



# Social Media and Its Impact on Bullying Behavior of Primary School Students

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## ABSTRAK

Perkembangan teknologi informasi, internet dan media sosial semakin mengubah cara bersosialisasi. Media sosial memuat berbagai informasi yang dapat diakses oleh semua penggunanya tanpa filter. Hal ini dapat memicu pengguna untuk meniru apa yang disajikan di platform media sosial, misalnya perilaku bullying. Penelitian ini bertujuan untuk menganalisis pengaruh media sosial terhadap perilaku bullying siswa sekolah dasar. Metode penelitian yang digunakan adalah kuantitatif dengan metode penelitian survei. Populasi dalam penelitian ini adalah seluruh siswa kelas IV Sekolah Dasar. Pengambilan sampel dalam penelitian ini menggunakan teknik purposive sampling yaitu siswa kelas IV yang terdiri dari 2 kelas dengan jumlah siswa 37 orang. Instrumen penelitian menggunakan angket interval jenis skala likert. Teknik analisis data adalah uji deskriptif, uji normalitas, uji linieritas, dan uji hipotesis penelitian dengan menggunakan uji regresi linier sederhana. Hasil penelitian ini menunjukkan bahwa media sosial mempunyai pengaruh yang signifikan terhadap perilaku bullying siswa. Hal ini terlihat dari hasil uji regresi linier sederhana dengan nilai signifikansi  $0,000 < 0,05$ . Media sosial juga mempunyai pengaruh yang kuat terhadap perilaku bullying siswa yang ditunjukkan dengan koefisien korelasi ( $R$ ) sebesar  $0,816$ , hal ini menunjukkan besarnya hubungan antara variabel media sosial ( $X$ ) dengan perilaku bullying ( $Y$ ) sebesar  $81,6\%$  yang berarti media sosial mempunyai pengaruh yang kuat terhadap perilaku bullying siswa..

## ABSTRACT

The development of information technology, the internet and social media is increasingly changing the way of socializing. Social media contains various information that can access by all users without filters. This can trigger users to imitate what is presented on social media platforms, such as bullying behavior. This research aims to analyze the influence of social media on elementary school students' bullying behavior. The research method used is quantitative with survey research methods. The populations in this study were all fourth-grade elementary school students. The sampling in this study used a purposive sampling technique, namely fourth grade students consisting of 2 classes with a total of 37 students. The research instrument used a Likert scale type interval questionnaire. Data analysis techniques are descriptive tests, normality tests, linearity tests, and research hypothesis tests using simple linear regression tests. The results of this research show that social media has a significant influence on students' bullying behavior. This can be seen from the results of a simple linear regression test with a significant value of  $0.000 < 0.05$ . Social media also has a strong influence on students' bullying behavior as shown by the correlation coefficient ( $R$ ) of  $0.816$ , this shows the degree of relationship between the social media variable ( $X$ ) and bullying behavior ( $Y$ ) of  $81.6\%$  which means social media has a strong influence on students' bullying behavior.

## 1. INTRODUCTION

The current globalization causes information and communication to run very quickly and easily. The era of revolution 4.0 is starting to shift to the era of super smart society 5.0. Rapid technological developments in recent years have brought changes in various fields of science, culture, social and many more (Hamdan, 2021; Hertati, 2022). Every aspect of life is starting to become familiar with the use of cellphones, computers, tablets and other technologies that support the ease of facilitating all communication and work, including in the field of education (Hanif et al., 2018; Reddy et al., 2020). Base on previous study in September 2020, Internet World Stats reported that Asia had the largest number of internet users in the world, with 2.5 billion people, or 51.8% of total internet users. Indonesia is the country with the third largest internet users in the world (Kaloeti et al., 2021). Technology is one of the basic human needs today, because most of people's time is spent on technology. The growth of internet use in Indonesia is very rapid. Data shows that 50% of Indonesian people are connected, aware of and using the internet. Every day, the younger generation spends 70% of their time accessing the internet (Anwas et al., 2020; Subarkah & Salim, 2021). It cannot be denied that the internet provides many conveniences for its users. The Internet allows access to various types of information and entertainment from all over the world. In

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addition, the internet can transcend boundaries of time, place and even space, so that everyone can access the internet anytime and anywhere. By simply typing keywords into the search engine, any information needed will be provided with one click. One of the technological features used by almost every group and age, from children to adults, is social media.

