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RELATIONSHIP BETWEEN CHILDREN PARENTS AND SELF-REGULATION WITH CYBERBULLYING TRENDS IN ADOLESCENTS Alif Muarifah¹, Siti Robiah Adawiyah², Muya Barida³ Ahmad Dahlan University Yogyakarta Indonesia¹²³ Email: alif_muarifah@yahoo.co.id¹, Sitirobiahada13@gmail.com² Muya.barida@bk.uad.ac.id³

3ABSTRACT This study examines **the** relation **between** the **attachment** of child - **parents and** self- regulation **with the** tendency **of** cyberbullying in **adolescents**.

This research involved 174 students in Yogyakarta City. The respondents filled out parent-child attachment scale, self- regulation scale and cyberbullying tendency scale. This study use a quantitative correlational approach with multiple linear analysis technique. The analysis of major hypothesis shows that the attachment of parent-child and self-regulation correlate very significantly with cyberbullying tendency of 0.302 ($p < 0.00$). The analysis of minor hypothesis show that the attachment of parent-child negatively correlated and very significant with the cyberbullying tendency of -0.230 ($p < 0.00$). Self-regulation negatively related and highly significant with the cyberbullying tendency of -0.224 ($p < 0.00$). Keywords: cyberbullying tendency, attachment of child-parents, self-regulation. INTRODUCTION Development, internet technology has become a new platform for social interaction. Social networking sites offer teens with peers from a variety of different cultures to have interactions that cannot be done in face-to-face interactions because they are too embarrass to do so or other reasons (Livingstone, 2008). The ease in posting posts and uploading photos or videos have made it easy for individuals to express their opinions and can even easily intimidate and damage the good name of others. The ease of expressing opinions is a positive thing, where individuals can express their aspirations easily and openly. Conversely, this convenience may have a negative impact if it is not used wisely and uses words that contain ridicule or insults that we are familiar with cyberbullying. In the current digital era, more and more individuals are communicating through the internet or social media. The intensity of its use is greater than direct communication or face to face. Patchin and Hinduja (2008) argued cyberbullying is an act of intentional violence carried out repeatedly through electronic text media that causes harm to others. Cyberbullying is a form of harassment or intimidation using communication technology (Kowalski, Giumetti, Schroeder & Lattaner, 2014). Indonesian Internet Service Providers Survey Survey or APJII (2017) reported internet users in Indonesia is as much as 54.68%. 262 million of the total population of Indonesia, 143.26 million are internet users with a percentage of 58% of the

population of Java, 19.05% of the population of the island of Sumatra and 7.97% of the population of the island of Borneo, of which 16.68% or 23.89 million users are teens at the age of 13-18 years (APJII, 2017). Heilman and Walrave (2012) reported that Belgian teenagers aged 12-18 years were involved in cyberbullying, 33.2% of whom were perpetrators. Lovegrove and Cornell (2014) found 12% of American students perform cyberbullying. Ditch The Label (2017) reported that around 12% of people in the United Kingdom harassed and 54% experienced harassment through digital media. In Indonesia the number of children and adolescents who are reportedly involved in cyberbullying is quite high. The IPSOS survey agency surveyed 18,687 million people in 24 countries, including Indonesia, found one in ten people

14 reported that their children had been victims of

violence through online media (Safaria, fatwa and Suyono 2016). Research on "Internet use among children and young people in Indonesia" conducted by the ministry of communication and information technology (KOMINFO) in collaboration with UNICEF in the multi-country program "Digital Citizenship Safety" found that 400 of the respondents consisted of children and adolescents from various cities in Indonesia, as much as 13% have become victims of cyberbullying. (Razak, 2014). Belsey (2005)

4 defined cyberbullying as the use of information and communication technology to support intentional, repetitive, hostile

behavior of individuals or groups with the aim of hurting others. Kowalski, Giumetti, Schroeder, and Lattaner (2014) suggested several aspects of cyberbullying, namely: 1) Intention, cyberbullying is characterized by a desire to hurt manifested through action, and causes suffering to the target of abuse; 2) Repetition of aggression and continuous actions carried out by individuals or groups; 3) power imbalance, there is an imbalance between the perpetrators and the target of the harassment; 4) Anonymity and Publicity, anonymity causes the perpetrator to abuse without being easily known by the victim. Publicity causes information to easily spread and be accessed by users of the telecommunications media. Kowalski, Giumetti, Schroeder and Lattanner (2014) cyberbullying is influenced by two factors, namely personal factors and situational factors. Personal factors consisting of gender, age, motivation,

