



## **THE EXPERIENCES OF CYBERBULLYING ACROSS EDUCATIONAL LEVELS**

A Suvey Study

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### **Abstract**

Cyberbullying has emerged as a pressing concern in the contemporary educational landscape, as technology increasingly intertwines with academic pursuits. This research undertakes a comprehensive exploration of the experiences of cyberbullying, specifically targeting two distinct educational levels: high school (SMA/SMK) and university students. Employing a rigorous survey study methodology, the research endeavors to unravel the nuanced dynamics of cyberbullying across these educational stages. The primary objective is to shed light on the prevalence, manifestations, and psychological impact of cyberbullying, recognizing the potential variations in this phenomenon across different levels of education. The data collected through the questionnaire-based approach was subjected to detailed analysis, offering valuable insights that can inform educational policies, interventions, and support mechanisms tailored to the specific needs of students at various educational junctures.

**Keywords:** cyberbullying, survey study, psychological impact, student, data analysis.

### **INTRODUCTION**

In the era of digitalization, educational institutions are grappling with the dual-edged sword of technological advancement, with cyberbullying emerging as a significant challenge affecting students across different educational levels. This study embarks on an in-depth exploration of cyberbullying experiences among high school

(SMA/SMK) and university students, recognizing the distinct developmental stages and socio-environmental factors that may influence the prevalence and nature of cyberbullying.

The rationale for focusing on these particular educational levels stems from the understanding that high school students are



in a formative period of socialization, while university students navigate a more complex academic and social landscape. To capture the multifaceted dimensions of cyberbullying experiences, a survey-based methodology is employed. The questionnaire is designed to elicit responses that unveil not only the frequency and types of cyberbullying incidents but also the emotional and psychological impact on the victims.

This research aspires to contribute empirical evidence that goes beyond acknowledging the existence of cyberbullying, providing a nuanced understanding of its manifestations at different educational stages. By doing so, it seeks to inform educators, policymakers, and mental health professionals about the specific challenges faced by students in addressing and combatting cyberbullying, fostering a safer and more supportive educational environment. Through detailed data analysis, this study aims to delineate trends, identify potential risk factors, and propose targeted strategies for mitigating the adverse effects of cyberbullying, thereby fostering a safer and more supportive educational environment.

## RESEARCH METHOD

The purpose of this study is to explore the experiences of students from different educational levels (SMA/SMK/University) regarding cyberbullying.

The research questions are:

1. Apakah anda mengetahui apa itu *cyberbullying*?
2. Apakah anda pernah mengalami *cyberbullying*?
3. Seberapa sering anda menggunakan media sosial?
4. Seberapa aman media sosial yang anda gunakan?
5. Apakah anda tau cara mencegah *cyberbullying*?
6. Faktor apa yang paling memicu *cyberbullying*?
7. Bagaimana anda menanggapi/melaporkan pelaku *cyberbullying*?
8. Sejauh mana pendidikan dapat mengurangi kasus *cyberbullying*?
9. Apakah penting untuk meningkatkan pengetahuan *cyberbullying* di sekolah?
10. Seberapa sadar anda akan dampak negatif *cyberbullying*?

To answer these questions, a questionnaire was designed and distributed online using Google Forms. The questionnaire consisted of 10 questions using a combination of open-ended and closed-ended questions, such as multiple choice, and yes/no questions.

The target population of this study was students from SMA/SMK/University in Indonesia who has experience in cyberbullying. Total of the respondents is 34, 29 women and 5 men (1 from SMA, 3 from SMK, and 30 from several University)

The sampling method was convenience sampling, which means that the questionnaire was shared through various social media platforms, such as X (Twitter) and WhatsApp.



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The data collected from the questionnaire was analyzed using descriptive statistics. Descriptive statistics were used to summarize the frequency and percentage of the responses. Pie charts were used to visualize the distribution of the responses for some of the questions.

The campaign poster was also posted on Instagram, using the hashtag #StopCyberbullying, and encouraged people to share, comment, and like the content.

### FINDING AND DISCUSSION

The integration of the survey results and subsequent discussion provides a comprehensive understanding of cyberbullying dynamics among high school, vocational, and university students. 34 respondents were obtained, consisting of 88,2% university students, 8,8% vocational high school students and 2,9% high school students. By detailing the following findings and discussion, we can explore the dynamics involved in understanding, experiencing, and responding to the phenomenon of cyberbullying.

Table 1. Demographic Background of Respondents

Variable	Categories	Frequency	Percentage
Gender	Female	29	85,3%
	Male	5	14,7%
	University Students	30	88,2%

Educational Qualification	Vocational School	High <sub>3</sub>	8,8%
	Senior High School	1	2,9%

With a unanimous 100% awareness rate, respondents demonstrated a solid foundation in comprehending the concept of cyberbullying. This awareness sets the stage for a deeper exploration of their personal experiences and perceptions in the realm of online harassment.