The term social media has become very popular among internet users, especially in the universal sense and is widely used (Muhsyanur et al., 2021; Sari et al., 2020). Social media refers to the use of web-based technology and applications to encourage social interaction and communication between people around the world (Hamdan, 2021; Parris et al., 2022; Pramudya et al., 2023). Social media has become a means for everyone to communicate, express and gain knowledge. Today's world continues to be shaped and influenced by social media platforms. Social media use has increased rapidly in the last ten years and is now an important part of everyday life. It allows people to do many things, such as playing games, blogging, dating, sharing videos, and communicating without the restrictions of place (Mahase, 2019; Seraj Almalki et al., 2020). Social media allows individuals to (1) build a public profile within a social media network; (2) makes it easier to communicate with other users without space and time limitations; (3) gaining knowledge quickly. Data on social media usage in Indonesia in 2021 shows that out of 274.9 million people, the total population of Indonesia is 202.6 million people (73.7%) using the internet and 170 million people (61.8%) are active users (Alshalawi, 2022; Siahaan, 2023). Social media platforms have been used by all groups, including students. According to previous study the number of children who use social media continues to increase every year along with the number of internet users in Indonesia. In 2019, 25.2% of children aged 5-9 years and 66.2% of children aged 10-14 years in Indonesia actively used the internet (Kaloeti et al., 2021). Social media applications that are widely used today include WhatsApp, Facebook, X, youtube, Instagram, Tiktok, Snapchat, Pinterest, LinkedIn and so on (Johanis et al., 2020; Almalki et al., 2020).

Children who use social media still don't understand what they can and cannot see or do, however, because posts and information on social media cannot be filtered, many children see content that they shouldn't see. Not a few students also imitate what they watch on social media, such as videos of violence, fighting, and many children even imitate videos that are not appropriate for their age (Salsabila & Minsih, 2023; Waters et al., 2020). A survey conducted by Kompas showed that 56.9 % of children imitated scenes in the videos they watched. In general, they imitate movements (64%) and speech (43%) (Subroto, 2021). The use of social media among students today causes many of them to learn inappropriate things that they see on social media, one of which is bullying. Bullying is defined as the act of repeatedly and intentionally harming a person or group by another person or group (Bong et al., 2021; Doumas et al., 2023). Bullying can occur in various forms, such as verbal violence (verbal bullying), physical violence, theft, vandalism, or spreading false rumors (de Wet, 2020; Mandira & Stoltz, 2021).

Indonesia occupy ranking fifth from 79 country in survey Program for International Students Assessment (PISA) year 2018 with scores 41% student experience bullying at least a number of time in a month (Wicaksono et al., 2021). Frequent bullying happens, especially at school. There is hierarchy power, and some kids feel that they have a higher level of power than children others and misuse them, for example committing acts of bullying (Kapile et al., 2023; Ningtyas, 2020). From 2014 to 2018, the Indonesian Child Protection Commission (KPAI) recorded 369 complaints regarding bullying issues. This figure represents around 25% of the total 1,480 complaint cases in the education sector. KPAI mentions complaints about bullying, beatings of students, educational discrimination and illegal levies as forms of violence in schools (Khusuma et al., 2022; Laurensius et al., 2019).

Bullying is categorized into several categories, namely (1) Physical bullying; (2) verbal bullying; (3) cyberbullying; (4) and psychological (Coyle et al., 2021; Prihatmojo & Badawi, 2020). Examples of physical forms of bullying behavior include holding a friend's shoulder, hitting and stomping on their feet. Meanwhile, verbal bullying involves calling people with nicknames or titles, borrowing by force and calling their parents' names. Behavior bullying harms the mental health of both victims, perpetrators, nor witness. Bullying in children can cause long-term trauma, which can ended on disappearance self- confidence, problems with family, problems in school, experiences of violence at school, aggressive and naughty behavior in child, in some cases of children experiencing depression and then committing suicide (Nugraheni, 2021; Rambaran et al., 2020; Sundari & Kaluge, 2021). Bullying by students does not only have an impact on student just, but also adults, including teachers. Cases recently showed many students bully to Teacher they (de Wet, 2020; Reknes et al., 2019).

Several previous studies revealed that the use of social media can have a negative impact, namely that it can increase bullying of peers which affects children's mental health and psychosocial difficulties (Parris et al., 2022). Other research shows that acts of bullying between perpetrators and victims are not only carried out directly but through intermediaries such as cell phones, short messages and social media (Laurensius et al., 2019). The results of other research also show that the use of social media can increase cyber bullying behavior among students (Huang et al., 2021). In previous research, there was no research

that specifically discussed the impact of social media on bullying behavior in elementary school students. The aim of this study is to analyzing the influence of social media on student bullying behavior in elementary schools. The novelty of this study is specifically discussed the impact of social media on bullying behavior in elementary school students.