1 **personality, psychological** condition, **socioeconomic status and use** of technology, **values and perceptions and other**

maladaptive behavior. Situational factors consist of

1 **provocation and support**, parent **involvement, school climate and anonymity.**

Situational factors that influence cyberbullying behavior include parental involvement. Gilham and Thomson (1996) stated that children's behavior is the result of their learning about what happens in their respective houses with their parents as a "role model". The

15 **relationship between parent and child is the**

first relationship a child has. Emotional bonds between children and parents will be able to reduce problems such as anxiety and aggression behavior in children. Basically, viscosity arises from the process of interaction and communication based on the principles of learning and modeling. Family is the closest environment and has a big influence on children's behavior. Parent- child interaction is built through emotional relationships that have existed since the child was still small, known as attachment. Attachment is a sense of trust in the role of parents which is indicated by the presence of sticking behavior, attachment itself includes aspects of the

10 **child's perception of the** quality **of** communication between children **and** parents, **the**

level of children's perception of alienation and the level of anger towards parents (Greenberg, 2009). Armsden and Greenberg (1987) conducted research on adolescents who showed that children's attachment to parents psychologically affected children's well- being in children's trust in parents, communication and feelings of alienation from children in parents. Armsden and Greenberg (1987) proposed three aspects underlying the existence of attachment, namely: a. Communication, harmonious two-way communication

helps create strong emotional bonds between parent and child. B. trust is a feeling of security and confidence that others will meet certain needs. c. alienation, closely related to avoidance and rejection, are two very important constructs in attachment. When someone feels that attachment figures are not available, attachment becomes less safe. This is caused by the emergence of feelings of alienation. The results of Gilham and Thomson's research (1996) stated the role of children in bullying (as victims or perpetrators), one of which can be explained through the relationship they have with their parents. Manning in Beaty and Alexeyew (2008) explained that the family has a very big influence on children who do bullying. Rutter (in Beaty & Alexeyew, 2008) further stated that a good relationship between children and parents is very influential in preventing children from bullying. Diana and Retnowati (2009) showed that the lower the parental communication with adolescents, the higher the aggressiveness of adolescents such as bullying behavior. Ainsworth (2014) in his research on strange situations divides the attachment force into two main forms, namely secure attachment and insecure attachment. Children with safe attachment are generally far from negative behaviors such as cyberbullying behavior. Malihah and Alfiasari (2018) in their research showed that family and individual factors play a role in reducing cyberbullying. In addition to situational factors, cyberbullying is also influenced by internal factors such as personality. According to Jung (Alwisol, 2009), personality includes all thoughts, feelings and behavior, awareness and unconsciousness. Personality guides people to adapt to the social and physical environment. Self-regulation is one of the main drivers of human personality. According to Erikson self-regulation in children is how children gain control over their emotions and social abilities in playing their role as social creatures in the community. Diane (2008) said that self-regulation is the control from within the individual to withstand impulses and control his behavior when there is no control from the environment. Self-regulation is the basis of socialization, and connects all domains of physical, cognitive, emotional, and social development (Papalia, Old & Feldman, 2009). Self-regulation is a process of self-correction needed to keep someone on the path of their goals and the adjustment comes from within himself (Husna, Hidayati, & Ariati 2014). Research conducted by Mark and Jepper (2011) concerning the relationship between self-regulation and aggressive behavior of adolescents, shows that adolescents with high self-regulation will be careful in behaving and avoiding destructive actions that can harm themselves and the surrounding environment. Conversely, adolescents with low self-regulation tend to have low ability to implement social norms, control behavior, and regulate negative emotions in order to harm others.. Gavora, Jakesova and Kalendra (2015) put forward four aspects of self-regulation, namely: a. control of impulses, aspects that lead to the ability of individuals to resist temptations and impulses that can disrupt an attempt to behave according to the will. b. Orientation goals, abilities possessed by individuals to plan a business and the desired target achievement. c. Self-direction, the ability of individuals to learn from mistakes that have been done and d. Decision-making, the ability of individuals to choose and decide on an activity or behavior from the various choices available. Based on the description above, the researcher concludes that the attachment of parents and self-regulation is negatively

related to the tendency of cybebullying in adolescents, where the personality factor seen from the ability of self-regulation as well as the involvement of parents through the attachment of parent-child has a relationship with the tendency of cybebullying.

