

CHAPTER I

INTRODUCTION

A. Background

Along with the development of today's technology, it is easier for the communication process without thinking about the distance of space and time, it is easier to obtain information more quickly. However, there are several impacts of technological developments with the emergence of several new communication tools such as mobile phones, internet, and television. The development of these technologies can affect a person's lifestyle and perspective and influence the culture of certain communities, especially among members of the community.

The term community comes from the Latin *communitas* which comes from the root word *communis* which means community, public, common property, and many people. The general definition of a community is a group of people with various characteristics linked by social ties, varied similar perspectives, and engage in the same actions in a geographic location or circumstance. In sociology, community can be defined as a group of people who interact with each other in a certain location (MacQueen et al, 2001).

In interacting well in the social environment, many communities often interact

through social media which is currently vulnerable to negative information that all people, especially community members, can easily access. Such negative information can form members behave negatively. In general, the age of community members is on average still teenagers who are vulnerable to violence both in the real world and in cyberspace. One form of violence that community members in cyberspace often experience is cyberbullying. The more often children witness violent scenes, the more aggressive behavior that arises in children is easily formed (Andriani et al., 2011)..

One of the causes of the easy formation of aggressive behavior in community members, especially in men, is the lack of self-control, this is in accordance with the opinion of Gottfredson & Hirsch (in Andaryani, 2013) which states that men have lower levels of self-control than women. so that many of them found doing negative and deviant actions. Self-control is the basis for unifying thoughts, habits, impulses, emotions, and behaviors from oneself and society (Widodo, 2013). Usually, teenagers with low self-control will tend to be easier to do negative behavior such as cyberbullying. This is supported by Masqiyah's opinion (in Zuldha, 2018) which says that someone who has good self-control tends to avoid negative behavior. In contrast, individuals with low self-control will more often behave negatively and violate the rules. Thus, community members who lack self-control will be vulnerable to cyberbullying behavior.

According to Bauman et al (in Gísladóttir, 2016), cyberbullying can be defined as aggressive actions by individuals or groups using technology to intentionally and repeatedly harass others who cannot easily defend themselves. Nowadays, many community members are doing cyberbullying, either as perpetrators, victims or just as spectators (bystanders). This is supported by a global survey conducted by IPSOS on 18,687 parents from 24 countries, including Indonesia, which found that 12% of parents stated that their child had experienced cyberbullying and 60% of them stated that their children had experienced cyberbullying on social networks such as Facebook. In Indonesia, 14% of parents who were respondents in this survey stated that their children had experienced cyberbullying, and 53% stated that they knew that their children in their community had experienced cyberbullying.

The emergence of cyberbullying behavior in individuals, triggered by anger and revenge. This is supported by the opinion of Pandie et al (2016) which states that the tendency of individuals to become the first perpetrators of cyberbullying is unresolved grudges. Some of the ways that cyberbullying perpetrators can do because of unresolved grudges include flaming (anger) and harassment (harassment). In addition to unresolved grudges, Pandie et al (2016) also mention that cyberbullying is carried out because the perpetrators are motivated (motivated offenders) to commit piracy, revenge, theft, or just for fun.

The forms of cyberbullying behavior that often occur are mocking, insulting,

and intimidating which are carried out via the internet. According to Willard (2007) the form of intimidation is when direct messages are sent from the intimidator to the victim while indirect intimidation is when the intimidator makes other people bully the victim. Cyberbullying has also been described as heated arguments, harassment, defamation, and the dissemination of other people's personal information (e.g. sexually oriented communications) and cyberstalking.

According to a global survey conducted by trainers Latitude News, Indonesia is the country with the second highest number of bullying cases in the world after Japan. The case of bullying in Indonesia actually beats the case of bullying in the United States which occupies the third position. Bullying cases in Indonesia are mostly carried out on social networks called cyberbullying (Satalina, 2014). In addition, a 2013 study by the American Medical Association reported that 3.7 children were bullies, while 3.2 million children were victims (Sartana et al, 2017).

Many teenagers or community members are also perpetrators and victims at the same time. This is supported by the opinion of Lam (in Betts et al., 2017) who says there is growing evidence that many young people fulfill the roles of cyberbullying and victim simultaneously in cyberbullying. According to Donegan (in Sartana et al, 2017), in general, cyberbullying is the same as cyber bullying, which is defined as violent behavior in cyberspace. Cyberbullying behavior can occur due to the influence of the surrounding environment, both in the real world and in cyberspace.

In addition, the cause of Cyberbullying behavior is internet addiction. This is

supported by the opinion of Cortazar et al & Jorgnson et al (in Rahmawati, 2018) which states that excessive interaction with the internet, over time will affect mental and physical health, damage friendships, interfere with work, and lead to issues of cyberbullying.

Yuhefizar (2008) states that the internet has an abbreviation of the words International Network, Internetworking and Interconnected Network. The Internet is a collection of networks of world computer networks consisting of millions of small units, such as educational networks, business networks, government networks and others, which jointly provide information services such as e-mail, online chat, file transfer, and mutual exchange. connectedness (linked) between one web page with other web page sources. The internet is a technology for sharing data and provides various sites such as social networks (path, twitter and line), which are currently very popular among teenagers. The internet advances information and communication technology that provides opportunities to obtain information quickly, precisely and affordable (Sari et al, 2018).

Internet use can be done with supporting factors, such as computers, notebooks or via cell phones. The use of the internet can have a positive or negative impact, this happens because teenagers tend to be easily influenced by the social environment without considering the effects that will be received when doing internet activities (Ekasari et al, 2012).

The positive impacts caused by the internet include making it easier for correspondence, sending messages, chatting, retrieving or sending information and means for entertainment. However, in general, the community cannot filter out good or bad things from the internet, so teenagers are vulnerable to being negatively affected by its use. However, not a few teenagers are negatively affected by internet use, one of the impacts is that teenagers become very dependent on accessing the internet to achieve satisfaction by spending protracted time, so that teenagers experience addiction (Fauziawati, 2015).

Laili et al (2015) states that addiction is a continuous involvement with an activity despite negative consequences. A person can be said to be addicted to the internet if its use can be more than thirty minutes a day or if viewed from the frequency, its use can be more than three times a day. In addition, healthy internet usage means that the average user accesses the internet for eight hours per week, while internet addiction is internet use that spends 38.5 hours per week. Internet addiction is also known as Internet Addiction Disorder (Mutogharoh in Utami et al, 2019).

Young et al (2010) states that Internet Addiction is defined as an individual's inability to control Internet use, resulting in severe problems and incomplete cognitive or mental function in daily life. Internet addiction is a syndrome characterized by spending an excessive amount of time using the Internet and unable to control its use

online. Internet Addiction Disorder (IAD) or internet addiction disorder includes all kinds of things related to the internet, such as social networking, email, pornography, online gambling, online games, chatting, etc. This type of disorder is not listed in the diagnostic and statistical manual of mental disorders, or what is commonly called the DSM, but in form it is said to be close to a form of addiction due to gambling, besides that the psychological association body in the United States formally states that this addiction is included in one of the form of disorder (Widiana et al, 2004).