## 2. METHOD

This research is quantitative research which is included in the type of survey research. Survey research is a method of collecting data by asking a group of people questions about their thoughts, behaviors, or characteristics (Braun et al., 2021). This approach is widely used in social sciences, market research, and public opinion polling to gather quantitative data that can be analyzed statistically. Surveys can be conducted through various means such as questionnaires, interviews, or online forms, and can include both closed-ended questions, which provide specific response options, and open-ended questions, which allow for more detailed, qualitative responses. The goal is to obtain a representative sample of a larger population to infer trends, attitudes, and behaviors, making it a powerful tool for understanding and predicting social phenomena. Key considerations in survey research include the design of the survey, sampling methods, and ensuring the reliability and validity of the data collected.

The population in this study were all students at SDN 1 Semaya. Sampling in this study used a purposive sampling technique. The sample in this study was 37 grade 4 students at SDN 1 Semaya. The research instrument used in this study was a Likert scale type interval questionnaire in the form of a social media questionnaire and a Bullying behavior questionnaire which was administered using a Google form. The data obtained in this research was then analyzed using a simple linear regression test. Before testing a hypothesis, there are several conditions that must be met and need to be proven, including: the data analyzed must have a normal distribution and the data analyzed must be linear. The normality test used SPSS version 25 for Windows, with the Shapiro-Wilk analysis technique at a significance of 0.05. Meanwhile, the linearity test uses the ANOVA technique. A simple linear regression test and analysis prerequisite tests were carried out with the help of SPSS version 25 for Windows.

## 3. RESULT AND DISCUSSION

### Result

#### *Descriptive Statistical Tests*

Data from descriptive analysis regarding the influence of social media on bullying behavior of elementary school students at SDN 1 Semaya can be seen in Table 1.

**Table 1. Results of Descriptive Statistical Analysis**

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Social media	37	40	58	49.43	5.505
Bullying Behavior	37	38	58	47.97	5.003
Valid N (listwise)	37				

From Table 1, it can be seen that the number of research data (N) is 37 respondents. The social media variable (X) has a minimum value of 40 and a maximum value of 58. The average value of the social media variable is 49.43 with a standard deviation value of 5.505. while the Bullying behavior variable (Y) has a minimum value of 38 and a maximum value of 58. The average value of the Bullying behavior variable is 47.97 and the standard deviation value is 5.003.

#### *Analysis Prerequisite Test*

Testing of the prerequisites for research analysis is carried out by carrying out normality tests and linearity tests. The normality test was carried out to determine the influence of social media on the bullying behavior of elementary school students with a normal distribution or vice versa. The results of the data normality test can be seen in Table 2.

**Table 2. Normality Test Results**

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Social media	0.127	37	0.140	0.946	37	0.071
Bullying Behavior	0.106	37	0.200	0.971	37	0.443

Based on Table 2 the results of the Shapiro-Wilk test show that the significance value of the social media variable (X) has a significance value of  $0.071 > \alpha=0.05$  and the Bullying behavior variable (Y) has a significant value of  $0.443 > \alpha=0.05$ , so it can be concluded that the data is normally distributed. After getting the normality test results, the analysis continues with the linearity test. The results of the linearity test can be seen in Table 3.

**Table 3. Linearity Test Results**

Statistics Parameters			Sum of Squares	df	Mean Square	F	Sig.
Bullying Behavior * Social media	Between Groups	(Combined)	696.723	15	46.448	4.776	0.001
		Linearity	600.488	1	600.488	61.739	0.000
		Deviation from Linearity	96.235	14	6.874	0.707	0.745
Within Groups			204.250	21	9.726		
<b>Total</b>			<b>900.973</b>	<b>36</b>			

In Table 3, a significant value of 0.745 was obtained  $> \alpha=0.05$ , which means there is a significant linear relationship between the social media variable (X) and the Bullying behavior variable (Y).

#### Hypothesis testing

The next analysis is testing the research hypothesis which is carried out using a simple linear regression test assisted by the SPSS Version 25 application windows. The results of the simple linear regression test can be seen in Table 4.

**Table 4. Simple Linear Regression Test Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	600.488	1	600.488	69.944	0.000
Residual	300.485	35	8.585		
Total	900.973	36			

Based on Table 4 show a significant value of  $0.00 < \alpha=0.05$ . so it can be seen that the alternative hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_0$ ) is rejected. So it can be concluded that there is a significant influence between social media and the bullying behavior of SDN 1 Semaya students. The results of the coefficient of determination is show in Table 5.

