



CYBERBULLYING IN ELEMENTARY SCHOOL STUDENTS: SHOULD THERE BE AN ANTI BULLYING COMMUNITY?

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ABSTRAK

Dalam era digital saat ini, fenomena *cyberbullying* telah menjadi perhatian utama dalam konteks pendidikan, terutama di kalangan anak sekolah dasar. Penelitian kualitatif ini bertujuan untuk menggali dampak yang ditimbulkan oleh *cyberbullying* pada anak-anak sekolah dasar. Melalui analisis data dari wawancara mendalam dengan guru, kepala sekolah dan siswa, peneliti dapat mengidentifikasi berbagai dampak yang dirasakan oleh korban *cyberbullying*, termasuk gangguan psikologis, penurunan prestasi akademik, dan isolasi sosial. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan deskriptif analitis dan pendekatan normatif empiris. Penelitian ini dilaksanakan di Kecamatan Parenggean Kabupaten Kotawaringin Timur. Lokasi penelitian dipilih untuk menggambarkan konteks yang lebih khas dalam penelitian tentang *cyberbullying* pada siswa sekolah dasar, lokasi dipilih karena ketersediaan data dan aksesibilitas yang memudahkan pengumpulan informasi yang relevan. Analisis data dalam penelitian ini dilakukan secara induktif. Langkah-langkah analisis data akan meliputi pengkodean data, kategorisasi temuan, identifikasi pola-pola, dan pengembangan tema-tema utama. Validitas data akan diperiksa melalui triangulasi. Hasil penelitian menunjukkan *Bullying* yang terjadi dalam bentuk: fisik, verbal, relasional, dan elektronik, penyebab pembulian dikarenakan anak mendapat hukuman yang berlebihan, sikap abai orang tua terhadap anak, pengaruh lingkungan sekitar tempat tinggal dan kebiasaan anak menonton baik di televisi, gawai melihat konten-konten yang tidak senonoh dan dipraktikan pada temannya sehingga terjadi pembulian. Akibat dari pembulian menyebabkan siswa sekolah dasar yang menjadi korban *cyberbullying* cenderung mengalami kesulitan dalam mengatasi stres dan kecemasan yang dihasilkan dari pengalaman tersebut. Peran guru, orang tua, teman dalam mendukung korban *cyberbullying* untuk menghadapi dan mengatasi dampak negatifnya. Temuan ini memberikan pemahaman yang lebih dalam tentang kompleksitas fenomena *cyberbullying* pada anak sekolah dasar dan implikasinya terhadap praktik pendidikan.

ABSTRACT

In the current digital era, the phenomenon of *cyberbullying* has become a major concern in the educational context, especially among elementary school children. This qualitative research aims to explore the impact of *cyberbullying* on elementary school children. Through data analysis from in-depth interviews with teachers, principals and students, the researcher was able to identify various impacts felt by victims of *cyberbullying*, including psychological disorders, decreased academic achievement, and social isolation. The research method used in this study is qualitative with an analytical descriptive approach and an empirical normative approach. This research was conducted in Parenggean Sub-district, East Kotawaringin Regency. The research location was chosen to describe a more typical context in research on *cyberbullying* in elementary school students, the location was chosen because of the availability of data and accessibility that facilitates the collection of relevant information. Data analysis in this study was conducted inductively. The steps of data analysis will include coding the data, categorizing the findings, identifying patterns, and developing major themes. Data validity was checked through triangulation. The results show that *bullying* occurs in the form of: physical, verbal, relational, and electronic, the cause of bullying is because children get excessive punishment, parents' neglectful attitude towards

Keywords:

Cyberbullying; Education; Prevention; Impact; Teacher Role,

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children, the influence of the surrounding environment where they live and children's habits of watching both on television, gadgets see indecent content and are practiced on their friends so that bullying occurs. As a result of bullying, elementary school students who are victims of cyberbullying tend to have difficulty coping with the stress and anxiety resulting from the experience. The role of teachers, parents, friends in supporting cyberbullying victims to face and overcome the negative impacts. These findings provide a deeper understanding of the complexity of the phenomenon of cyberbullying in elementary school children and its implications for educational practice.