One of the uses of the internet that can cause addiction is playing online games. Online game addiction or commonly called Internet Gaming Disorders (IGD) is a compulsive behavior that overrides other interests such as work, academics, and wasted time so that they experience withdrawal symptoms due to playing online games (DSM-V, 2013). However, IAD and IGD are not the same because IAD focuses more on the uses of the internet itself such as social networking, online shopping, online gambling, sex or even playing online games. While the IGD focuses more on a game he plays, both online games and offline games (Griffiths et al, 2014).

The latest survey released by the Association of Indonesian Internet Service Providers (APJII) in 2014 (in Kusumawati et al., 2017) states that active internet users in 2014 reached 107 million users or around 24% of the total population of Indonesia. From the data of active internet users in 2014, estimated Online game

players in Indonesia are around 10.7 million people or about 10% of the total users. Based on the results of the APJII survey, it also shows that the population aged 12-34 years (64%) dominates internet users in Indonesia and the population aged 20-24 years (15%). The profile of workingmen users reaches 53% of the total users, followed by housewives and students, based on the survey results, Indonesia ranks eighth in the world.

In addition, in 2003, Whang, Lee, and Chang investigated the prevalence of excessive internet use in Korea. They used an adapted version of Young's internet addiction scale, and 13,588 users (7,878 male, 5,710 female) among the 20 million users of major Korean portal sites were involved in the study. Among the sample, 3.5% were diagnosed as internet addicts (experiencing internet addiction), while 18.4% of them were classified as possible internet addicts (Young et al, 2017).

The current phenomenon shows that many members of the gamer community are addicted to the internet. Internet users are very enthusiastic in using social media such as WhatsApp, Instagram, Youtube, Line, Facebook, Twitter. Those who are addicted to the internet claim to feel happy, free, and feel needed and supported when online, whereas when offline they feel lonely, anxious, and unsatisfied. Many of them admit that they tend to have difficulty interacting directly with other people so they are more comfortable interacting on social media.

The use of the internet is enough to affect a person's emotions, especially in

teenagers, especially those who are already addicted to the internet. Basically, teenagers' emotions are still immature and stable. For example, when individuals play online games they will feel happy when they win the game, and vice versa if lose, they will feel unhappy. If this happens continuously it will affect his emotional stability.

The unpleasant feelings they feel will transmit negative emotions to them. This is supported by the opinion of Kramer et al (2014) which states that emotional transmission can occur without going through direct interaction and even without non-verbal information. If they experience continuous defeat or it is not to their liking then this can lead to aggressive behavior.

Nowadays, it seems that many community members are very easy to do cyberbullying on social media, especially in using social media, it is easy to do verbal bullying so it is easy for them to do cyberbullying too. In the Mobile Legend Bang Bang community, there is a lot of cyberbullying. This is reinforced by the following interview excerpts on several members of the community R (20), P (19), S (19) who admitted to cyberbullying..

“I often play on the internet, usually to study, play games, open social media, bro, usually I spend more time on social media like Instagram and YouTube. I can play internet more than 7 hours a day, bro. in using the internet, especially social media many times Now spreading hoaxes and that makes me not like it, bro, to the point where I comment that is rude enough, bro, so that those who spread the info should be aware, bro”. (Personal interview, 20 March 2020)

In addition, other subjects expressed different things when interviewed.

"Yes, I must have often slept until almost morning, bro, because of chatting with girls. Usually I play the internet and open social media to study and play games. I've had fights and said harsh words on social media because someone mocked me on Instagram, so I was also provoked and we mocked each other on Instagram, bro." (Personal interview, 20 March 2020)

In other side, other subjects expressed different things when interviewed.

"I often play on the internet, usually to find the latest info, do assignments, play games, and use social media, bro, usually I spend more time playing games and social media. I'm included in a day can play the internet more than 5 hours. I like to play games, bro, so I have a team that doesn't play well, so I'm provoked by emotions and rude words come out because I felt very much annoyed when I lose, bro". (Personal interview, 20th of March 2020)

Due to many member behaviors that refer to cyberbullying behavior due to internet addiction, researcher is interested in examining cyberbullying behavior in community members related to internet addiction which can lead to abusive behavior, one of which is rude to others. So, the researcher wants to examine the relationship between internet addiction and cyberbullying behavior among community members.

Based on the information above, the researcher is interested in researching with the title: "The relationship between Internet Addiction and Cyberbullying on Members of the Mobile Legend Bang Bang Community (MLBB) of the University of Medan Area.

B. Problem Identification

Today, the internet is widely used among the community. The internet can also be said to be a community needs. This makes many individuals interact via the internet such as social media and online games. The more often individuals use the internet excessively, it can lead to internet addiction. In addition, individuals who interact too often via the internet such as social media and online games will affect their mood. The influence of a person's mood can impact his emotions, especially the lack of self-control in teenagers, especially boy teenagers, making it easier for individuals to carry out negative behavior.

Many gamers community members are addicted to using the internet, especially social media and online games. Some of the subjects interviewed admitted that they often use the internet, but in using the internet, they also often express their anger with words such as swearing or insulting, which they consider not to their liking. This causes the individual to easily spell swear words or insulting words to other people through social media. Meanwhile, those who are addicted to social media claim to feel anxious when they do not access social media.

Such behavior can be regarded as cyberbullying behavior. This is reinforced by the opinion of Donegan (in Sartana et al, 2017) who said that in

general cyberbullying is the same as cyber bullying which is defined as violent behavior that takes place in cyberspace.

C. Problem Formulation

Based on the background of the problem and identification of problems regarding the relationship between Internet Addiction and Cyberbullying among community members, some problems that will be formulated are as follows:

- 1 Is there a relationship between Internet Addiction and Cyberbullying among members of the Mobile Legend Bang Bang community at the University of Medan Area.
- 2 Which demographic elements (gender and age), favorite genre, and favorite platform describe Internet Addiction.
- 3 Favorite social media platform, and which favorite platform is the most interested by members of the Mobile Legend Bang Bang community, University of Medan Area.

D. Problem Limitation

In order to focus on this research, the discussion is limited to Internet Addiction with Cyberbullying on members. This research involves members of the Mobile Legend Bang Bang community at Medan Area University who are internet addicts.

E. Research Objectives

The research objective is the answer or goal that the author wants to achieve in a research . Therefore, the objectives of this research are:

1. To find out the relationship between Internet Addiction and Cyberbullying among members of the Mobile Legend Bang Bang community, Medan Area University.
2. To find out which demographic elements (gender and age) better describe Internet Addiction.
3. To find out the favorite social media platform, and which favorite platform is the most interested by members of the Mobile Legend Bang Bang community, Medan Area University.

