

Template Buletin Pengabdian

Kampanye Kesadaran tentang Dampak Negatif dari Cyberbullying

Campaign on Awareness of the Negative Impacts of Cyberbullying

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Abstrak

Cyberbullying telah menjadi permasalahan yang serius yang sering berdampak kepada anak muda saat ini. Hal ini disebabkan oleh intensitas penggunaan internet, khususnya social media, yang sering diakses oleh para siswa. Tindakan cyberbullying dapat memiliki dampak yang serius terhadap Kesehatan mental siswa, sehingga perlu dilakukan tindakan pencegahan terhadap cyberbullying ini. Kampanye kesadaran tentang dampak negatif dari cyberbullying merupakan salah satu tindakan pencegahan melalui sosialisasi kepada siswa sekolah Pendidikan menengah atas terkait bahaya dari tindakan cyberbullying. Dengan kegiatan ini diharapkan dapat menumbuhkan awareness di kalangan siswa untuk mencegah terjadinya tindakan cyberbullying di masa mendatang.

Kata kunci: cyberbullying; remaja sekolah; kesadaran

Abstract

Cyberbullying has evolved into a significant issue that frequently affects teenagers in today's society. This can be attributed to the fact that teenagers spend a significant amount of time on the internet, particularly on social media platforms. It is vital to take preventative measures against cyberbullying because these activities can have a significant influence on the mental health of teenagers. Awareness campaigns about the negative impacts of cyberbullying are one of the prevention measures through socialization to high school students regarding the dangers of cyberbullying actions. We hope that by participating in these activities, students will become more conscious of the need to take preventative measures against cyberbullying in the future.

Keywords: cyberbullying, teenagers; awareness

36 **Introduction**

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38 Information is now more easily obtained because of the ongoing digitization
39 transformation. Digital technology has become an integral part of our daily lives. We can
40 access all necessary information on the internet using our digital communication devices. This
41 swift transformation has adverse consequences, particularly in the misuse of the internet for
42 disseminating useless and perhaps destructive content. One such instance is cyberbullying,
43 which primarily affects children and teenagers as its victims and has a very detrimental effect
44 on them. This occurs due to the integration of social media into the daily lives of modern
45 teenagers. Based on data from KPAI (Desintha Dwi et al., 2021), it was found that around 904
46 cases of cyberbullying targeted teenagers as the main victims.

47 According to the Ministry of Health of the Republic of Indonesia, distributing fake news
48 or videos through electronic media to provoke or damage someone's reputation is considered
49 as defamation. (Kemenkes RI, 2019). The UN Children's describes cyberbullying as a type of
50 recurring harassment using digital technology to intimidate, enrage, or humiliate the victims.
51 (Unicef, 2020). Cyberbullying is the deliberate act of sending electronic messages in textual,
52 visual, or video formats with the purpose of causing harm, distress, or fear to an individual.
53 (Sameer & Justin W, 2014).

54 There are several examples of cyberbullying, including the following: (Iqbal & Jami,
55 2022):

- 56 ▪ Flaming – the act of sending angry, rude, vulgar messages directed at a person or
57 persons privately or to an online group (Abaido, 2020).
- 58 ▪ Harassment – The act of sending hurtful messages or threats via chat platforms,
59 writing hurtful words in social media comment sections, or posting something
60 embarrassing/hurtful to a person or other people.
- 61 ▪ Impersonation – Impersonating someone else (e.g., using fake accounts or
62 logging in through someone else's account) and sending malicious messages to
63 others on their behalf (Unicef, 2020).
- 64 ▪ Denigration – Sending or posting harmful, untrue, or cruel statements about a
65 person to other people (Abaido, 2020).
- 66 ▪ Exclusion – The act that specifically excludes a person from online games,
67 activities, or friendship groups.

- 68 ▪ Outing and trickery – Sending or posting material about a person that contains
69 sensitive, private, or embarrassing information, including forwarding private
70 messages or images, and engaging in tricks to solicit embarrassing information to
71 be made public (Abaido, 2020).
- 72 ▪ Cyberstalking – The behavior related to harassment and intimidation including
73 persistently spying, monitoring, and controlling another person’s life (e.g., hidden
74 webcams, GPS devices etc) (Bussu et al., 2023).