INTRODUCTION

Cyberbullying, an increasingly troubling phenomenon in education, is in the spotlight especially among elementary school students. In the ever-evolving digital age, primary school children are increasingly exposed to technology, increasing their risk of becoming victims of cyberbullying (Alamin et al., 2023; Mahka et al., 2023; Situmorang & Nababan, 2023; Ulfah, 2020). Cyberbullying is an act of aggression perpetrated online, including in the form of text messages, social media comments, or sending harmful content, which can have a significant impact on children's mental and psychosocial health (Ngarifin & Halwati, 2023). As children's involvement in the digital world increases, understanding the impact of cyberbullying on elementary school students becomes increasingly important. The specific issue in this study is the negative impact of cyberbullying on elementary school students. In the world of education, it is important to realize that cyberbullying can disrupt the teaching-learning process in elementary schools and affect the overall health of students. The impact of cyberbullying is not only limited to psychological aspects, such as stress, depression, and decreased self-esteem (Pambudi et al., 2023; Syamantha & Afriza, 2022), but it can also affect students' social relationships with their peers and learning environment (Fathoni & Prasodjo, 2022; Wirani, 2024 Rahmayanti, J. D., & Arif, M. 2021). A deep understanding of this issue is crucial for educators and educational practitioners to develop effective prevention strategies as well as provide appropriate support to victimized students. As the focus of this study is to highlight the negative impact of cyberbullying on elementary school students, this research is expected to provide valuable and relevant insights in supporting more effective prevention and intervention efforts in the educational context.

There are several studies that have been conducted previously by Salsabila entitled "The Role of Guidance and Counseling Special Services in Preventing and Handling Bullying Cases in Schools" providing important insights into the role of guidance and counseling services in dealing with bullying problems in the school environment. In this study, the researchers highlighted how important the role of guidance and counseling professionals is in identifying, preventing, and overcoming cases of bullying in schools. The results showed that guidance and counseling services can provide emotional, social, and psychological support to

victims of bullying and help change the behavior of bullying perpetrators through appropriate interventions. (Salsabila & Priatmoko, 2023).

The research also shows that the establishment of a good relationship between students and counselors is key in the effectiveness of guidance and counseling services in dealing with bullying cases. Through an empathic and in-depth approach, counselors can help students understand and overcome their bullying experiences. In addition, this study also emphasizes the importance of cooperation between counselors, teachers, parents, and school authorities in creating a safe and supportive environment for all students.

Research on cyberbullying in elementary school students, the findings from this study make a significant contribution. Although the focus of this study is more on bullying in general, the resulting concepts and strategies can be applied in the context of cyberbullying. By utilizing specialized guidance and counseling services with a holistic approach, schools can be more effective in preventing and handling cyberbullying cases that may occur among elementary school students.

Research conducted by Rihardi with the title "The Formation of Anti Cyberbullying Communities among Senior High School Students as a Preventive Effort Towards a Village Free from Behavior" provides an in-depth understanding of preventive efforts against cyberbullying among students. In this study, the researchers highlighted the importance of forming anti-cyberbullying communities among students as a preventive measure to create a school and community environment free from cyberbullying behavior. (Rihardi et al., 2022). The results showed that the formation of anti-cyberbullying communities can increase students' awareness about the negative impact of cyberbullying and encourage them to be proactive in preventing and overcoming cyberbullying cases. The researchers also highlighted the important role of education as a tool to increase students' understanding and awareness of the consequences of cyberbullying. By organizing various educational and socialization activities on the dangers of cyberbullying, the anti-cyberbullying community can be an effective platform to disseminate information and encourage positive behavior change among students. In addition, this study also emphasizes the importance of collaboration between schools, parents, and communities in supporting preventive efforts against cyberbullying. Research on cyberbullying in elementary school students, the findings from this study provide valuable insights. Although this study focused on senior high school students, the proposed concept of anti-cyberbullying community building can be adapted and applied in an elementary school setting. Actively involving students, teachers, parents, and the community,

the formation of an anti-cyberbullying community can be an effective preventive measure to protect elementary school students from the negative impact of cyberbullying.