F. Research Benefits

1. Theoretical Benefits

It is hoped that it will make a useful contribution to Developmental Psychology, especially regarding cyberbullying among community members associated with Internet Addiction. In addition, this research is expected to become a library material and become material for future researchers.

2. Practical Benefits

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It is hoped that it can provide a general description and information to add insight to students, parents, the community and related parties, regarding the relationship between Internet Addiction and cyberbullying in teenagers.

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CHAPTER II

LITERATURE REVIEW

A. Community

1. The Meaning of Community

MacQueen et al (2001) general definition of community is a group of people with diverse characteristics who are connected by social ties, share a common perspective, and engage in the same actions in a geographical location or circumstance. Reviewing from the origin of the word, community comes from the Latin *communitas* which comes from the basic word *communis* which means community, public, common property, or many people. In sociology, community can be defined as a group of people who interact with each other in a certain location. However, this definition continues to be expanded, including individuals with similar characteristics regardless of location or type of interaction (E-Media Solusindo, 2008).

WHO (in Syafrudin & Hamidah, 2009) defines community as a social group determined by regional boundaries, values, beliefs, and interests that are the same and the existence of mutual knowledge and interaction between members of the community with one to another.

Based on some opinions above, it can be concluded that the community is a

social group with almost the same identity, interacts with each other, and is interested in the same thing.

2. Community Features

According to sociologists in E-Media Solusindo/EMS (2008), a community has the following main characteristics:

- a. There is a membership in it.
- b. There is mutual influence
- c. There is integration and fulfillment of needs among members
- d. There is an emotional bond between members

Based on the description above, it can be concluded that there are several main characteristics contained in a community, namely membership, mutual integration, fulfillment of needs and emotional bonds between members.

3. Types of Communities

An institution engaged in the field of E-Media Solusindo/EMS (2008) said that there are two types of communities, namely:

- a. Offline Community

An offline community is a community united by common work, hobbies or other regulatory factors wherein integration and communication media still use non-internet technology, such as physical, telephone, correspondence, and so

on.

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b. Online Community

An online/virtual community is a community that is united by a common job, hobby, or other unifying factor where the integration and communication media are already using the internet. Usually the coverage of the immune online community is wider and global to the whole world.

Based on the description of the figures above, it can be concluded that the types of communities are offline communities whose media does not use the internet such as physical, telephone, correspondence and so on and online communities whose communication and media use the internet.

B. CyberBullying

1. The Meaning of CyberBullying

Cyberbullying is a new form of bullying or traditional bullying (Olweus, 2012). Cyberbullying, also known as electronic bullying, is defined as bullying through email, instant messaging, chat rooms, websites, online game sites, short messages sent via cell phones, or other information and communication technologies (Kowalski et al, 2012).

Hinduja & Patchin (2014) who specifically researched aggression in online media suggested the definition of cyberbullying. Deliberately repeated acts of harm

through the use of computers, cell phones, and devices other electronic means referred to as cyberbullying. Such acts refer to incidents where teenagers use technology to harass, threaten, insult or engage in acts that cause arguments with peers. Acts included in cyberbullying, such as sending text messages that hurt other people's feelings, spreading rumors about peers using smartphones, spreading photos and videos about peers on social media, or using anonymous applications to insult others.

Cyberbullying is also defined by Smith et al (2008) as aggressive actions or behavior carried out using electronic means by groups or individuals repeatedly and from time to time against victims who cannot easily defend themselves. Meanwhile, Tokunaga (2010) states that cyberbullying is any behavior carried out through electronic or digital media by individuals or groups that repeatedly communicate hostile or aggressive messages intended to cause harm or discomfort to others.

According to Smith et al, Heiman et al (in Saripah et al, 2018) Cyberbullying can be defined as aggressive behavior carried out by one or more people, using electronic media, and repeated repeatedly on victims who cannot defend themselves.

Based on the descriptions of some of the figures above, it can be concluded that cyberbullying is violence or aggressive behavior that occurs in cyberspace such as insults, harassment, defamation and spreading personal information to others which is

carried out repeatedly on someone who is not able to survive.

2. Types of CyberBullying Behavior

According to Willard (2007) then classify the seven most common behaviors used to carry out acts of cyberbullying, including:

a. Flaming (anger)

Individuals send text messages containing angry and frontal words to others.

b. Harassment (harassment)

Individuals send messages containing interruptions to email, sms, or text messages on social networks that are carried out continuously to others.

c. Denigration (defamation)

Individuals post untrue or abusive statements about a person to damage such person's reputation and reputation.

d. Impersonation

Individuals pretend to be someone else to make someone look bad or be in danger. For example, the individual steals the word someone's social network account password, then post a negative status or send insulting words to others.

e. Outing and trickery

Individuals engage in tricks to collect personal information, private photos or embarrassing information about others which are then disseminated by publishing through electronic media.

f. Exclusion (expenditure)

Individuals intentionally and cruelly remove someone from the group on line.

g. Cyberstalking

Individuals disturb and defame someone intensely so as to cause great fear to that person.

According to Notar et al (2013) grouping several forms of cyberbullying that are adjusted to the results of interviews and subject documentation data, namely:

- a. Flaming which means the perpetrator sends an attack message in the form of an image or text through electronic media
- b. Denigration which means posting gossip or rumors about someone to damage reputation or friendship
- c. Impersonation which is the use of a false identity to harass another person by sending or posting something on social media.

Based on the opinions of several figures above, it can be concluded that several

types of cyberbullying behavior are flaming, harassment, denigration, impersonation, outing and trickery, exclusion, and cyberstalking.

3. Factors Affecting Cyberbullying Behavior

According to Sinaga (2016) Cyberbullying is a common problem among teenagers in the current era of globalization. Several factors, including: cause cyberbullying behavior in teenagers

a. Traditional Bullying

Bullying events in the real world have a great influence on the tendency of individuals to become cyberbullies. Riebel et al (2009) found that cyberbullies also bully in real life. The research shows that individuals who engage in bullying are more likely to continue bullying behavior through electronic media. This is due to increasingly rapid technological developments in the era of globalization, making it easier for perpetrators to continue intimidating acts.

b. Personality Characteristics

Camodeca & Goossens (in Kowalski et al, 2012) describes the

characteristics of individuals who become bullies are as follows:

1. Has a dominant personality and likes to do violence.
2. Tend to be temperamental, impulsive, and easily frustrated.
3. Have a positive attitude towards violence compared to other children.
4. Difficulty following the rules.
5. Appear strong and show little empathy or compassion for those are victims of cyberbullying.
6. Often be aggressive towards adults.
7. Good at dodging in difficult situations.
8. Engage in proactive aggression (such as intentional aggression to achieve certain goals) and reactive aggression (such as defensive reactions when provoked).

