered to be potentially offensive and tend to cause an unpopular relationship among the members of the symbol of the icon emotion with the text accompanying the icon. The symbol was originally used as an expression of relations between members. But gradually the use of the symbol is no longer controlled and by the communities, categorized spam is even regarded as a language that leads to cyberbullying. Cyberbullying victims usually struggle themselves to prevent and fight off any form of unwanted messages. As a final act, if the victim of cyberbullying is no longer able to fight it, he intentionally will come out as a member of the group. While the members of the group do not have symptoms of cyberbullying, they tend to be passive. If he empathizes with the victim then he will send a private message and be followed up with face-to-face communication.

Keywords: Cyberbullying, social media, Instant messaging, virtual communication

1. INTRODUCTION

Bullying comes from the word bully lexicon means jerking, or mobbing derived from the word mob which means mass. The meaning of bullying is almost the same as mobbing which is all actions that are done massively to bully other parties who are targeted victims. Bullying is negative behavior and in the context of virtual communication is known as cyberbullying. Any aggressive action by utilizing information and communication technology is defined as cyberbullying [1].

Large teen social media users have been involved in bullying issues. If the use of social media is divisive at the socioeconomic level then the issue of cyberbullying is also biased with the socioeconomic status of teenagers. A study revealed that students who use technology sophisticated communication are closely related to the level of social-economic status [2]. This does not mean adults are free from the problem of cyberbullying. Even adults in virtual communications tend to potentially be cyberbullying perpetrators instead of victims of cyberbullying. Teenagers and children are segments of society that are particularly vulnerable to bullying [3]. This is because cyberbullying is based on the inequality of power between perpetrators and relatively weaker victims.

Cyberbullying is increasingly massive as instant messenger apps such as Whatsaap, Facebook, Instagram and the like develop. Even in Israel WhatsApp ranks highest as the preferred IM app for teenagers and adults [3].

It is not surprising that nowadays cyberbullying actors use Whatsaap Instance Messanger to send messages - messages that tend to harass and even threaten victims of cyberbullying. The presence of new norms in the social media group WhatsApp triggers teen involvement in cyberbullying [4]. Instant Messanger has become an integral part of the social

life of teenagers. In a society loaded with technological advances, Instant Messanger is not just a tool to communicate but has become a symbol of modern lifestyle [5]. Cyberbullying phenomenon arises as a negative impact of networking social media use on adolescents. Public communication tends to transform the right to speak incarnates into the spread of hoaxes, freedom of conduct bullying, and bullying that damages reputation and privacy [6]. The serious impact of cyberbullying, as well as bullying in general, can give birth to symptoms of depression and psychological disorders to commit suicide [7].

Victims of bullying will feel isolated from the communication networks in their communities. Ironically in such conditions, in a school environment, teenage victims of bullying often don't get enough empathy and sympathy from their friends or schoolteacher teachers. It can be said that the negative impact of cyberbullying is not only that teenagers will bear it but will also drag on their families. One of the key factors in solving cyberbullying problems in social groups is how admin groups and collaborators can control and implement virtual communication norms that are free from bullying messages.

The most urgent thing to break the chain of a cyberbullying phenomenon is how we understand the attitudes and behaviors of virtual communication networks of cyberbullying victims in social media group communities. Although there is no scientific evidence to corroborate the link between cyberbullying in WhatsApp groups and the solidarity of student groups in schools [3]. To answer the question, the implications of this study explore the formula for handling cyberbullying phenomena from the perspective of victims.

2. MATERIALS AND METHODS

By using a qualitative approach this research is intended to examine in depth the behavior of virtual communication students as victims of cyberbullying in social media groups. The research began with observations on communication and interaction between fellow students and teachers who collaborated in the Instant Messanger Whatsapp group and Facebook. Instant Messenger application is very interesting to research considering that the application is very well known to the public as well as a constantly evolving display [8].

The research subjects focused on students in the city of Surakarta Indonesia who actively collaborate in social media groups. The subject of deliberate research was chosen from the student segment in urban areas assuming that sociologically the population is more likely to access virtual

communication infrastructure and emotionally they are still unstable so that communication patterns are relatively easy to change both because of virtual communication mode factors and because of the influence of social interactions in the family, school and cyberspace environments.

Starting from the observation data of primary data collection sourced from informant users of social media groups to be tested the level of validity before the data is analyzed and presented to obtain conclusions. informant criteria used to determine primary data sources include parents, teachers, and students who actively collaborate in social media groups according to their respective roles, namely as collaborators, admin groups, and followers, and are ensured to be directly involved in cyberbullying issues both as perpetrators, victims, even both and other parties who care about handling cyberbullying in their capacity as mediators, consultative, and therapists to victims and cyberbullying actors. Some existing studies tend to choose families who have school-age children with school-age children in mind relatively free mobility controlled by their parents [9]. The process of data collection, data presentation, data verification, data condensation, and inference is carried out continuously until it reaches the data redundancy point. The inductive analysis method is generally used in data analysis of interview results with primary data sources [10]. Data analysis consists of three activity flows that occur simultaneously including data condensation, presentation of data in the form of a description, and the conclusion of each case analyzed. This flow is done after the data collection process and the validity of the data is completed. Data analysis models with this kind of qualitative approach are among others adopted from miles and Huberman analysis techniques [11].