The research conducted here makes an important contribution in filling the knowledge gaps that exist in the literature that has been presented. This study will expand the understanding of cyberbullying in elementary school students with a focus on the formation of anti-cyberbullying communities as a preventive measure. This study will also investigate effective methods in implementing anti-cyberbullying community building activities in elementary school settings, which may include the implementation of educational programs, outreach to students and teachers, and collaboration with local community agencies. Integrating a holistic and participatory approach, this research is expected to make a significant contribution to the development of sustainable and community-based cyberbullying prevention strategies, as well as provide concrete solutions in addressing the problem of cyberbullying among elementary school students.

The purpose of this study is to investigate the effectiveness of anti-cyberbullying community formation among elementary school students as a preventive effort in addressing cyberbullying cases. Through this study, the researcher aims to understand how the establishment of an anti-cyberbullying community can affect students' level of awareness, behavior, and experiences related to cyberbullying. This study also aims to explore the factors that support and hinder the success of anti-cyberbullying community formation and identify effective strategies in implementing preventive activities in an elementary school environment.

The research questions to be answered through this study are: How effective is the formation of anti-cyberbullying communities among elementary school students in preventing and overcoming cyberbullying cases? This question is directly related to the research background which highlights the need for preventive action against cyberbullying in the elementary school environment.

RESEARCH METHOD

The research method used in this study is qualitative with an analytical descriptive approach and empirical normative approach. This approach aims to understand the phenomenon of cyberbullying in elementary school students in depth, as well as analyze existing norms in the context of preventing and handling cyberbullying cases. Data sources are obtained through journal reviews, documentation, and literature relevant to the research

topic (A Rakhman, A Arifin, R Safitri, I Perdana, 2021; J. Jasiah, 2016; Purwanti et al., n.d.). Data will be collected by conducting a literature analysis on cyberbullying in primary school students, including empirical studies, research reports, and related policy documents.

This research is conducted in Parenggean sub-district, East Kotawaringin district, on the grounds that Parenggean sub-district, East Kotawaringin district, is an area that reflects the social and educational realities in rural areas in Indonesia. The research location was chosen to illustrate a more typical context in research on cyberbullying in elementary school students, given that cyberbullying patterns and prevention efforts can differ depending on the social and cultural environment in which the students are located. In addition, East Kotawaringin Regency was also selected due to data availability and accessibility that facilitated the collection of relevant information.

Data analysis in this study was conducted inductively. The steps of data analysis included coding the data, categorizing the findings, identifying patterns, and developing main themes (Lubis et al., 2023; Mahmudah et al., 2023). The inductive approach allowed the researcher to explore the findings in detail and depth, and develop a more complex understanding of the phenomenon of cyberbullying among elementary school students in Parenggean sub-district. The results of the data analysis were used to develop a comprehensive and in-depth narrative about the impact of cyberbullying on primary school students, as well as implications for educational practices and prevention policies. Data validity was checked through triangulation, by comparing findings from different data sources (M. Jasiah & Bachri, 2021). In addition, the results of the analysis were also presented to relevant subjects and experts to verify the veracity and accuracy of the findings. This ensures the reliability and credibility of the findings produced. This method can provide an in-depth understanding of the phenomenon of cyberbullying among elementary school students in East Kotawaringin Regency, as well as provide a foundation for the development of effective and sustainable prevention strategies.

RESULTS AND DISCUSSION

Result

The data collection used through observation, interviews and documentation found the results of the research.

