



## **The Relationship Between Cyberbullying And Self-Esteem In Adolescents At Global Edu High School**

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### **Abstract**

The rapid development of social media among teenagers has served as an easily accessible communication tool, creating new trends in society, namely cyberbullying. One's self-esteem is influenced by social relationships and how they feel valued. Many cases indicate that teenagers often experience low self-esteem, one of which is due to cyberbullying. This study aims to determine the relationship between cyberbullying and self-esteem in teenagers at Edu Global High School. The study employed a correlational design with a cross-sectional research approach. The population consisted of 61 active 10th-grade students at Edu Global High School, with 61 respondents as the research sample. The data collection technique used total sampling. Data collection employed two types of questionnaires, namely the Rosenberg Self-Esteem Scale (RSES) and the Cyberbullying and Online Aggression Survey Instrument. Data analysis utilized univariate analysis presented in the form of distribution and bivariate analysis using the Spearman correlation test. The results showed that in the case of cyberbullying, the majority (87%) were perpetrators with a low category (53 respondents), while the majority (82%) were also victims with a low category (50 respondents). Regarding self-esteem, the majority (67%) had high self-esteem (41 respondents) and almost entirely (33%) were in the low category (20 respondents). The research results indicated a p-value of  $0.011 < 0.05$ , which means there is a significant relationship between cyberbullying and self-esteem in a negative direction, indicating that the





higher the level of cyberbullying experienced by teenagers, the lower their self-esteem. In conclusion, this study found a significant negative relationship between cyberbullying and the self-esteem of teenagers at Edu Global High School. The higher the level of experienced cyberbullying, the lower their self-esteem. This emphasizes the importance of the role of nurses and the school in enhancing student self-esteem and addressing cyberbullying issues. These findings provide important insights into the impact of social media on teenagers. Therefore, it is hoped that nurses and the school authorities can work to help improve student self-esteem.

**Keywords:** Cyberbullying, Self-Esteem, Teenagers

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## 1. Introduction

The rapid development of the current era of globalization promises the public to make it easier to access everything that is unattainable with the emergence of efficient internet technology, this is what has made it difficult for users to be separated since the beginning of the internet (Utami, 2021). One of the developments in the era of globalization is the extraordinary development of social networking which occurs in all age groups, including young people, teenagers, parents and even children. Everyone is very active in using social media and can easily access and make unlimited friends (Jalal, Idris, & Maulina 2020).

Based on the Indonesian Internet Service Providers Association (APJII), in 2019-2020 internet users on the island of Java contributed greatly to the increase in internet users by 56.4% from 196.7 million users and West Java had the first place with the most internet users with 35,100. 611 souls. This phenomenon expands the opportunities for misuse of the internet to carry out online bullying among teenagers, especially high school students.





Citing data from the United Nations International Children's Emergency Fund (UNICEF) in a survey conducted in 2019 among one million teenagers, it was found that more than 70% of teenagers throughout the world were victims of internet violence, bullying on social and digital media. Apart from that, in 2021, in a survey on the UNICEF youth engagement platform, at least around 45% of the 2,777 teenagers aged 14-24 who had been surveyed said that they had experienced cyberbullying. According to Adawiyah (2019), apart from the impact of the development of the globalization era, cyberbullying is also influenced by several factors, namely internal factors including gender, personality, age and emotional regulation. External factors include parenting style, peers, social media, school climate, anonymity. This bullying behavior is very easy to occur in the teenage age range, which currently occurs frequently and is easier to do via electronic means (Adawiyah, 2019). Similarly, research conducted by Sukmawati and Kumala (2020) shows that cyberbullying behavior in teenagers has a huge impact which can affect all aspects of life starting from the physical, social and psychological aspects which can cause the victim to experience a decrease in self-esteem. In line with Malik's (2019) statement in his research, during adolescence it is very important for teenagers to have good self-esteem, where self-esteem is a very important thing for teenagers' lives, which means teenagers can be respected or humbled, apart from that, self-esteem It is also able to make someone improve their quality of life or perhaps make it worse.

