RELATIONSHIP BETWEEN SELF-CONCEPT AND THE INTENSITY OF CYBER BULLYING IN CLASS XI OF DHARMA WANITA SENIOR HIGH SCHOOL SURABAYA

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Abstract: Most of the students in class XI of Dharma Wanita *Senior High School* Surabaya *are still cyber bullying to peers. The aim of the study is to analyze the relationship between self-concept and the intensity of cyber bullying in class XI of* Dharma Wanita *Senior High School* Surabaya. *The study design used a cross sectional analytic, with the population of 110 respondents, and the sample was taken by stratified random sampling as 48 respondents. The independent variable was self-concept and the dependent variable was the intensity of cyber bullying. The instrument used was questionnaire and interview. It was analyzed by using Rank Spearman statistical test with the significance level α = 0.05. The result showed that the students' self-concept, the majority (56.3%) had a negative self-concept, and almost entirely (92.6%) did cyber bullying in constantly intensity. Rank Spearman statistical test result was obtained that ρ = 0.00 <α = 0.05, which meant that H_0 was rejected, it meant that there was a relationship between self-concept and the intensity of cyber bullying in the students. The conclusion of this study is the students of class XI mostly have a negative self-concept and almost entirely do cyber bullying in the constantly intensity. It is expected that the students are able to improve their own self-concept, so the intensity of cyber bullying can be reduced.*

Keywords: Self-Concept, The Intensity of Cyberbullying, Senior High School Students

Introduction

Cyberbullying is a bullying act committed through cyberspace or the internet. Cyberbullying can also be interpreted as deliberate and repeated act of harming through the use of computers, mobile phones, or other electronic devices (Hinduja&Patchin, 2009).

A study of bullying by Tumon Matraisa Bara A (2014) from 3 randomly designated schools in East Surabaya stated that all the subjects had ever been involved in the act of bullying (Tumon, Matraisa Bara A, 2014). The results of the SEJIWA (Semai Jiwa Amani) foundation in 2008 showed that the violence among junior high school students occurred repeatedly in Yogyakarta (77.5%), Jakarta (61.1%), and Surabaya (59.8%). The violence at high school level mostly occurred in Jakarta (72.7%), followed by Surabaya (67.2%), and the last Yogyakarta (63.8%).

Based on preliminary data collection at SMA Dharma Wanita Surabaya, obtained from academic data of the school, the number of students of grade XI involved was 109 students from the total number of 385 school students, those of grade X, XI and XII. The researcher conducted direct interviews to the students of grade XI, and the number of the subjects interviewed was 39 students consisting of 21 students who once insulted, disturbed, harassed, threatened, or even intimidated their peers through the internet or using technology, and 18 students who had been humiliated, disturbed, harassed, threatened, or even intimidated by their peers through the internet or using technology.

Based on the phenomenon above the factors contributing to the occurrence of bullying according to Ariesto (in Mudjijanti, 2011) are divided into several factors, namely teacher factor, student factor, family factor, and environmental factor. The things that make bullying likely to reoccur involve the presence of supporting situation and the influence of the surrounding environment that unintentionally support the occurrence of violence and intimidation committed by the bullying actors (Murtie, 2014).

The impact experienced can be disruption of physical, psychological and academic health (Annisa, 2012). The impact is also influenced by the self-concept of the perpetrators and victims of cyberbullying. The concept of self is the views and attitudes of the individual towards oneself. Self-perception is related to the physical dimension, individual characteristics, and self-motivation. Self-perception includes not only individual strengths, but also their weaknesses even failures (Canisius, 2006). Self-concept consists of body image, self-ideal, selft-esteem, self-role, self-identity. So in general the impact of cyber-bullying will observed on each victim (Stuart &Sundeen in Muhith, A. 2015)

Cyberbullying may involve many people, even people we never know. So, all efforts to stop cyberbullying also should be supported by many parties to end cyberbullying behavior. But, the most important thing in overcoming and preventing the effects of cyberbullying is the self-concept existing within each individual. There are factors that influence the formation of self-concept: the significant other, reference group, development theory, and self perception (Stuart &Sunden in Muhith, 2015).