75 Cyberbullying is more prevalent than traditional forms of bullying due to the fact that its
76 offenders are more likely to employ anonymous techniques, hence concealing their genuine
77 identities on the internet. (Casas et al., 2013). In most cases, those who engage in cyberbullying
78 aim to cause psychological pain to their victims by insulting and intimidating them through the
79 use of the internet. A significant number of teenagers suffer from depression as a consequence
80 of cyberbullying, and some of them even make the decision to take their own lives because
81 they are unwilling to speak up.

82 In light of the fact that cyberbullying has emerged as a significant risk to the mental and
83 emotional well-being of teenagers, we need to give this matter serious consideration and work
84 out strategies that are effective in preventative measures. Therefore, there is a need for a better
85 level of knowledge among the community, particularly concerning the negative impacts of
86 cyberbullying, the means by which families can be protected from cyberbullying, and how the
87 effects of cyberbullying can be mitigated. This forms the basis for the goal of conducting
88 awareness campaigns about the negative impacts of cyberbullying.

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Method

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92 This campaign begins with preparatory activities, during which the location for the
93 campaign is surveyed, the technical aspects of the campaign are organized, and the campaign
94 activities are communicated to the target audience. The awareness campaign about the negative
95 impacts of cyberbullying is conducted at SMA Labschool USK, targeting the audience of
96 newly admitted 10th-grade students at Labschool USK.

97 During the implementation phase, this campaign involves conducting in-person
98 meetings and discussions, during which the campaign organisers will deliver materials focused
99 on raising awareness about the adverse effects of cyberbullying. The material is presented in
100 an interactive manner that includes showing some videos about cyberbullying and engaging
101 the audience for feedback on the videos and material.

102 To support the presented material, the campaign organizers also prepared a pamphlet
 103 providing general information regarding awareness of the negative impacts of cyberbullying.
 104 The design of this pamphlet can be seen in Figures 1 and 2 below.
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 107 **Figure 1.** The main page of interactive pamphlet for the campaign
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 110 **Figure 2.** The cover page of interactive pamphlet for the campaign
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112 The number of participants in this campaign activity is approximately 50 students from
113 the 10th grade of Labschool USK. These students have just entered the high school phase, so
114 they can be classified as a group of teenagers who are very vulnerable to cyberbullying cases.
115 The detailed explanation of the provided material is expected to foster better awareness among
116 students so that they can understand cyberbullying and encourage them to be more open and
117 speak up if they feel they are victims of cyberbullying. Moreover, it is particularly important
118 to make them aware of the negative impacts of cyberbullying so that they will hopefully not
119 become primary actors in cyberbullying cases in the future.

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Result and Discussions

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Campaign Activity on Awareness of the Negative Impacts of Cyberbullying

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145 **Tabel 1.** The arrangement of the awareness campaign on the negative impacts of cyberbullying
 146 program

No	Waktu	Acara	Pengisi
1	10.00 – 10.10	Introduction Speech	Hendra Darmawan, S.Si
2	10.10 – 10.50	Material 1	PM Dr. Mohd. Asyraf Zulkifley
3	10.50 – 11.20	Interactive Material	Ir. Elizar, ST, M.Sc, IPM
4	11.20 – 11.50	Dissemination	Dr. Ir. Rusdha Muharar, ST, M.Sc, IPU
5	11.50 – 12.00	Closing	Ir. Elizar, ST, M.Sc, IPM

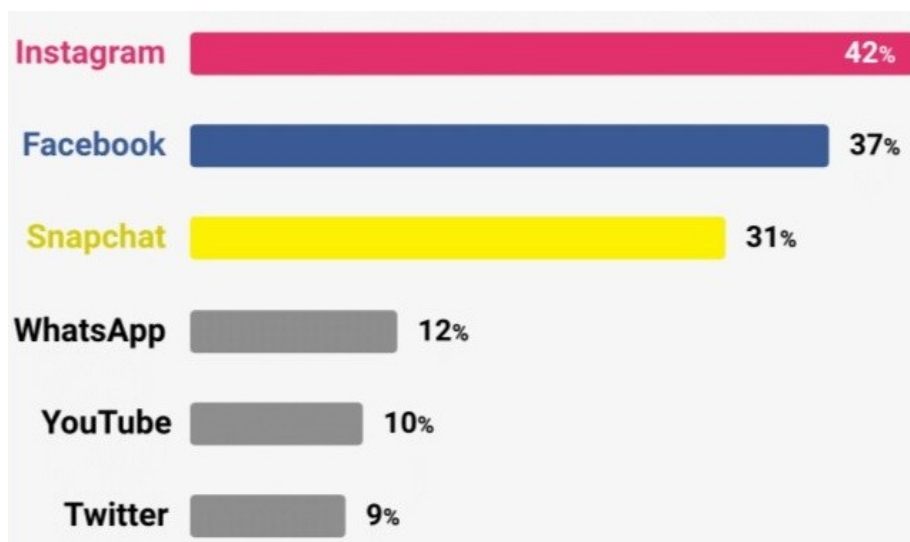
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148 *Cyberbullying Amongst Teenagers*