Importantly, 41.2% of the participants reported direct encounters with cyberbullying, underscoring the prevalence of this issue within the surveyed group. As we delve into the details, it becomes evident that daily social media use, embraced by 64.7% of respondents, plays a pivotal role in their lives. This usage pattern contextualizes their potential exposure to cyberbullying incidents, highlighting the need to address safety concerns in online spaces.

While a majority (79.4%) perceived social media platforms as fairly safe, a noteworthy 11.8% expressed feelings of unsafety. This discrepancy emphasizes the diversity in safety perceptions among the surveyed individuals, signaling areas where online security measures may require refinement.

Table 2. Survey Result on Cyberbullying Awareness, Experiences, Social Media Usage, and

Safety Preception Among Respondents.

Aspect	Percentage	Response
Cyberbullying Awareness	100%	Aware of cyberbullying



<b>Cyberbullying Experience</b>	41,2%	Have experienced cyberbullying	Among Respondents.	
	58,8%	Have not experience of cyberbullying	<b>Aspect</b>	<b>Precentage</b>
	64,7%	Use social media everyday	<b>Response</b>	
<b>Social Media Usage Frequency</b>	26,5%	Use social media	<b>Awarness of Cyberbullying Prevention</b>	70,6%
	5,9%	Use social media rarely		Respondents know how to prevent
	2,9%	Use social media once		29,4%
	79,4%	Social media is fairly safe		Respondents doesn't know
<b>Assessment of Social Media Safety</b>	11,8%	Social media is very safe	<b>Triggers for Cyberbullying</b>	64,7%
	8,8%	Social media is unsafe		Indicate jealousy or envy
				20,6%
				Mention difference opinion
			<b>Response to Cyberbullying Incidents</b>	11,8%
				Pointed out oneline anonymity
				2,9%
				Mention lack of tolarance and impetence
				44,1%
				Reported to social media platforms
				29,4%
				Chose to ignore and not respond
				26,5%
				Reported to the authorities

Furthermore, the survey indicates a positive trend, with 70.6% of respondents claiming knowledge of cyberbullying prevention measures. This underscores the instrumental role of education in empowering individuals to combat online harassment effectively. The study identified various factors triggering cyberbullying, with envy or jealousy as the main triggers for cyberbullying by 64.7% of participants provides valuable insights, suggesting the need for targeted prevention strategies addressing underlying emotional dynamics.

Examining responses to cyberbullying incidents, the diversity in reactions is apparent. While 26.5% chose to report incidents to authorities, 29.4% opted to ignore, and 44.1% reported to social media platforms. This range of responses highlights the necessity for comprehensive support mechanisms and user-friendly reporting features within online platforms.

Table 3. Survey Findings on Cyberbullying Awarness, Triggers, and Responses

Opinions on the efficacy of online ethics education were varied, with 52.9% considering it moderately effective. This finding signals potential areas for improvement in the design and implementation of educational initiatives to enhance their impact in reducing cyberbullying cases.

The majority (76.5%) strongly emphasized the importance of enhancing cyberbullying education in schools, indicating a collective belief in proactive measures within the educational system to address and prevent cyberbullying. This sentiment aligns with respondents' high awareness (67.6%) of the negative impacts of cyberbullying, emphasizing the continual need for education to mitigate these harmful effects.



Table 4. Evaluation of Awareness and Education on Cyberbullying in Online Ethics.

Aspect	Percentage	Response
<b>Efficacy of Online Ethics Education</b>	52,9%	Moderately effective
	35,3%	Less effective
	8,8%	Highly effective
	2,9%	Unsure
<b>Importance of Cyberbullying Education in Schools</b>	76,5%	Highly important
	23,5%	Important
<b>Awareness of Negative Impact Cyberbullying</b>	67,6%	Very aware
	32,4%	Moderately aware

## CONCLUSION

The study aimed to explore cyberbullying experiences among students in Indonesia through a questionnaire distributed online. With 34 respondents, key findings include high awareness (100%), a prevalence rate of 41.2% for cyberbullying experiences, daily social media usage (64.7%), varying perceptions of social media safety (79.4% fairly safe, 11.8% unsafe), significant knowledge of cyberbullying prevention (70.6%), triggers linked to envy or jealousy (64.7%), diverse responses to incidents, mixed opinions on online ethics education efficacy (52.9% moderately effective), strong support for enhancing cyberbullying education in schools (76.5% very important), and widespread awareness of negative impacts (67.6%). These

insights contribute to understanding and addressing cyberbullying dynamics across educational levels in Indonesia.

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