This is the same as research conducted by Sukmawati and Kumala (2020) regarding *cyberbullying* behavior in teenagers. This has a huge impact which can affect all aspects of life starting from the physical, social and psychological aspects which can cause the victim to experience a decrease in self-esteem. In line with Malik's (2019) statement in his research, during adolescence it is very important for teenagers to have good self-esteem, where self-esteem is a very important thing for teenagers' lives, which means teenagers can be respected or humbled, apart from that, self-esteem It is also able to make someone improve their quality of life or perhaps make it worse. The aim of this research is to identify the relationship between cyberbullying and self-esteem in adolescents at Edu Global High School.





## The Oretical basis

In Pahlevi (2021) cyberbullying is the same as bullying in general, namely an act of intimidating someone who is weaker, cyberbullying often occurs on social media but what differentiates cyberbullying from bullying is the media and place where the perpetrator carries out acts of violence, harassment, oppression and so on. -other to the victim. Adawiyah (2019) cyberbullying behavior can be influenced by various factors, namely gender, personality, age, emotional regulation, parenting patterns, peers, social media, social climate, anonymity. The impact on physical, psychological, psychosocial and academic problems.

Self-esteem is an evaluation of oneself carried out by an individual which results in self-respect where a judgment is made by a person based on their ability to carry out tasks, how well a person achieves ethical or religious standards, how much a person feels accepted and loved by the surrounding environment. and how big an effect Coopersmith had (in Utami 2021). According to Coopersmith (2007, in Fahrída 2018) there are 4 aspects of self-esteem including, significance, strength, ability and virtue. Factors that influence self-esteem are gender, intelligence, physical condition, family environment, and social environment. One of the main impacts is difficulty in establishing friendships due to difficulty interacting and fear that easily arises, so that students feel uncomfortable and anxious when interacting with other people. Apart from that, teenagers with low self-esteem tend to be reluctant to look for new challenges in their lives (Anggraeni, 2018).

According to the World Health Organization (WHO), teenagers are residents in the age range of 10-19 years, while according to the Republic of Indonesia Minister of Health Regulation No. 25 of 2014, teenagers are residents with an age range of 10-18 years. According to the Population and Family Planning Agency (BKKBN), teenagers are in the age range 10-24 years and are not married.

## 2. Research Methodology

This research uses a quantitative approach with a cross-sectional research design to see the correlation between cyber bullying and teenagers' self-esteem. The population in this study was 61 active students in class 10 who studied at SMA Edu Global Bandung.





The sampling technique used was total sampling so the total sample was 61 students. Measuring tool with the Cyberbullying and Online Aggression Survey Instrument questionnaire belonging to Hinduja & Patchin in Astuti & Dewi (2021). Self-esteem questionnaire with the Rosenberg Self Esteem Scale (RSES). Univariate analysis used presentation data and bivariate analysis used Spearman's rho. This research was conducted on July 24 2023 at SMA Edu Global. This research involved 61 students, the majority female, with an average age of 15 years, all of whom had experienced cyberbullying. The results of the study found that there was a significant relationship between the experience of cyberbullying in adolescents and their level of self-esteem. This means that this research proves that there is a negative link between cyberbullying experienced by Aedu Global High School teenagers and their level of self-esteem.

- **Characteristics of Respondents Based on Gender and Age**

**Table 1 Frequency of Gender and Age (n=61)**

<b>Gender</b>	<b>Amount</b>	<b>Percentage</b>
Man	22	36%
Woman	39	64%
Total	61	100%
<b>Age</b>	<b>Amount</b>	<b>Percentage</b>
15 years	31	50%
16 years	25	42%
17 years	5	8%
Total	61	100%

Based on table 1 above, the gender of the 61 respondents showed that the majority of respondents in this study were female, 32 female students (64%) and based on age, it showed that of the 61 respondents obtained, all of them were 15 years old (50%) 31 students.





- **Univariate Analysis**

**Table 2 Frequency Distribution of Cyberbullying (n=61)**

<i>Cyberbullying</i>	Frequency	Percentage
Low	54	88%
Currently	7	12%
Tall	0	0%
<b>Total</b>	<b>61</b>	<b>100%</b>

Based on the frequency distribution in the table above, the results showed that all of them had been involved in cyberbullying, either as victims or as perpetrators, as many as 61 people (100%) and almost all of them were in the low category, 54 people (88%).