149 These days, teenage culture would be incomplete without digital communication
 150 devices. In the United States, research shows that about half of all teenagers (54%) own
 151 tablets, and nearly half (42%), have their own cellphones. Teenagers who did not have access
 152 to the internet were represented by just 13% of the total. Thus, cyberbullying is becoming more
 153 common among teenagers, and they are at risk of being victims, perpetrators, or bystanders to
 154 such incidents.

155 Research shows that social media, particularly Instagram, Facebook, Snapchat,
 156 Whatsapp, Youtube, and Twitter, are common platforms for cyberbullying. Instagram had the
 157 highest percentage at 42%, followed by Facebook at 37%, Snapchat at 31%, Whatsapp at 12%,
 158 Youtube at 10%, and Twitter at 9%.

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Figure 3. Cyberbullying in some social media platforms

162 The study by (Patchin & Hinduja, 2022), revealed that approximately 15% of teenagers
163 had encountered cyberbullying, with 21% of them being involved as targets, offenders, or
164 observers. A significant number of kids experience online cruelty and meanness when engaging
165 in gameplay, interacting with friends, and sharing random or noteworthy moments of their days
166 on social media.

167 Cyberbullying perpetrators usually possess a deep knowledge of digital communication
168 technology, allowing them to effectively access others' personal online information, skillfully
169 conceal their digital footprints, occasionally impersonate others, and have the capability to post
170 humiliating content. (Aboujaoude et al., 2015; Ferrara et al., 2018).

171 Numerous teenagers who observe cyberbullying struggle to intervene due to a lack of
172 knowledge on how to address the problem or a fear of exacerbating it if they try to help. The
173 absence of dedicated reporting channels hinders youth from effectively dealing with
174 cyberbullying situations within their community. Hence, it is essential to implement an
175 effective cyberbullying prevention mechanism in the school environment.

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177 *Guidelines to Avoid Cyberbullying*

178 Teenagers who possess a strong understanding of cyberbullying are likely to swiftly
179 grasp and analyze information for themselves or their peers, allowing them to prevent
180 cyberbullying behaviors at an early stage. Teenagers can cultivate a habit of steering clear of
181 behaviors that contribute to bullying by understanding the risks associated with cyberbullying.

182 Teenagers should avoid excessive engagement in the digital world and focus on
183 developing social capital by engaging in positive interactions with others to improve their
184 empathy. It is crucial to evaluate the influence of information from social media, such as
185 comments or news, on themselves and determine its appropriateness for sharing on social
186 platforms.

187 From the community perspective, especially in school environments, school officials
188 along with parents need to collaborate and spread the message that cyberbullying behavior is
189 unacceptable under any circumstances, both within and outside the school environment.

190 Especially from the school environment perspective, to prevent cyberbullying
191 incidents, it is necessary to cultivate better quality relationships between teachers and students
192 (Helweg-Larsen et al., 2012), increase support from teachers to establish bullying prevention
193 systems (Haynes et al., 1997), and consistent school regulations for addressing bullying (Cohen
194 et al., 2009).

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Summary

It is expected that following this campaign activity, both the school officials and the students will be able to identify and detect incidents of cyberbullying. Schools play an important role in preventing cyberbullying, despite situations where bullying does not happen on school grounds or during the school day. The school officials must recognize the importance of developing policies and implementing programs designed to address cyberbullying acts as well as the norms and social values of students. Differentiating between minor and severe cases of cyberbullying is crucial. Most minor incidents can likely be addressed proactively before they develop into more significant issues. (Notar et al., 2013). For the purpose of preventing students from engaging in activities that constitute cyberbullying, whether they take place inside or outside of the school setting, the ability to recognize, prevent, and report instances of cyberbullying should be taught to every student so that they are aware of the consequences that are associated with each action.

Acknowledgment

Ucapan terima kasih (jika ada) kepada orang atau institusi yang membantu secara langsung kegiatan harus dinyatakan (misalnya, penyedia hibah, dll.).

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