7 **This study** aims to empirically **examine the relationship between** attachment of parent-child **and**

self-regulation with the

17 **tendency of cyberbullying** in adolescents in the

city of Yogyakarta. HYPOTHESIS Based on the description above, the hypothesis in

6 **this study are:** 1. **There is a relationship between attachment** of parent-child **and**

self-regulation with cybebullying in adolescents. 2.

11 **There is a negative relationship between** the attachments of parent -child

to the tendency of cybebullying. 3. There is a negative relationship between self-regulation and cybebullying tendency. RESEARCH METHOD A. Research Variables

51. **Independent Variable (X1)** : Parent-child attachment **2. Independent Variable (X2)** : Self-regulation **3. Dependant Variable (Y):**

Cyberbullying Trend B. Operational Definition Cyberbullying tendency is the extent to which the tendency of aggressive behavior that is done intentionally and repeatedly by individuals or groups using

telecommunications media with the aim of endangering others emotionally and psychologically which is marked by the ideas, desires, and encouragement to aggression through online media. The aspects of cyberbullying in this study consist of intention, repetition, and anonymity and publicity. Cyberbullying tendency is measured using a cyberbullying tendency scale. Parent-child attachment is a strong affection bond to the child towards parents who are the source of attachment, marked by a desire to maintain closeness that makes children feel comfortable and away from pressure. The aspects of attachment of parents in this study consisted of trust, alienation and communication.

9Parent- child attachment is measured using the parent- child attachment

scale. Self-regulation is the ability of individuals to regulate and control themselves cognitively, emotionally and behaviorally to achieve goals. The aspects of self- regulation in this study consisted of control of impulses, goal orientation,

16self direction and decision making. Self-regulation

was measured using a scale of self-regulation. C. Data Measurement Tool The cyberbullying tendency scale used in this study was arranged based on aspects of cyberbullying namely intention, repetition, and anonymity and publicity. Each item has four alternative answers namely very appropriate (SS), appropriate (S), inappropriate (TS) and very inappropriate (STS). In favorable items a very appropriate answer (SS) is given a score of 4, appropriate (S) is given a score of 3, inappropriate (TS) is given a score of 2 and very inappropriate (STS) is given a score of 1. While unfavorable items a very appropriate answer (SS) is given a score of 1, appropriate (S) is given a score of 2, inappropriate is given a score of 3 and very inappropriate (STS) is given a score of 4. The parent-child attachment scale used

13in the study was based on aspects of parent- child

attachment, namely trust, alienation and communication. Each item has four alternative answers, namely very appropriate (SS), appropriate (S), inappropriate (TS) and very inappropriate (STS). In favorable items a very appropriate answer (SS) is given a score of 4, appropriate (S) is given a score of 3, inappropriate (TS) is given a score of 2 and very inappropriate (STS) is given a score of 1. While unfavorable items a very

appropriate answer (SS) is given a score of 1, appropriate (S) is given a score of 2, inappropriate (TS) is given a score of 3 and very inappropriate (STS) is given a score of 4. The scale of self-regulation used in the study was arranged based on aspects of self-regulation consisting of control of impulses, goal orientation, self-direction and decision-making. Each item has four alternative answers namely very appropriate (SS), appropriate (S), inappropriate (TS) and very inappropriate (STS). In favorable items a very appropriate answer (SS) is given a score of 4, appropriate (S) is given a score of 3, inappropriate (TS) is given a score of 2 and very inappropriate (STS) is given a score of 1. While unfavorable items a very appropriate answer (SS) is given a score of 1, appropriate (S) is given a score of 2, inappropriate (TS) is given a score of 3 and very inappropriate (STS) is given a score of 4. D. Research Subjects The population in this study is adolescents in the city of Yogyakarta with an average age of 12-15 years. The sample in this study used cluster random sampling technique, i.e. sampling technique based on units in the population selected randomly (Sugiyono, 2011). E. Data Analysis Technique To test the hypothesis then used multiple regression statistical technique. RESULTS AND DISCUSSION The results of this study will report on the descriptive analysis of research variables, the results of assumptions and hypotheses. The following will be presented the results of a descriptive analysis of research data Table 1. Descriptive Research Data Variable Total Empirical Score Hypothetical Score Items