c. Perception of Victims

Perception of a particular individual can affect a person's attitude towards that individual. Victims of bullying who are disliked or controversial are usually the target of bullying (Pratiwi, 2011).

d. Strains (psychic tension)

Strain theory focuses on negative relationships with other people, relationships in which a person is not treated as he or she would like to be

treated. Strain is a condition of psychological tension that results from negative relationships with other people cause negative effects (especially anger and frustration) that lead to delinquency (Agnew in Pratiwi, 2011). Frustration is a situation where individuals are hampered or fail in an effort to achieve certain desired goals, or experience obstacles to free action in order to achieve goals. Berkowitz (in Koeswara, 1988) states that frustration can lead individuals to act aggressively. Individuals who experience the strain have a tendency to intimidate others than teenagers who do not experience the strain (Hinduja & Patchin in Pratiwi, 2011). Cyberbullying can occur because they want to reduce tension, take revenge or make feelings better (Varjas et al, 2010).

e. Parent and Child Interaction

The role of parents in monitoring children's activities to interact on the internet is a factor that sufficiently influential on the tendency of children to be involved in cyberbullying. Parents who are not involved in their children's online activities make their children more vulnerable to being involved in cyberbullying (Willard, 2005).

Varjas et al (2010) stated that teenagers more often do cyberbullying based on internal motivations, including:

a. Diversion of feelings

Individuals who have been victims of cyberbullying feel entitled to do

cyberbullying against innocent people.

b. Revenge

Individuals feel angry with someone who treats the individual badly, causing the intention to take revenge.

c. Feel better.

Individuals can feel better after taking action cyberbullying of others.

d. Boredom

Individuals take cyberbullying actions in an effort to fill their spare time or make entertainment because they do not have better activities to do.

e. Protection

Individuals become perpetrators of cyberbullying to protect themselves to avoid becoming victims of cyberbullying.

f. Envy

Individuals who feel jealous and hate others so that they do cyberbullying.

g. Get approval

Individual performs cyberbullying with the intention of getting attention by bullying others to impress individual friends.

h. Trying new personas

Individuals want to present themselves in a different way in cyberspace than

others watch in the real world.

i. Anonymity/shame

Individuals can carry out cyberbullying actions freely when the victim does not know the identity of the perpetrator. Anonymity avoids the cyberbullying individual from being embarrassed. Individuals feel they can do or say anything when not face to face with the victim.

According to Donegan (in Sartana et al, 2017) cyberbullying behavior can occur due to the influence of the surrounding environment, both in the real world or in cyberspace. In addition, the cause of cyberbullying behavior is internet addiction. This is supported by the opinion of Cortazar et al & Jorgnson et al (in Rahmawati, 2018) stating that excessive interaction with the internet sooner or later will affect mental and physical health, damage friendships, interfere with work, and lead to issues of cyberbullying.

Based on the opinions of several figures above, then it can be concluded that the factors influence cyberbullying behavior are the presence of traditional bullying, personality characteristics, perceptions against victims, strain (psychic tension), parent-child interaction, diversion of feelings, revenge, making feelings better , boredom, protection, jealousy, gaining approval, seeking new charms, anonymity (shame), and internet addiction.

4. Behavioral Aspects of Cyberbullying

According to Chadwick (2014) there are several aspects of cyberbullying behavior, namely:

a. Masquerading

It is the act of pretending to be someone else by creating a fake email address, or also being able to use someone else's phone so that it will appear as if a threat was sent by someone else.

b. Harassment

It is the behavior of sending messages with impolite words, which are aimed at someone in the form of disturbances that are sent via email, sms, or text messages, on social networks continuously.

c. Pseudonyms

It is the behavior of using aliases or online names to disguise their identity. By online, other people are known only by pseudonyms, and this may be dangerous and meant to insult.

d. Denigration

It is the behavior of spreading someone's badness on the internet with the intention of damaging the reputation and good name of the person being addressed. Like someone who sends pictures of someone who has been

previously changed to be more sensual so that the victim is made fun of and gets bad judgment from others.

e. Outing and Trickery

Digging up embarrassing personal or confidential information of others, taking private pictures of others, and sharing them online.

f. Cyberstalking

Intensely annoying and defaming others, and frightening the victim.

g. Flaming

It is the behavior of sending text messages with harsh words, and frontal. This treatment is usually carried out in chat groups on social media such as sending pictures intended to insult the intended person.

h. Impersonation

It is the behavior of pretending to be someone else and sending messages or status that is not good.

In addition, Langos (2012) describes the four aspects that have been redefined according to the virtual (cyber) context. Aspects of cyberbullying include:

a. Repetition (repetition)

Repetition is the main criterion within cyberbullying (Hinduja & Patchin in Langos, 2012). Aggressive behavior that is carried out only once cannot be said

to be cyberbullying behavior, but referred to as cyberbullying jokes or cyberjoking. Therefore, repetition is an important criterion for distinguishing between a joke or a deliberate attack.

The repetition aspect has differences in direct and indirect cyberbullying. In direct cyberbullying, repetition occurs by sending private messages from the perpetrator to the victim repeatedly, for example, the perpetrator has sent an aggressive message via SMS eight times a month. Whereas in indirect cyberbullying, the repetition aspect does not occur as in direct cyberbullying. Aggressive messages uploaded in public forums on cyberspace can be viewed multiple times or copied and then distributed by viewers to other viewers without being posted continuously.

b. Power imbalance

The power imbalance is another aspect that considered important by some researchers as a criterion in cyberbullying. The power imbalance is related to the interpretation that the perpetrator's power exceeds the victim in the context of traditional bullying. The definition of power imbalance does not change in cyber context. Although power imbalances can be achieved in various new ways in cyberspace, it does not change the view that to qualify as cyberbullying, the perpetrator must place the victim in a position where the victim cannot easily

defend or survive himself.

A person's characteristics such as high popularity, intelligence, physical strength, age, gender, and socioeconomic status can give the perpetrator a power or more power than the victim in traditional bullying. However, victims who are considered “social outcasts” in traditional bullying can also continue to be a reason to become victims of cyberbullying. Vandabosch (in Langos, 2012) suggests that varying degrees of technological skills can make a difference in power between perpetrators and victims in cyberspace.