The researchers carried out data analysis based on grouping two categories, namely *cyberbullying* as perpetrators and victims separately as follows:

**Table 4.4 Frequency Distribution of Cyberbullying Victims (n=61)**

<i>Cyberbullying Victim</i>	Frequency	Percentage
Low	50	82%
Currently	11	18%
Tall	0	0%
<b>Total</b>	<b>61</b>	<b>100%</b>

Based on the frequency distribution table above, the data shows that all of them have been involved in *cyberbullying* as victims and the majority had been victims in the low 50 category (82%).

**Table 4.5 Frequency Distribution of Cyberbullying Perpetrators (n=61)**

<i>Cyberbullying Perpetrators</i>	Frequency	Percentage
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Low	53	87%
Currently	6	10%
Tall	2	3%
<b>Total</b>	<b>61</b>	<b>100%</b>

Based on the frequency distribution in the table above, the data shows that all of them have been involved in *cyberbullying* as perpetrators, the majority of whom acted as perpetrators in the low category, 53 respondents (87%).

**Table 4.6 Frequency Distribution of Self-Esteem (n=61)**

Pride	Frequency	Percentage
Low	20	33%
Tall	41	67%
<b>Total</b>	<b>61</b>	<b>100%</b>

Based on table 4.6 above, the results obtained from 61 respondents, the majority of respondents had high self-esteem, 41 people (67%).

- **Bivariate Analysis**

Bivariate analysis was carried out to see whether there was a relationship between *cyberbullying* and self-esteem in Edu Global High School teenagers. The correlation test used in this study used *Spearman Rank* with a significance level of 0.05.

**Table 4.7 Results of Correlation Analysis with Spearman Rank (n=61)**

<i>Cyberbullying</i>	Pride		Total	P Value	Correlation Coefficient
	Low	Tall			
Low	17 (28%)	35 (57%)	52 (85%)	,011	-,324





Currently	3 (5%)	6 (9%)	9 (15%)
Tall	0 (0%)	0 (0%)	0 (0%)
Total	20 (33%)	41 (67%)	61 (100%)

Based on the results of the correlation analysis, the Sig value was obtained. (2-tailed) or probability (p) 0.011 with a significance level of 0.05 so that the *p value* is  $0.011 < 0.05$ , which means there is a significant relationship between *cyberbullying* and self-esteem so that  $H_0$  is rejected and  $H_1$  is accepted. The relationship between *cyberbullying* and self-esteem has a negative direction, which means that the higher the level of *cyberbullying* experienced by teenagers, the lower it is their self-esteem.

**Table 4.8 Crosstab of Cyberbullying Perpetrators with Self-Esteem (n=61)**

<i>Cyberbullying</i> Perpetrators	Pride		Total
	Low	Tall	
Low	19 (31%)	36 (50%)	55 (90%)
Currently	1 (1%)	3 (4%)	4 (7%)
Tall	0 (0%)	2 (3%)	2 (3%)
Total	20 (32%)	42 (68%)	61 (100%)

Based on the frequency distribution in the table above, the data shows that 36 people (50%) in the low *cyberbullying category* had high self-esteem and almost 19 people (31%) experienced a decrease in self-esteem in the low category.

**Table 4.9 Crosstab of Cyberbullying Victims with Self-Esteem (n=61)**

Victim <i>Cyberbullying</i>	Pride		Total
	Low	Tall	
Low	11 (19%)	39 (63%)	50 (81%)





<b>Currently</b>	9 (14%)	2 (3%)	11 (19%)
<b>Tall</b>	0 (0%)	0 (0%)	0 (0%)
<b>Total</b>	20 (32%)	41 (68%)	61 (100%)

Based on the frequency distribution in the table above, data shows that the majority of victims in the low *cyberbullying category* had high self-esteem, 39 people (63%) and a small percentage experienced a decrease in self-esteem in the low category, 11 people (19%).

## 5. Discussion

### Overview of Cyberbullying

From the research results, it was found that the majority of *cyberbullying cases* occurred among female students, with the number reaching 39 people from a total sample of 61 students. Meanwhile, there were 22 male students who experienced *cyberbullying*. This is in accordance with several studies by Li, 2006; Smith, 2006; AASA, 2009, (in Saripah et al, 2018) shows that there are differences in *cyberbullying incidents* between male and female teenagers. In the context of *cyberbullying*, teenage girls tend to be more vulnerable to becoming victims than teenage boys, and girls are often the perpetrators of *cyberbullying*.