8Min Max Mean SD Min Max Mean SD Y 28 29

79 52,23 8,936 28 112 70 14 X1 28 51 61 90,95 11,023 28 112 70 14 X2 25 43 47 75,85 9,081 25 100 62,5 12,5 Before a regression analysis was performed, first it assumed a test which included a normality test, a linearity test and a multicollinearity test. Table 2. Normality Test Results Variable Score of KS-Z Sig (p) Note Cyberbullying tendency ,059 ,200 Normal Parent-child attachment ,064 ,079 Normal Self-Regulation ,060 ,200 Normal The normality of each variable will be tested with Kolmogorof-Smirnof one-sample non-parametric statistics. The distribution of scores is said to be normal if the value of Z (KS) is in $p > 0.05$.

2Based on the results in table 2 it appears that

all variables possessed a normal distribution. Table 3. Linearity Test Results Variable Linearity Deviation from Linearity Note F Sig (p) F Sig (p) KC * KAO 7,664 ,007 1,079 ,374 Linear KC * RD 18,235 ,000 1,504 ,074 Linear Based on the results of the linearity test that the price F ($p < 0.05$); that means that all independent variables have a linear relationship with the dependent variable.

12 **Table 4. Multicollinearity Test Results Variable Tolerance VIF**

Cyberbullying ,983 1,018 tendency with Note Not Multicollinearity parent-child attachment Cyberbullying ,983 1,018 Not Multicollinearity tendency with self-regulation Variables that caused multicollinearity can be seen from tolerance values smaller than 0.1 or VIF (Variance Inflation Factor) which was greater than the value of 10 (Hair at al, 1992). The results of the multicollinearity

2can be seen in table 4. Based on the above results, **it** showed **that**

the variable variability of tolerance was as much as 0.983 and $VIF = 1.018$ and the variable of cyberbullying tendency with self-regulation as much as 0.983 and $VIF = 1.1018$. This means that all variants are stated not to be multicollinearity. Based on the multitude of multicollinearity analysis, it is obtained that the variability of the non-existent multicollinearity thus it fulfills the requirements for regression analysis.. The results of the data analysis showed a significance of the three variables of 0.00 with a correlation coefficient of 0.302. The data showed that the parent-child relationship and regulation were negative and very significant in relation to the tendency of cyberbullying. Thus the hypothesis was accepted. As long as the parent-child are close together and self- regulation then the lower the the trend to perform cyberbullying, on the other hand, the lower attachments, parent,-child and self-regulation then the higher the tendency to perform cyberbullying..

Table 5. Contribution of independent variables to dependent variables

Variable	Beta regression coefficient	Correlation R coefficient
Parent-child attachment (X1)	-0,230	-0,204
Self-regulation (X2)	-0,224	-0,197

The results of the data analysis showed the significance between the variables of the parent-child attachment with the tendency to perform cyberbullying as much as 0.002 with a coefficient of -0.204. The data showed that the parent-child relationship was negative and very significant towards the tendency of cyberbullying. Thus the hypothesis was accepted. Both variables were negatively related, the higher the attachment of parent-child then the lower the the tendency to perform cyberbullying, on the other hand, the lower the parent-child attachment then the higher the tendency to perform cyberbullying. The effective contribution of the attachment of parent-child to the tendency of cyberbullying with a magnitude of 9.1%, while the remaining 90.9% was contributed by other variables not examined. The results of the data analysis showed the significance of the variable of self- regulation with the tendency of the trend of cyberbullying as much as 0.003 with a correlation coefficient of -0.224. The data showed a negative and very significant relationship with the tendency to perform cyberbullying. Thus the hypothesis was accepted. Both variables were negatively related, the higher the self-regulation then the lower the tendency to perform cyberbullying, in