Victims may feel powerless in defending or surviving themselves against the perpetrator's online actions because the perpetrator is perceived to have greater technological expertise than the victim. Victims of cyberbullying can also experience feelings of helplessness by not knowing the identity of the perpetrator. This is as a result of the availability of anonymity in cyberspace. Perpetrators can easily create accounts using pseudonyms and fake identities. The victim can be interpreted as a weak party with no limitations between space or time. Cyberbullying perpetrators can act anywhere and anytime without being limited. Perpetrators can also have more power when cyberbullying indirectly. Aggressive messages uploaded to public forums in cyberspace with an unlimited number of viewers make the victim powerless.

c. Intention (deliberate) and Aggression (aggression)

Intentional and aggressive aspects are related to each other with the two previous aspects, namely repetition and power imbalance in meeting the criteria for cyberbullying behavior. Common behaviors such as cyber-teasing or cyber-joking that do not require repetition, imbalance of power or intentional harm are labeled as cyber-aggressive actions. The intentional aspect that is lost makes the behavior not considered aggressive. This is because behavior that is done to hurt does not pose a danger to others. Behavior is considered aggressive if the behavior directed at the victim produces negative consequences, motivating the victim to avoid it.

Based on the opinion of the figures above, it can be concluded that aspects of cyberbullying are Masquerading, Harassment, Pseudonyms, Denigration, Outing and Trickery, Cyberstalking Flamming, Impersonation, Repetition (repetition), Power Imbalance, Intention (deliberate) and Aggression.

5. Cyberbullying Behavior Traits

According to Safaria et al, (2016) there are 4 characteristics of cyberbullying, including:

a. Repeated cyberbullying behavior.

Cyberbullying usually doesn't just happen once, but happens repeatedly, unless it's a murder threat or a serious threat to someone's life.

b. Psychologically tormenting.

Cyberbullying causes psychological torture for its victims. Victims usually receive treatment such as being slandered/gossiped, distributing photos and videos of victims with the aim of humiliating the victim.

c. Cyberbullying is done with a purpose.

Cyberbullying is done because the perpetrator has a purpose, such as humiliating the victim, taking revenge, overcoming the stress of the ongoing conflict, and just for fun.

d. Takes place in cyberspace.

Cyberbullying is carried out using information technology means, such as social networks and text messages.

Characteristics for cyberbullying perpetrators are insulting and mocking when the victim uploads a photo or uploads a status. Wiryada et al (2017) stated that the characteristics of cyberbullying perpetrators were having a low level of empathy (Doane et al, 2014), verbally aggressive (Roberto et al, 2014), and tended to have a high psychotic level (Ozden et al, 2014).

Based on some of the opinions of the figures above, it can be concluded that the characteristics of cyberbullying are repeated, psychologically tormenting the victim, cyberbullying is carried out for a purpose, showing little empathy for bully victims, bullying on social media and tends to have a high psychotic level.

6. Elements of Cyberbullying

According to Pratiwi (in Satalina, 2014) in general there are three good elements in every bullying and cyberbullying practice: perpetrators (cyberbullies), victims and witnesses to events (bystanders).

a. Perpetrators (cyberbullies)

According to Kowalski et al (2008) the characteristics of teenagers who become perpetrators of cyberbullying are having a dominant personality and easily liking or committing violence. Tend to be more temperamental, impulsive and easily frustrated with the situation is being experienced. More frequent violence against others and aggressive behavior towards adults than other children. Difficult to follow the rules. Looks strong and shows low empathy for the person is bullied. Good at manipulating and dodging in difficult situations at hand. Often engages in proactive aggression, intentional aggression for a specific purpose and reactive aggression, a defensive reaction when provoked.

b. Victims

A teenager who is usually the target of cyberbullying usually those who differ in education, race, weight, disability, religion and those who tend to be sensitive, passive, considered weak and usually those who rarely socialize or leave the house (Kowalski et al, 2008). The National School Climate Center states that the characteristics of teenagers who are targets or victims of cyberbullying are sensitive, withdrawn from social environments, passive, have problems with mental health, often let others control themselves, and tend to be depressed (Marden, 2010).

c. Event Witness/Audience (bystander)

The witness of the event/audience is someone who witnessed the attack of bullying behavior on the victim. Event Witnesses can join the web and leave hurtful comments, or do nothing but observe bullying behavior (Marden, 2010). While Willard (2007) states that bystander is divided into two, namely:

1. Harmful Bystander, observer who supports the bullying incident or continues to observe the incident and does not provide any assistance to the victim.
2. Helpful Bystander, an observer who tries to stop bullying by providing support to the victim or informing someone who has more authority.

Based on the opinion of the figures above, it can be concluded that the element of cyberbullying behavior is the perpetrator (cyberbullies) with the characteristics of liking violent and temperamental, victims who are more sensitive and often considered weak, and spectators (bystanders) who witness the perpetrators cyberbullying their victims.

7. Impact of Cyberbullying Behavior

Perpetrators may experience long-term implications, including increased antisocial attitudes, violence or criminal behavior in adulthood (Notar et al, 2013). Pinchot et al (2013) found that cyberbullying can continue to be a problem when students enter university even though cyberbullying incidents have occurred during the high school years. Teenagers who continue to cyberbully can experience a decrease in the quality of their relationships with peers. Teenagers who do cyberbullying will lose support from their peers, which impacts psychological well-being (Price et al, 2010).

In addition to having an impact on cyberbullying perpetrators, it also affects victims such as individuals losing their privacy, this is because cyberbullying received can be witnessed by the public from various circles or friends who know this, individuals do not feel free to use social media or interact in cyberspace. Individuals also lose trust in others along with lost privacy, this causes individuals to close themselves (Wangid, 2016). Many cyberbullying cases can make victims get

dangerous consequences such as psychosomatic symptoms, anti-social behavior, and even suicide (Chen et al, 2016).

Based on the opinions of some of the figures above, it can be concluded that the impact of cyberbullying behavior can damage relationships between peers, cyberbullying will also be able to cause violence or criminal behavior in adulthood. In addition, cyberbullying has an impact on victims such as loss of privacy, vulnerability to psychosomatic and antisocial symptoms.

C. INTERNET ADDICTION

1. The meaning of Internet Addiction

Internet addiction consists of two words, namely internet and addiction. The Internet is a global network that provides various information and communication facilities, which consist of interconnected networks using communication protocols (Oxford Dictionaries, 2010). According to Nurfajri (in Nurmandia, 2013) explaining that internet addiction is a psychophysiological disorder that includes tolerance (use in the same amount will cause a response, a minimum amount must be increased in order to evoke pleasure in the same amount), withdrawal symptoms (especially causing tremors, anxiety), and mood changes), affective disorders (depression, difficulty adjusting), and social life disturbances (decreases or disappears altogether, both in terms of quality and quantity). Another issue that

impact on internet use is the frequency and duration of internet use getting longer and more intense.

Young (2010) states that internet addiction is defined as an individual's inability to control internet use, resulting in severe problems and incomplete functioning of the brain or mental function in daily life. Internet addiction is a syndrome characterized by spending an excessive amount of time using the internet and not being able to control its use during online.