This statement is strengthened by research conducted by Sari, Nauli & Utomo (2020) explaining that cases of *cyberbullying* occur more often in women than men. In contrast to research by Zsila, et al (2018, in Dewi, et al, 2020) concluded that there are no gender differences in cases of traditional bullying or *cyberbullying*. This means that both men and women have the same opportunity to engage in *cyberbullying behavior*.

In the age category, it can be seen that 15 years of age is the age range with the highest number of *cyberbullying cases*, reaching 31 people from the total sample. In addition, 31 students were 15 years old and experienced *cyberbullying*. In research conducted by A. Vogels (2022), differences were found in *cyberbullying* experiences between teenagers aged 15 to 17 years and teenagers aged 13 to 14 years, especially





related to their physical appearance. As many as 21% of teenage girls aged 15 to 17 believe they have been the target of *cyberbullying* because of their physical appearance.

### **Overview of Self-Esteem**

Based on gender, in the low self-esteem category, the results showed that more women experienced low self-esteem compared to men. From a sample of 61 students involved in this research, there were 16 women who had low self-esteem, while the number of men who experienced the same thing was less than that. These results indicate a significant difference in the level of self-esteem between female and male students. In accordance with research conducted by Hyseni Duraku and Hoxha (2018), it was concluded that women are more susceptible to being affected by disorders of self-esteem compared to men.

Based on age, it was found that among teenagers aged 15 years, as many as 22 people had high self-esteem. Meanwhile, in the 16 year age group, there were 10 people with low self-esteem. These findings indicate quite striking differences in the level of self-esteem between the two age groups. This research shows that there is a tendency that self-esteem tends to be higher in adolescents aged 15 years compared to those aged 16 years. During adolescence, individuals who experience *cyberbullying* are vulnerable to decreased self-esteem.

This is in line with the statement (Mohammad, et al. 2019) where teenagers who are involved in *cyberbullying* face difficulties in forming their self-identity, therefore it is important to build high self-esteem for them, especially for victims of *cyberbullying*.

### **The Relationship between *Cyberbullying* and Self-Esteem**

Based on the results of the correlation analysis, the Sig value was obtained. (2-tailed) or probability (p) 0.011 with a significance level of 0.05 so that the p value is  $0.011 < 0.05$ , which means there is a significant relationship between *cyberbullying* and self-esteem.

Where according to Rosenberg, Schooler, & Schoenbach (1995, in Rachmatan and Rayyan 2018) explains that self-esteem is an important form of determinant for a





person's psychological well-being in identifying himself. This identification process is described as self-acceptance and self-respect which can reflect one's overall sense of self.

Wijayaningrum (2021) explains that a person's level of self-esteem, whether high or low, can be influenced by the social interactions they experience and how they feel appreciation from others and give appreciation to themselves. From the various incidents that have occurred, it can be seen that teenagers are often the group most vulnerable to low self-esteem, and this can be caused by various factors including the experience of being victims of *cyberbullying*. Previous research conducted by Rachmatan and Rayyan (2018) showed different results, namely that there was no correlation between the level of self-esteem and incidents of *cyber bullying*.

### **Nursing Implications**

Nurses must involve themselves in education and counseling programs for adolescents, parents and school staff about the dangers and impacts of *cyberbullying*, adolescent self-esteem, social support for adolescents.

## **6. Conclusion**

Nearly all cyber bullying falls into the low category, 54 people (88%). Most of the respondents had high self-esteem, 41 people (67%).

There is a relationship between *cyberbullying* and self-esteem in teenagers at Edu Global High School. with a significance level of 0.05 so that the *p value* is  $0.011 < 0.05$  in the negative direction, which means that the higher the level of *cyberbullying* experienced by teenagers, the lower their self-esteem.

### **Suggestion**

For future research, it is recommended to examine the effectiveness of various interventions and *cyberbullying prevention programs* in increasing adolescents' self-esteem.

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