3. RESULTS, DISCUSSION

3.1 Utilization Of Information Technology For Education

Information and communication technology, among others, is characterized by the rise of digital lifestyle phenomena in plain sight has successfully intervened in learning methods in schools and universities both in the format of e-learning, distance learning, the use of social media to collaborate in the development of skills education with all modifications. On the one hand, Social Media is used to support education and learning that is collaborative but on the other hand becomes a serious threat while

social media message traffic is loaded with hoax information, verbal violence. Unwittingly, cyberbullying is transforming into a new norm that is considered natural.

The results of this study revealed that almost all students in the city of Surakarta use social media as an instant messenger. However, only a small number of them use the media regularly for collaboration in teaching and learning. The positive impact of collaboration on social media in the form of changes in cognition or enrichment of information and knowledge.

In Indonesia, especially the city of Surakarta, the development of vocational education institutions increasing rapidly. The quality of SMK Solo Indonesia Graduates is indicated by the ability of competitiveness in the business world and industry with a global standard. Major programs in vocational schools in Solo include Network Computer Engineering (TKJ), Multimedia, Secretary, Economy, Automotive, Hospitality, Restaurants, and many more. The successful development of vocational school skills education in Surakarta is inseparable from adequate educational infrastructure that creates humanist learning communication between teachers and students and fellow students.

3.2. Social Media Group as a Collaboration Tool

A virtual communication network that brings together specific communities in the community is accommodated in the form of groups on social media such as Wattsap and Facebook groups. Groups whose members are members of the same community are bound by the issue or communication theme that concerns all members of the group. Research on leadership communication and virtual collaboration was conducted by the Department of Business Communications at the Marshall School of Business at the University of Southern California [12].

A study revealed Facebook and Twitter influenced communication patterns at entrepreneurial institutions involving communication network participants, users, and information collectors, as well as collaboration [13]. In other words, the name of the social media group reflects the social issues that are of mutual concern. Each member of the group has a wide range of information or knowledge capabilities. This difference also affects different levels of communication intensity among group members. Based on this intensity, it can be recognized the role of each group member informing collaboration and communication network. In other words, each group member's contribution to the collaboration of

knowledge and information will be detected through the roles of each group member.

Group names found on various social media networks will reflect social communities that are concentrated on specific skills, knowledge, hobbies, or issues that are of concern to fellow social groups or communities. For example, in the field of education and appearance in vocational school students in Surakarta, there is a WhatsApp group called 12TKJB, this group consists of students in grade XII B SMK majoring in Network Computer Technical. Elements involved in the group include all students of grade XII B majoring in network computer engineering. Both admins and group members are all from students from the same class and the same school. Besides, the members of the group of 12TKJB are also members of a WA group called AIJ12TKJB.

The WA AIJ12TKJB group was formed by a homeroom teacher consisting of teachers and vocational school students majoring in Network Computer Engineering at one of the State Vocational Schools in Surakarta. The establishment of this social media group is intended as a collaboration vehicle to unite the activities of students in the field of computer and network skills development. Since the initiation came from the homeroom teacher, the teacher in his position as the group admin included the students as members of the group and several other teachers acted as collaborators.

A teacher as a group admin is always active in sending information in the form of material tasks that students must do as a member of the group as well as important information related to the learning process in the classroom. From the information flow aspect in the group, teachers tend to communicate one way, namely disseminating information in the form of subject matter to all students. At a final stage, the students in their position as members of the group will forward the information to other members for discussion together. Any group member who accesses the information can respond by sending information such as creating a status or commenting in a group to be responded to directly by other members of the group. The communication of two people conducted in the group by itself will be known openly by all members of the group including the teacher because this pattern of information flow is different from private messages that can only be known to both parties involved in Whatsapp social media chats.

One interesting thing about virtual communication between teachers and students as collaborators tends not to be egalitarian. Teachers interact with students using instructional patterns. Instead, the equality of communication is evident in

the flow of information among student members of the group. Students freely interact with fellow group members but they never give feedback to group admins who are in fact homeroom teachers.

Any information from the teacher will be followed up by the students to be discussed among them and if the information is not able to be captured by the student then the student concerned is reluctant to ask directly the teacher, but there is one student who actively communicates with the teacher. It is this student who bridges the communication between the teacher and the other students as a member of the group. These students have more prominent characteristics in terms of academic achievement and are more familiar with their classmates.