Ningtyas (2012) Internet Addiction is excessive use of the internet which is characterized by clinical symptoms of addiction, such as preoccupation with opiate objects, more frequent use of opiate objects, ignoring the physical and psychological impacts of use and so on. Internet Addiction Disorder (IAD) or internet addiction disorder includes all kinds of things related to the internet such as social networking, email, pornography, online gambling, online games, chatting and others.

Internet addiction is a form of behavioral addiction which is characterized by a strong desire to access the internet, spending a lot of time using the internet for satisfaction, inability to control the desire to use the internet, experiencing mood problems such as depression, feeling disturbed, and unable to stand when using the internet, unable to control himself in the middle of using the internet, and spend more time than originally planned using the internet (Cash et al, 2012).

Based on some of the definitions above, it can be concluded that internet addiction is a disorder indicated by excessive continuous use of the internet which results in signs or symptoms of cognitive and behavioral disorders.

2. Types of Internet Addiction (Internet Addiction)

Young et al (in Watson, 2005) states that there are several types of internet addiction, namely:

- a. Cybersexual addiction, namely individuals who are addicted to cybersex or pornography via the internet are characterized by dependence on viewing, downloading, and subscribing to online pornography or adult individuals who engage in chat-rooms with adult sexual fantasies.
- b. Cyber-relational addiction, namely individuals who are addicted to chat rooms, IM, or friendship sites that cause excessive dependence on online relationships. Online friends are becoming more important for individuals in real life including family and other friends. In many cases, this will lead to domestic disharmony and marital disturbances.
- c. Net compulsion, namely addiction to online games, online gambling, and online shopping that takes place quickly can cause new mental problems in this internet age. Through instant access to virtual casinos, interactive games and e-Bay (online buying and selling sites) addicts lose a certain amount of money and sometimes cause disruption to individual's work or relationships

with the Individual's closest person.

- d. Information overload, which refers to web surfing or searching for data from the internet. Eighty-four percent of internet users do a search on google, yahoo, MNS, AOL. The average time used to search for the information is 40 minutes. All individuals can access millions of internet pages, many of which are excessive browsing.
- e. Online Gaming addiction, which refers to the addiction to playing computer games with other gamers who are connected via the Internet. Online gaming has become a huge industry. Players can participate in adventure, role playing, sports, skills, and game of chance. Advances in technology facilitate players to compete with opponents or gamers from all over the world.

In addition, other figures mention two types of internet addiction, namely specific internet addiction (specific pathological internet use) to describe someone who is addicted to only one kind of facility offered by the internet, and generalized internet addiction (generalized pathological internet use) to describe someone who is addicted to all the facilities offered by the internet as a whole (Davis, 2001).

Based on the opinions of the figures above, it can be concluded that the types of internet addiction are cybersexual addiction, cyber-relationship addiction, net compulsion, information overload, computer addiction, and specific pathological internet use which means only addiction in one kind of facility or application from the internet and generalized pathological internet use which means addiction in facilities or

applications of the internet as a whole.

3 Factors Affecting Internet Addiction

Montag et al (2015) there are several factors that influence the occurrence of Internet Addiction.

a. Social Factor

Difficulties in interpersonal communication or individuals experiencing social problems can lead to excessive internet use. This is because individuals find it difficult to communicate in face to face situations, so individuals will prefer to use the internet to communicate because it is considered safer and easier than doing it face to face. Low communication skills can also cause low self-esteem.

b. Psychological Factor

Internet addiction can be caused by individuals experiencing psychological problems such as depression, anxiety, obsessive compulsive disorder (OCD), drug abuse and several syndromes related to psychological disorders. The disorder triggers the individual to escape from problems, receiving entertainment becomes the pleasure of using the internet.

c. Biological Factor

Research conducted by Montag & Reuter (2015) using functional magnetic resonance image (fMRI) shows that there are differences in brain

function between individuals who experience internet addiction and those who do not. Individuals who experience internet addiction show that they process information much slower, have difficulty controlling themselves and have a tendency to have a depressive personality.

Tangney et al (2004) says that low self-control is one of the factors causing internet addiction with secure attachment, good adjustment and other positive circumstances, while negative self-control is often associated with an increase and complaints of psychopathological symptoms, an increase in drug abuse disorders, food, alcohol and so on. In addition, internet addiction is also influenced by several things, namely demographic factors such as socioeconomic and gender as well as psychological factors such as personality, self-esteem, self-regulation and including self-control (Billieux et al, 2012). Another factor that causes internet addiction is the perception of individuals who judge that the internet is a form of other reality so that they think the internet is the right way to divert and solve problems in real life (Widyanto and Mc Murran, 2004).

Based on the opinions of the figures above, it can be concluded that the factors influencing internet addiction are social, psychological, biological factors, secure attachment, demographic factors, and individual perceptions that the internet can solve problems in real life.

4. Aspect of Internet Addict

Young et al (2010) have listed six dimensions to determine whether an individual has been classified as an internet addict. The dimensions are as follows:

a. Saliency (Fun)

This occurs when internet use becomes the most important activity in an individual's life, dominating the individual's thoughts, feelings of need, and behavior.

b. Mood modification

High involvement when using the internet. Where there is a feeling of pleasure and calm (such as relieving stress) when the addictive behavior occurs. Subjective experience as a result of an activity that is used as a coping strategy.

c. Tolerance

This refers to the needs for increasing the amount of time spent using the internet for satisfaction and significantly reduce the effect of using the same amount of time on internet usage.

d. Withdrawal symptoms

Withdrawal symptoms develop within a few days to a month after reducing or discontinuing Internet use and may cause social, personal or occupational distress or impairment.

e. Conflict

This leads to conflicts that occur between internet users and the surrounding environment (interpersonal conflict), conflicts in other tasks (work, assignments, social life, hobbies) or conflicts that occur within themselves (intraphysical conflicts

or feelings of lack of control) caused by spend too much time for playing the internet.

d. Relapse

This happens when the individual returns to play the internet, when the individual has not recovered from his addictive behavior. Recurrence is a tendency to repeat the previous pattern, recurrence that occurs after activities have been treated for years.

In addition, according to Young (2009) aspects of internet addiction are:

- a. Have fun with the internet
- b. Takes time to achieve satisfaction, feels less with the time spent on the internet.
- c. Unable to reduce internet usage, sometimes use longer.
- d. Repeated attempts to stop, control, reduce, feel like a failure and feel restless, moody, depressed and angry when trying to stop.
- e. Feeling restless when reducing or stopping internet use.
- f. The time used to open the internet is increasing.
- g. Losing things of value and pleasure.
- h. Make the internet as escape from problems, release mood and loneliness.

Based on some of the opinions of the figures above, it can be concluded that the aspects of internet addiction are salience (preoccupation), mood modification (mood

changes), tolerance, withdrawal symptoms, conflict and relapse.