Forms of Bullying in Elementary Schools

Bullying can take many different forms: physical, verbal, relational and electronic. Physical bullying involves physically damaging the victim, such as hitting, choking, kicking

and spitting. Verbal bullying is common and often overlooked, including epithets, slander, insults, sexual harassment, and disturbing statements. Relational bullying involves ostracism, humiliation and avoidance that undermine self-esteem. While not always overtly gossipy, its effects can be felt. Cyberbullying involves the use of electronic devices and social media to carry out bullying, such as emotionally disturbing texts, animations, pictures, videos or movies.

This bullying behavior is rampant among teenagers, occurring at every level of education from elementary to high school. The severity varies, and students can be perpetrators, victims or witnesses. Schools are supposed to be safe places with strong moral values and character education. However, violence can also occur in the educational environment.

Causes of Bullying

The role of teachers is crucial in providing appropriate services for students. Through special programs, they can help students overcome bullying, provide information, and provide individual and group counseling services. This ensures that students get the necessary support for their personal and academic growth.

Based on the results of interviews with teachers that several factors cause a child to bully other students according to the teacher:

"there are children who grow up in homes where they are punished excessively and there are also because of the neglect of parents towards their children and even fight in front of their children. So children get used to violent conditions and can encourage them to adopt violent behavior, especially if they witness conflict in their parents. Based on the teacher's notes, students who commit bullying are influenced by the surrounding environment and also factors from their close friends. The targets of bullying behavior are usually students who are physically weaker than them because they usually consider themselves stronger than the victim, or have differences from them such as intelligence or physicality.

In addition to the above factors, according to one elementary, While the results of interviews with students who are victims of cyberbullying,

"the treatment they often receive such as ridicule, insults, defamation, taking their belongings without consent and throwing them in the trash, practical jokes such as putting leftover food in the bag so that the bag is dirty, hiding personal items, and sending messages in the form of making false accusations. Animal nicknames are often uttered such as mon***, and D**, P**. There are also physical insults such as skinny and dry. Insulting family circumstances by saying poor and words that are not pleasant to hear and even continue to send these words via whatsapp. In addition to words, there are also victims of violence that are received almost every day such as

being hit in the stomach, kicked in the legs and hit the stairs, the hijab is pulled and the hair is grabbed.

The results of interviews with other victims in the form of ostracization, namely students who are shunned by their friends in class and they are often alone because rarely anyone wants to be friends with them, even when forming study groups they often cannot get a group because no one wants to group with them. As a result of the bullying they receive, they feel annoyed, angry, and sad because they are often victims of bullying and there is also a sense of wanting to get back at the bully but they do not take revenge on the bully. However, victims of bullying rarely want to report because they are afraid of being threatened by the bully and also afraid that if they report to the teacher they will usually be bullied even worse than before and that is what makes them rarely want to report to the teacher.

Based on the results of interviews and documentation above, it can be seen that students who are victims of bullying and need assistance are as follows.

Tabel 1. Table of Bullying Victim Companions

No	Student Name (Disguise)	Age	Victim of cyberbullying
1	Alf	11	3 students
2	Eg	12	2 students
3	Sya	11	2 students
4.	Ri	11	1 student
5	Yu	11	2 students

Based on table 1, it is known that victims of cyberbullying need friends to provide motivation and a sense of comfort and safety felt by victims of bullying committed against them. Companions can play a more active role in keeping bullying from happening by reporting to teachers if there is a bullying problem in their school. Apart from their friends, it is also needed from teachers, school staff and people around them. For this reason, the formation of an anti-cyberbullying community among elementary school students in East Kotawaringin Regency is needed because it has a significant impact in preventing and handling cyberbullying cases.

The role of assistants to victims of bullying

The results of this study provide deep insight into the effectiveness of anti-cyberbullying community formation as a preventive effort in addressing the phenomenon of cyberbullying in elementary school students. One of the main findings is that students' active participation in anti-cyberbullying community activities can increase their awareness about

the dangers of cyberbullying and change their behavior to be more proactive in preventing and reporting cyberbullying cases.