**Table 5. Results of the coefficient of determination (Adjusted R<sup>2</sup>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.816	0.666	0.657	2.930

Based on Table 5, the correlation coefficient (R) value is 0.816, this shows the degree of relationship between the social media variable (X) and bullying behavior (Y) of 81.6%. This means that social media has a strong influence on student bullying behavior. Meanwhile, the coefficient of determination (Adjusted R<sup>2</sup>) is 0.666. This means that 66.6% of bullying behavior is realized by the social media variable. Meanwhile, 29.3% is explained by other variables not included in this study. The coefficient result is show in Table 6.

**Table 6. Coefficient Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.301	4.411		2.562	0.015
	Social media	0.742	0.089	0.816	8.363	0.000

Based on Table 6, it is known that the social media variable has a significant value of 0.00, so social media has a positive effect on student bullying behavior with a significance of  $0.00 < \alpha=0.05$ . This means that the higher the use of social media, the higher the bullying behavior of students. The regression equation shows  $Y = 11.301 + 0.742X$ . The constant of 11.301 states that if social media use has a value of 0, then

bullying behavior has a positive value of 16,173 regression equation shows  $Y = 11.301 + 0.742$  The regression coefficient of 0.742 shows that every additional value of social media will increase student bullying behavior by 0.742 or 74.2%, which means that the higher the student's use of social media, the higher the student's bullying behavior. On the other hand, if social media decreases by one value, then students' bullying behavior will also decrease by 0.742.

## Discussion

The results of the research analysis show that social media plays a high role in students' bullying behavior, this is because many students imitate the violent videos they watch on social media (Kaloeti et al., 2021; Subroto, 2021). Based on these results, it can be said that student bullying behavior can occur because social media displays various unfiltered information that can be accessed anytime and anywhere by students (Aradhana & Pangaribuan, 2022; Kasahara et al., 2019; Utami et al., 2021). Social media will have a good impact if it is needed in the world of education. However, this media can have negative impacts if its users interfere with other people's lives. Especially for elementary school age children whose behavior can be modeled on what they see on social media (Rawanoko et al., 2021; Sundari & Kaluge, 2021).

Bullying at school is a social problem that affects more and more children today. The high intensity of students' use of social media can trigger students to commit bullying (Aradhana & Pangaribuan, 2022; Choi et al., 2022). Physical, verbal, cyber, and psychological bullying are the most common forms of harassment perpetrated by students. Physical bullying is carried out such as hitting, choking, elbowing, punching, scratching, kicking, biting and so on. Meanwhile, verbal bullying takes the form of name calling, insults, slander, sharp criticism, insults, statements containing sexual advances or revealing sexuality, gossip and so on (Estévez et al., 2019; Ummi Khaira et al., 2023). Cyber bullying is often carried out, such as spreading hoax news, fraud, negative comments in social media columns, stalking and so on. Psychological bullying is often carried out, such as threats, terror, exclusion and so on (Anwar et al., 2022; Net et al., 2023; Ningrum & Bahri, 2020).

Bullying behavior can cause various negative impacts on victims, including physical and psychological impacts such as trauma, injury, and even death. Apart from that, victims of bullying tend to experience more psychological impacts such as loneliness, anxiety, depression and it can also affect their academic achievement (Aradhana & Pangaribuan, 2022; Hernawati et al., 2019). Bullying behavior at the elementary school level has not yet been addressed comprehensively. One of the causes is the lack of understanding by educators and the community regarding bullying between children at school and their peers. Students' naughty actions that are carried out repeatedly are actually bullying behavior, but educators and society consider these actions to be normal (Klimova, 2012; Sundari & Kaluge, 2021).

The results obtained in this study are in line with previous research which also revealed that the use of social media can have a negative impact, namely that it can increase bullying of peers which affects children's mental health and psychosocial difficulties (Parris et al., 2022). Other research shows that acts of bullying between perpetrators and victims are not only carried out directly but through intermediaries such as cell phones, short messages and social media (Laurensius et al., 2019). The results of other research also show that the use of social media can increase cyber bullying behavior among students (Huang et al., 2021). Based on several research results, it can be said that social media has a high impact on student bullying behavior.

The implications of the research results can be used to develop a curriculum that includes education about safe and responsible use of social media. Additionally, teachers can be trained to recognize signs of bullying related to social media and how to handle such cases effectively. However, this research has limitations, other factors outside social media (e.g., family environment, peers, traditional media) can also influence bullying behavior, and it is difficult to isolate the impact of social media exclusively.

## 4. CONCLUSION

Based on the results of data analysis, it is known that the significant value is higher than the significance level. So it can be concluded that there is a positive influence of social media on student bullying behavior. This can be seen from the results of simple linear regression which shows a significant which means there is a significant influence between social media and student bullying behavior. Apart from that, the regression coefficient shows that every additional value of social media will increase students' bullying behavior which means that the higher the students' use of social media, the higher the students' bullying behavior.

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