5. Characteristics of Internet Addiction

According to Jorgenson et al and Kuss et al (in Rahmawati, 2018) the characteristics of individuals who are addicted to the internet have temperament, brain responses and relapse factors in individuals who experience internet addiction. Individuals who have experienced internet addiction will show an uncomfortable mood and feel empty when offline.

Other psychologists is Suler (in Widiana et al, 2004) stated that the signs of internet addiction are drastic lifestyle changes to spend more time on the internet, full of physical activity in general, neglecting health as a result of internet activity, avoiding his life activities, instead, it is important to spend more time on the internet, sleep less or change sleep patterns to spend more time on the internet, decreased socialization resulting in the loss of many friends, neglecting family and friends, prolonging unused time on the internet, hoping to spend more time with the computer, ignoring work and personal obligations (Suler in Widiana et al, 2004).

In addition, Young (in Widiana et al, 2004) states that there are several characteristics of someone who is said to be addicted to the internet or internet

addiction, namely:

- a. Attention is drawn to the internet (thinking of online activities earlier or hope to be online soon).
- b. Want to use the internet an increasing amount of time for satisfaction.
- c. Unable to control, reduce, or stop internet usage.
- d. Feeling restless, moody, depressed or irritable when reducing or stopping internet use.
- e. Doing online by internet longer than expected.
- f. To risk or dare to risk losing significant relationships (closest person, parents), job, education, career opportunities because of the internet.
- g. Lying to family members, therapists or others to hide level of connection with the internet.
- h. Using the internet as a way to escape from problems or relieve dysphoric mood (feelings of helplessness, guilt, anxiety, depression).

Based on some of the characteristics that have been expressed above, it can be concluded that the characteristics of Internet Addiction such as always thinking about the internet, using the internet more, being nervous when not using the internet, ignoring family and friends and being unable to control, reduce, or stop internet use.

6. Duration of Internet Addiction

The duration of internet use is divided into two types, namely healthy internet usage, the average user accessing the internet is 8 hours per week. Meanwhile, those

who are considered problematic, namely users who spend 38.5 hours on the internet per week (Young & Rogers, 1998).

The Graphic, Visualization & Usability Center, the Georgia Institute of Technology (in Pramiyanti et al, 2014) classifies internet users into three categories based on the use of internet intensity:

- a. Heavy users are internet users who spend more than 40 hours per month. This type of internet user is one of the characteristics of addicted internet users.
- b. Medium users are internet users who spend between 10 and 40 hours per month.
- c. Light users are internet users who spend less than 10 hours per month.

Based on some opinions of the figures above, it can be concluded that internet use is problematic or excessive for 38.5 hours per week and is classified as a heavy user, namely internet users who spend more than 40 hours per month.

7. Impact of Internet Addiction

According to Hakim (2017) states that the impact of internet addiction can cause considerable side effects on the lives of adolescents, such as sleep disturbances, anxiety, depression, physical and mental health decline, interpersonal relationships, and decreased performance. The reason for teenagers who experience internet addiction is because they do not get self-satisfaction when doing social relations directly or face to face, therefore the individual must depend on online

communication to meet individual needs in social interaction. When online, individuals feel excited, happy, free, and feel needed and supported, on the contrary when offline individuals feel lonely, anxious, dissatisfied, and even frustrated. In DSM-5 (2013) it is explained that the tendency of internet addiction associated with various kinds of negative impacts, including damaging relationships in real life, interfering with past activities, sleep, work, education, socialization, and relationships.

In addition, Suler and Sariroh (in Putri, 2018) summarize some of the negative impacts of excessive internet use, namely:

- a. More self-centered.
- b. Lazy to do activities and obligations.
- c. Lack of manners and lazy to communicate in the real world.
- d. Lifestyle changes due to spending most of his time on the internet.
- e. The pattern and schedule of rest is reduced and has an impact on health.
- f. Ignoring family, friends and the environment resulting in insensitivity resulting in decreased socialization skills.

Based on some opinions of the figures above, it can be concluded that the impact of internet addiction, which is greatly affects to one's own health, damages relationships in real life, interferes with activities, work, education, socialization, and relationships and lazy to do activities and obligations.

D. Relationship of Internet Addiction with Cyberbullying on Community

Members

Nurfajri (in Nurmandia, 2013) explains that internet addiction is a psychophysiological disorder that includes tolerance (use in the same amount will cause a response, the minimum amount must be increased in order to generate pleasure in the same amount), withdrawal symptoms (especially causing tremors, anxiety, and mood changes), affective disorders (depression, difficulty adjusting), and social life disturbances (decreased or completely disappeared, both in terms of quality and quantity). Another issue that has an impact on internet use is the frequency and duration of internet use getting longer and more intense.

One of the impacts of internet addiction, which is cyberbullying behavior in the community, because teenagers who are members of the gamers community tend to be more easily influenced by situations on the internet, especially the social media, such as when you get negative information and comments and tend to do the same thing, for examples are sending something negative too, such as dirty words, insulting words or even harassment and so on. This is in line with Barak's opinion (Sartana, 2017) which states that teenagers who are addicted to the internet are vulnerable becoming perpetrators or victims of cyberbullying.

Cyberbullying behavior is violence that occurs in cyberspace. There are several factors for the emergence of cyberbullying behavior, one of which is the influence of

the surrounding environment, both in the real world and in cyberspace. Cortazar et al & Jorgnson et al (in Rahmawati, 2018) states that excessive interaction with the internet sooner or later, will affect mental and physical health, damage friendships, interfere with work, and lead to issues.

Based on Sartana's research (2017) regarding cyberbullying againts early teenagers, the results of a questionnaire were distributed to 353 early adolescents (157 males; 196 females). The respondent's age range is between 12 to 15 years or still sitting in the second grade of Junior High School (SMP) in Padang City, it is found that occurs many of them among teenagers. Judging from the length of time for using the internet, teenagers are known using the internet ranged one to two hours. Most of the 117 respondents (33%) were online time for one hour, 104 respondents (29%) were online for 2 hours, 43 respondents (12%) were online for 3 hours, 32 respondents (9%) were online for 4 hours, while 23 respondents (7%) were online for 5 hours. Meanwhile, 33 respondents (9%) did not provide an answer. The results of this study indicate that the number of victims of cyber bullying among early teens is almost half of the respondents, namely 172 respondents (49%). That means, almost one in two respondents have been victims of cyber vandalism.

From the number of victims, when detailed further, it is seen that the number of teenage girls who are victims of bullying is higher than boys. Their number is 99 respondents (58%), while the male victims are only 73 people (44%). Meanwhile, the number of respondents who became perpetrators of cyber bullying was less, namely

only 76 respondents (21%).