The formation of anti-cyberbullying communities also has a positive impact on the school environment, by increasing solidarity among students and creating a more inclusive and supportive school culture. The results of this study also revealed some challenges and obstacles in the implementation of the formation of anti-cyberbullying communities, such as the lack of support from the school and the lack of understanding of cyberbullying among students and teachers and managers of educational institutions.

Comprehensively, the results of this study provide a deeper understanding of the role of anti-cyberbullying community formation in preventing and overcoming cyberbullying cases in elementary school students. The implication of these findings is the need for greater support from the school, parents, and community in supporting the sustainability and success of cyberbullying prevention programs in the elementary school environment. Students' active participation in anti-cyberbullying community activities significantly contributes to their increased awareness of the dangers of cyberbullying and changes in their behavior to be more proactive in preventing and reporting cyberbullying cases. Based on interviews and observations, students involved in these community activities tend to be more sensitive to signs of cyberbullying and more courageous to report to teachers or school staff. Table 2 below summarizes the findings related to students' participation in anti-cyberbullying community activities.

Table 2 Anti-Cyberbullying Student Participation

Aspects of Student Participant	Findings
Cyberbullying Awareness	<p>Students who are actively involved in anti-cyberbullying community activities have a better understanding of cyberbullying behavior and its impact.</p> <p>Students who are active in the community tend to be more courageous to report cyberbullying cases and defend victims.</p>
Proactive Behavior	<p>Anti-cyberbullying communities can create a safer and more supportive school environment for all students.</p>

The study also found that the establishment of the anti-cyberbullying community had a positive impact on the school environment, by increasing solidarity among students and

creating a more inclusive and supportive school culture. Observations and interviews showed that the presence of the anti-cyberbullying community in the school provided opportunities for students to support and help each other in dealing with cyberbullying cases. However, an unexpected finding was that despite the existence of the anti-cyberbullying community, there were still some cases of cyberbullying that went unreported or unaddressed. There is a lack of deep understanding of cyberbullying among students and school staff, as well as a lack of clear mechanisms for reporting and handling such cases. Therefore, further efforts are needed to increase understanding and awareness of cyberbullying as well as to improve the effectiveness of reporting and handling mechanisms for cyberbullying cases in the school environment.

The results of this study show that the establishment of an anti-cyberbullying community among elementary school students has a significant impact in raising students' awareness about cyberbullying and creating a safer and more supportive school environment. Students' active participation in the community activities encourages them to be more sensitive to the signs of cyberbullying and dare to report such cases to the school. The presence of the anti-cyberbullying community also helps to strengthen solidarity among students and create a more inclusive school culture.

The findings of this study are consistent with the findings of previous studies that highlight the importance of establishing anti-cyberbullying communities in preventing and addressing cyberbullying cases among elementary school students. For example, a study by showed that community-based interventions can help raise students' awareness about cyberbullying and reduce incidents of bullying in schools (Harmon-Jones, 2019). Other findings by Smith also confirmed that student participation in anti-bullying activities can form strong social bonds and create a safer and more supportive environment (Schuch et al., 2020).

The results of this study significantly contribute to answering the main questions posed in the introduction, namely exploring the impact of cyberbullying on elementary school children. Identifying the effectiveness of anti-cyberbullying community formation in preventing and addressing cyberbullying cases, this study provides a deeper understanding of prevention strategies that can be implemented in elementary school settings. The implication of these findings is the need for greater support from schools, parents, and communities in supporting the sustainability and success of cyberbullying prevention programs. This research not only provides new insights into the phenomenon of cyberbullying in elementary school students, but also provides a foundation for the development of effective and sustainable prevention strategies.