contrast, the lower the self-regulation then the higher the tendency to perform cyberbullying . The effective contribution of the attachment of parent-child to perform cyberbullying as much as 0,047%, while the rest 99,953% was the contribution of other variables not examined. CONCLUSION The attachment of the parent-child is shown to be highly significantly correlated with the tendency of cyberbullying teenagers in Yogyakarta. The attachment of the parent-child is negatively related and very significant with the tendency of cyberbullying. Self-regulation is negatively related and very significant with cyberbullying tendencies. The implication of this research is in an effort to reduce the tendency of cyberbullying in adolescents, the attachment factors of parent-child and self-regulation become important. REFERENCES Ainsworth, M. D. S., Blehar, M. C., Waters, e., & Wall, S. (2014). *Patterns of Attachment: A Psychological Study Of The Strange Situation*. New York : Psychology Press. Alwisol. (2014). *Psikologi Kepribadian, Edisi Revisi*. Malang: UMM Press. Armsden, G. C., & Greenberg, M. T. (1987). *The Inventory of Parent and Peer Attachment: Individual Differences and Their Relationship To Psychological Well-Being In Adolescence*. *Journal of Youth and Adolescence*, 16(5), 427-454. Asosiasi Penyelenggara Jasa Internet Indonesia. (2017). *Indografis&PenetrasiPerilakuPengguna Internet Indonesia*. Teknopreneur. Beaty, L. A. & Alexeyev, E. B. (2008). *The Problem of School Bullies: What the Research Tells Us*. *Adolescence*, 43, 169-180. Belsey, B. (2005). *The World's First Definition Of "Cyberbullying"*. <http://cyberbullying.ca/>. Diunduh pada 29 Juni 2019. Ditch The Label. (2017). *The Annual Cyber Survey 2017*. United Kingdom: Ditch The Label Your World Prejudice Free. Gavora, P., Jakesova, J., & Kalendra, J. (2015). *Self-Regulation And Academic Self-Efficacy Of Czech University Students*. *Procedia Social and Behavioral Science*. 1117-1123. Gilham, B. & Thomson, J. A. (1996). *Child Safety: Problem And Prevention From Preschool To Adolescence*. London: Routledge & Kegan. Greenberg, M. T. (2009). *In of Pare and Peer Att*. College of Health and Human Development. Heirman, W., & Walrave, M. (2012). *Predicting Adolescent Perpetration In Cyberbullying: An Application Of The Theory Of Planed Behavior*. *Psichothema*, 24(4), 614-620. Hinduja, S. & Patchin, J.W. (2008). *Cyberbullying: An Explanatory Analysis Of Factor Related To Offending And Victimization*. *Deviant Behavior*, 29(2), 129-156. DOI: 10.1080/01639620701457816 Kowalski, R.M., Giumetti, G.W., Schroeder, A.N., & Lattaner, M.R. (2014). *Bullying In The Digital Age: A Critical Review And Meta-Analysis Of Cyberbullying Research Among Youth*. *Psychological Bulletin*. American Psychological Association, 1-65. Livingstone, S. (2008). *Taking Risky Opportunities In Youthful Content Creation: Teenagers's Use Of Social Networking Sites For Intimacy, Privacy, And Self- Expression*. *New Media & Society*, 10(3), 393-411. DOI: 10.1177/1461444808086415 Mark, J., & Jepper, P. (2011). *Self Regulation With Aggressive Behaviour*. *Journal Of Psicologica*. 8(10),. 789-800. Papalia, D.E., Old, S.W., & feldman, R.D. (2008). *Human Development (Psikologi Perkembangan)*. Diterjemahkan oleh: A.K. Anwar. Jakarta: Kencana. Safaria, T., Tentama, F., & Suyono, H. (2016). *Cyberbully, Cybervictim, And Forgiveness Among Indonesian High School Students*. *The Turkish Online Journal of Educational Psychology*, 15(3), 40-48. 1 2 3 4 5 6 7 8 9