As the characteristics of digital communication media in general, among the students, the function of social media is not solely as a tool of a collaboration of skills and knowledge alone. More than that social media serves to entertain at once to meet the needs of social communication. Therefore if the communication flow they feel is uncomfortable then there is a tendency for them to find and form a new group even from relatively the same members. This new group is based more as a tool to meet the entertainment needs of communicating solely than for a variety of information and knowledge. As happened to the WA AIJ2TKJB group, they initiated a new group called 12TKJB, a WA group consisting of students from the WA AIJ2TKJB group that did not involve teachers and other external collaborators. In the 12TKJB group, they communicate freely in both the language and the message symbols they use. Freedom of communication in a social media group will trigger the use of symbols of messages in the form of text, icon emotion images, stickers in the form of a combination of images and text freely away from the norms - norms of communication as AIJ2TKJB group. Emoticons expressing freedom have the potential to give rise to the seeds of cyberbullying. Image caption The icon shows the middle finger (icon of fucking you), an image that exploits women's rights, rants, and threats under the pretext of joking about being aggested, by some members of the group, especially from a group of women recognized as a form of cyberbullying.

3.4. Cyberbullying di group WhatsApp & FB

One of the findings of this study proves that the cyberbullying phenomenon has been attached to every WhatsApp and FB group consisting of students in Surakarta. Messages sent on social media groups have been contaminated with uneducated emoticons because the content of the text, images, and stickers boils down to hurting or shaming social media group followers. Emoticons, generally used as research material from cross-disciplinary language sciences, among others psychology, neuroscience, and sociolinguistic [14]. Virtual communion on Facebook 90 percent use emoticons [15].

A public vocational school teacher in Surakarta once felt like a victim of cyberbullying in Whatsapp groups. Perpetrators of bullying in communicating in groups are accustomed to using emoticons exploiting women's Pubic (naked virgin Breast) and harsh words such as 'Babi', 'Asu', 'Cangkemmu', 'Goblog', 'Ndasmu' as well as mentioning the female gender name in a very rude Javanese language. As a female teacher, of course, she feels rested and feels humiliated by cyberbullying. But the female teacher, who owns Facebook, Instagram, and Whatsapp accounts, couldn't do so when the WA group she was with was full of indecent message symbols. He watched as a member of the group had to fight alone against cyberbullying by rejecting icons, stickers that tended to harass him.

The phenomenon of cyberbullying is also felt by an informant who is a high school teacher who once lived in Surakarta. He is affiliated with more than 10 groups on social media including Facebook and Whatsapp although his membership in the social media group is not all of his volition. For Whatsapp, for example, the groups that participated include junior high school alumni groups, high school alumni groups, campus alumni groups, groups from the art community, and so on. For the simple reason, as long as the group he is following does not provide any tangible benefits then he will not care what happens to the members of the group. For example, for the junior high school alumni group, he felt quite active and contributed to the group with the consideration of the relatively small number of group members, about 15 members so that he could establish a community in cyberspace even though geographically the members are scattered throughout the country. In the alumni group every day he finds messages that are the enlightening soul that comes from a member of the group.

A different attitude he showed towards a WA group whose group name reflects the religious community. But ironically, according to the informant, the messages in the group are far from the norms of the religious life of the community concerned. Serous words, angry tones such as the word "I slap you in the face", "insolent", to fellow members have become common language in the group. The informant also witnessed how members of the bullying victims' group eventually dropped out of the group's membership.

Facing a cyberbullying phenomenon like this, informants take a stupid attitude. He did not attempt to ask why the bullying victims were out of the group and nor did he attempt to know why cyberbullying perpetrators were not excluded from group members. Even if she empathizes with the victim of bullying, she usually sends a private message to the victim. In this case, the informant took a stand out from the group because it was troubled by the cyberbullying phenomenon. Informants do not care about harsh words, symbols of messages that insult, threaten, harass, gossip, hoax, spam, all considered mediocre and treated by sending icon emotion laughs. The act of leaving the group is done while the group is already filled with provocative messages including posting photos that corner group members.

3.5. Excesses of Cyberbullying

The negative behavior of student social media users can be detrimental to all parties involved in the collaboration of social media groups, with varying levels of intensity, and diverse excesses towards the members of social media groups that collaborate. Information sent to a social media group is often no longer relevant to the purpose of distance learning collaboration but tends to be bullying content. Students who are victims of bullying struggle alone to reject symbols of virtual communication content that corner and hurt them. At a time when bullying is inevitable then the action taken by cyberbullying victims is to leave the collaboration of information on the social media groups. Therefore cyberbullying as a form of virtual communication barrier is unhealthy among students and will undermine the norm order of information and knowledge collaboration in social media groups. Cyberbullying could destroy virtual communication collaboration on social media.

4. CONCLUSIONS

Social media group was formed as a collaboration tool between fellow students and teachers in a virtual communication network [16].

From the victim's perspective, if cyberbullying is no longer tolerable, the victim will take practical steps to exit the social media group where information is co-operated in the school environment. As a contribution to the development of this research theory, the implications of the proposed research are the social media group that has been contaminated by the phenomenon of cyberbullying can metamorphose through the means that collaborators take the initiative to form a similar group by not including the actors of cyberbullying as members and at the same time members of the group who care about the

phenomenon of cyberbullying will gradually leave contaminated by cyberbullying. The metamorphosis translates into collaboration tools with new standards free of cyberbullying.

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