It is necessary that nurses - in providing nursing care - focus on preventive and promotive role by providing information or counseling related to bullying behavior and its impact to physical, psychological and academic health.

Research Method

The research method employed was analytical and cross sectional. The research was conducted at SMA Dharma Wanita Surabaya in April 2016. The population of the research was all the students of grade XI of SMA Dharma Wanita Surabaya, that is, 110 students (3 classes) with a sample of 48 students. The independent variable of the research was self concept, and the dependent variable was intensity cyber-bullying. The technique employed was probability sampling with the stratified random sampling type. The instrument of the data collection was a questionnaire sheet regarding self concept and cyber-bullying. The data analysis was done by SPSS 23 using Rank Spearman test with a significance of $\alpha = 0,05$.

Research Results

Table 1. Distribution of frequency by respondents based on the age of the students of grade XI of SMA Dharma Wanita Surabaya

Age (year)	Frequency	Persentage (%)
17	28	58,3
Total	48	100

Sex	Frequency	Persentage (%)
Female	25	52,1
Total	48	100.0

Since	Frequency	Persentage (%)
SMA	31	64,6
Total	48	100.0

Since	Frequency	Persentage (%)
SMA	36	75
Total	48	100.0

Based on table 1 above, the data indicated that most of the subjects were 17 years old, most were female, and most of them had had android-based cellular phones starting from the days they were in Senior High School or SMA, and most of them had used social media starting from the days they were in SMA.

Table 2 Distribution of frekuency by respondents based on self-concept of the students of grade XI of SMA Dharma Wanita Surabaya

Self-concept	Frequency	Persentage (%)
Positive	21	43,8
Negative	27	56,3
Total	48	100

Table 2 showed that of 48 respondents, most (56,3%) of the respondents had negative self-concept.

Table 3 Distribution of frequency by respondents based on the intensity of *cyberbullying* committed by the students of grade XI of SMA Dharma Wanita Surabaya

Intensity of Cyberbullying	Frequency	Persentage (%)
Low	9	18,8
Infrequent	2	4,2
Intermediate	9	18,8
Frequent	3	6,3
Constantly	25	52,1
Total	48	100

Table 3 showed that of 48 respondents, most (52,1%) of the respondents committed *cyberbully with constant* intensity (frequency of bullying >7 times monthly).

Table 3 Tabulation of cross-relation between self-concept and intensity of *cyberbullying* committed by the students of grade XI of SMA Dharma Wanita Surabaya

Self-concept	Intensity of *Cyberbullying*				
	Low n (%)	Infrequent n (%)	Intermediate n (%)	Frequent n (%)	Constantly n (%)
Negative	0 (0)	0 (0)	0 (0)	2 (7,4)	25 (92,6)
Positive	9 (42,9)	2 (9,5)	9 (42,5)	1 (4,8)	0 (0)
Total	9 (18,8)	2 (4,2)	9 (18,8)	3 (6,3)	25 (52,1)

Table 3 showed that of 48 respondents, 27 respondents with negative self-concept, almost all (92,6%), did the *cyberbullying* with a constant intensity (frequency of bullying >7 times monthly).

Statitical test using *Rank Spearman* with SPSS 23 *for windows*

showed the result that $\rho = 0,00 < \alpha = 0,05$, so H_0 was rejected meaning that there was correlation between self-concept and intensity of *cyber-bullying* by the students of grade XI of SMA Dharma Wanita Surabaya.

Discussion

A. Identity Self Concept of Students Class XI

The result of the studyshows (table 5.5) that from 48 respondents there are 27 students (56.3%) had negative self-concept, and 21 students (43,8%) had positive self - concept.