Discussion

The results showed that bullying that occurs in elementary school students can be in a physical form where victims of bullying get physical treatment such as grabbing hair, pulling the headscarf, damaging books by slamming and tearing and even getting a punch. Bullying is also done verbally by using indecent words by elementary school students, often the words that come out are in the form of ridicule aimed at physical, slander, besides that the victim also gets insults, exclusion from classmates, this is not only once but almost every day the victim gets it. Meanwhile, the bullying was carried out through whatsapp by sending chats, emojis, offensive animations and scary videos. These forms of bullying can be categorized as physical, verbal, rational and electronic. (Berchiatti, Badenes-Ribera, et al., 2021; Berchiatti, Ferrer, et al., 2021; Colpin et al., 2021; Longobardi et al., 2022) The cause of bullying is because children get excessive punishment, parents' neglectful attitude towards children, the influence of the surrounding environment where they live and children's habits of watching both on television, gadgets see indecent content and are practiced on their friends so that bullying occurs (Ayu, 2020). As a result of bullying, elementary school students who are victims of cyberbullying tend to have difficulty coping with the stress and anxiety resulting from the experience (Demol et al., 2020; Hultin et al., 2021) (Lee et al., 2021; Samara et al., 2020; Vállora et al., 2020). The role of teachers, parents, friends in supporting cyberbullying victims to face and overcome the negative impacts requires assistance from both teachers and students (Bokkel et al., 2023; Green, 2021; Juva et al., 2020; Ploeg et al., 2020; Waasdorp et al., 2021). The formation of anti-cyberbullying communities can have a positive impact on student awareness and the school environment demonstrating the importance of involving the entire school community in cyberbullying prevention efforts (Muhammad Farid & Dita, 2021; ROSPITA, 2022). This highlights that a collaborative approach involving students, teachers, parents and school staff in shaping a safe and supportive school environment can be an effective strategy in addressing the issue of cyberbullying (Baraldsnes, 2020; Berchiatti, Badenes-Ribera, et al, 2021; Colpin et al., 2021; Demol et al., 2020; Dwiningrum & Wahab, 2020; Hultin et al., 2021; Longobardi et al., 2022; Marengo et al., 2021; Verseveld et al., 2021). These results also challenge current understandings that often emphasize individual or curative approaches in dealing with cyberbullying (Marlia et al., 2023; Ramadhona et al., 2023), while preventive approaches that involve the entire school community are still not well explored (Amiruddin et al., 2023; Shihab, 2020).

However, it should be acknowledged that this study has limitations in terms of generalizing the results. This limitation is mainly related to the specific context of the study, namely East Kotawaringin district, so the findings may not be directly applicable to other school contexts. In addition, limitations in the data collection methods, such as limitations in the number of interview respondents or the use of secondary data, may also affect the validity and generalizability of the findings. However, efforts have been made to strengthen the validity of the results, such as through data triangulation and consistency of findings with related literature.

Practically, the findings have significant implications for education practitioners and policy makers. The results of this study suggest that investing in the establishment of anti-cyberbullying communities in schools can be an effective step in creating a safe and supportive learning environment for students. Schools should consider integrating cyberbullying prevention programs that involve the whole school community in their lesson plans and school activities. Local governments can also take steps to support the implementation of these cyberbullying prevention programs by providing resources and training for schools. The results of this study have relevant implications in efforts to prevent and address cyberbullying in educational settings.

CONCLUSION

The findings from this study indicate that students' active participation in anti-cyberbullying community activities significantly increases their awareness of cyberbullying and creates a safer and more supportive school environment. The implication of these findings for theory and practice in the field of educational technology is that a collaborative approach involving the whole school community in cyberbullying prevention can be an effective strategy in addressing the problem. The role of the community provides a concrete solution in addressing the challenges of cyberbullying in the elementary school environment. The involvement of students, teachers, parents, and school staff in the formation of anti-cyberbullying communities.

This study has some limitations that need to be recognized. Limitations in the generalizability of the results due to the specific context of the study, as well as limitations in data collection methods, may affect the validity and relevance of the findings. Therefore, for future research, it is recommended to involve more schools and different geographical areas so that the results can be more representative.

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