Based on the study of Muhith, A (2015), a person has a negative self-concept if he believes and sees himself weak, helpless, unable to do anything, incompetent, failed, unattractive, undesirable, and losing its appeal against the life. Related to Stuart &Sunden'stheory (Muhith, A.2015) that factors affecting the formation of self-concept are the significant other, reference group, theory of development and self-perception.

B. Identification of Cyberbullying Intensity of Grade XI Students

The result of the study in SMA Dharma Wanita Surabaya (Table 3) indicates that the majority of respondents, 25 students (52.1%) have cyberbullying behavior at the level of intensity constantly, 9 students (18.8%) have cyberbullying behavior at a low and intermediateintensity level, and 3 students (6.3%) have cyberbullying behavior at frequent intensity level, and 2 students (4.2%) have cyberbullying behavior at infrequent intensity level.

The results of interviews shows that most respondents do cyberbullying behavior due to accustomed to do that, and it has become a daily habit which is done continuously. According to Mudjijanti (2011) there is a culture of violence, this means that a person does bullying because he lives in a group that is very tolerant to bullying. Children who grow in these environments perceive bullying as common thing.

Many factors can be causes of bullying. This involves: teacher, student, parent, and environment (Ariesto in Mudjijanti, 2011). Table 5.3 shows that (4.2%) had electronic devices since primary school, nearly half (31.3%) had electronic devices since junior high, and most (64.6%) had electronic devices since SMA. Table 5.4 shows that, 25% have social media since junior high school, most (75%) have social network since high school.

C. Relationship of Self Concept with Cyberbullying Intensity

Based on the results of *Rank Spearman statistical test* by using SPSS for windows in determining therelationship between self-concept with the intensity of cyberbullying in class XI SMA Dharma Wanita Surabaya, it was obtained $\rho < \alpha$, ie, $\rho = 0.00 < \alpha = 0.05$. This indicates that H0 is rejected which means there is a relationship between self-concept with the intensity of cyberbullying on the class XI SMA Dharma Wanita Surabaya.

The result of the study presented in Table 5.7 shows from 48 respondents there are 27 respondents had a negative self-concept, almost entirely (92.6%) of 25 respondents did cyberbullying intensity in the level of constantly, and 2 respondents(7.4%) had intensity of cyberbullying in the frequent rate. While 21 respondents who have a positive self-concept, none of respondents (0%) did cyberbullying intensity in the level constantly, but a small number (4.8%) 1 respondent did cyberbullying intensity in the level of

the frequent, almost half 9 respondents (4.2%) performedcyberbullying intensity in intermediate and low level, and 2 respondents (9.5%) who doidcyberbullying intensity in infrequent rate.

This research concluded that self-concept can influence cyberbullying intensity to student. Many students perform cyberbullying intensity at a constantly level because they have a negative self-concept. Cyberbullying has become a negative phenomenon that must be addressed because schoolchildren have the opportunity to perform cyberbullying through mobile phones, instant messaging, chat rooms and email. Many of the students keep bringing electronic devices to school, even though the school has given regulations not to bring electronic devices to school.

Conclusions and suggestions
A. Conclusion
1. Grade XI students of SMADharma Wanita Surabaya mostly have a negative self-concept.
2. Grade XI students of SMADharma Wanita Surabaya mostly perform cyberbullying in intensity constantly.
3. There is a relationship between self-concept with cyberbullying intensity in Grade XI students of SMA Dharma Wanita Surabaya

B. Suggestion
1. For students
It is expected to foster positive self-concept by increasing social activities with family and friends so that the time of using mobile phone can be reduced in order not to do cyberbullying behavior.

2. For teachers
Cooperation with the healthcare team by conducting health education on the impact of cyberbullying behavior.
3. For the next researcher
It is expected that next researchers will be able to provide educational interventions such as enhancing self-concept and the impact of cyberbullying to students.

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