In contrast to victims, the number of male perpetrators is higher than female perpetrators. Of the total number of perpetrators, the number of male respondents was 46 respondents (61%), while only 30 female respondents (39%). According to the perpetrators, the most online social media they used to bully victims were Facebook (58%), SMS and Instagram (13%), WA and Twitter (6%), and Line (4%). Relatively the same result was also stated by the victim. There are 95 respondents (55%) being bullied through Facebook, 31 respondents (18%) being bullied via SMS, 30 respondents (17%) being bullied via Instagram, 8 respondents (5%) being bullied via Line, and 5 people (3%) being bullied by other people via email.

Based on the description above, it can be concluded that internet addiction will lead to the emergence of cyberbullying behavior. Therefore, the researcher wants to conduct research on the relationship between Internet Addiction Disorder (IAD) and cyberbullying behavior.

E. Conceptual framework

Internet Addiction Disorder

Young et al., explains that there are several aspects, which make a person addicted to the internet, namely:

1. Salience (Preoccupation)
2. Mood modification(mood changes)
3. Tolerance
4. Withdrawal symptoms
5. Conflict
6. *Relapse*

Internet Addiction Disorder

Cyberbullying

According to Chadwick (2014) there are several aspects of cyberbullying behavior, namely:

- a. Masquerading
- b. Harassment
- c. Pseudonyms
- d. Denigration
- e. Outing dan Trickery
- f. Cyberstalking
- g. Flamming
- h. Impersonation

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F. Hipotesis

The hypothesis proposed in this research, namely there is a positive relationship between internet addiction and cyberbullying among community members. It is assumed that the higher the internet addiction, the higher the cyberbullying and vice versa, the lower the internet addiction, the lower the cyberbullying.

CHAPTER III

RESEARCH METHODS

One of the most important elements in a research is the method to be used. In this chapter, the following topics will be described: Types of Research, Identification of Research Variables, Definition of Research Operations, Research Subjects, Data Collection Techniques and Data Analysis.

A. Research Type

This research is a quantitative research, namely research that uses aspects of measurement, calculation, formula, and certainty in the process (Musianto, 2002). This type of research is correlational quantitative research, namely research that aims to determine the relationship of a variable with other variables (Hamdi & Bahruddin, 2014). This type of research is considered suitable because researchers want to see the relationship between internet addiction and cyberbullying.

B. Identification of Research Variables

In this research, correlation is used to see the relationship between internet addiction or internet addiction with cyberbullying in adolescents. The variables used in this study are:

1. Independent variable (X) : Internet Addiction
2. Dependent variable (Y) : Cyberbullying

C. Operational definition

1. Independent variable

Internet addiction is a disorder that indicated by continuous excessive use of the internet which results in signs or symptoms of cognitive and behavioral disorders such as salience (preoccupation), mood modification (mood changes), tolerance, withdrawal symptoms, conflict (conflict), and relapse.

2. Dependent variable

Cyberbullying is violence or aggressive behavior that occurs in cyberspace such as humiliation, harassment, defamation and spreading personal information to others that is carried out repeatedly on someone who is unable to survive.

D. Research Subject

1. Population

The population is the entire number of research subjects. According to Sugiyono (2016) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researcher to be studied and then drawn conclusions. The population in this research is all members of the Mobile Legend Bang Bang community, Medan Area University, which are totaling 100

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people.

2. Sample Technique

In sampling the technique used is purposive sampling. Purposive sampling is sampling in accordance with the criteria desired by the researcher. According to Sugiyono (2016) the sample is part of the number and characteristics of the population. The technique is used in sampling with certain considerations. This technique is chosen so that researcher get samples according to the characteristics of the desired subject, namely those who are addicted to the internet. In this study, the number of samples used are all members of the Mobile Legend Bang-Bang (MLBB) community at Medan Area University.

E. Data collection technique

Data collection method is a method used by researcher to obtain data to be studied. Data is an important factor because with the data, conclusions can be drawn to find out the results of the research that has been done and conclusions can be drawn easily. The method used in this study to obtain data is to use a psychological scale. The appropriate scale model used in this study is the Likert model attitude scale.

1. Research Measurement Tools

a. Internet Addiction Variable Measurement Tool

Internet addiction data is obtained by using a psychological scale method. This internet addiction scale is based on Young's theory. Referring to the Likert model scale, the scale has six alternative answers, namely never, rarely, sometimes, and often. The internet addiction scale is based on salience, mood modification, tolerance, withdrawal symptoms and conflict. In the Likert scale, items are rated never (1), rarely (2), sometimes (3), often (4) and always (5), while for unfavorable items are given a value of 1 (always), 2 (often) , 3 (sometimes), 4 (rarely) and 5 (never).

b. Cyberbullying Variables Measuring Tool

Cyberbullying data is obtained by using a psychological scale method. This cyberbullying scale is based on Chadwick's (2014) theory. Referring to the Likert model scale, the scale has five alternative answers, namely always, often, sometimes, rarely, and never. The cyberbullying scale is based on masquerading, harassment, pseudonyms, denigration, outing and trickery, cyberstalking, flaming, impersonation. In the Likert scale, favorite items are always scored (5), often (4), sometimes (3), rarely (2) and never (1), while for unfavorable items are given a value of 1 (always), 2 (often) . , 3 (sometimes), 4 (rarely) and 5 (never).

After identifying the measuring instrument, the next step is to make a Blue Print that will provide an overview of the contents of the scale and become a reference and guide for researchers to stay within the correct measuring scope.

D. Validity and Reliability

A measuring instrument is expected to provide the desired information. Therefore, it must meet certain requirements, especially the requirements for the validity and reliability of measuring instruments. The reason is that the quality of the measuring instrument will determine whether or not a research is good. Thus, a measuring instrument before being used in a study must have validity and reliability requirements so that the measuring instrument does not mislead the measurement results from the conclusions reached.

1. Validity

Validity is a measure that shows the levels of validity or validity of an instrument. A valid or authentic instrument has high validity. On the other hand, an instrument that is less valid means it has low validity. An instrument is said to be valid if it is able to measure what is desired. An instrument is said to be valid if it can reveal data from the variables studied appropriately. The high and low validity of the instrument shows the extent to which the data collected does not deviate from the description of the intended validity (Arikunto, 2010).

The technique used to test the validity and measuring instrument is Pearson's Product Moment correlation technique, namely by declaring between scores

obtained on each item, the correlation between the item scores and the total score is the value obtained from the sum of all item scores. The correlation between item scores and the total score must be significant based on certain statistical measures, then the degree of correlation can be found using the Pearson coefficient by using with the following formula:

$r_{xy} =$

$$\frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\left\{ \sqrt{\sum x^2 - \frac{(\sum x)^2}{N}} \right\} \left\{ \sum y^2 - \frac{(\sum y)^2}{N} \right\}}$$

Remarks:

r_{xy} : correlation coefficient between variable x (score of each item) and variable y (total score of all items)

$\sum xy$: the sum of the multiply results of product of V_x and V_y

$\sum x$: the total score of the whole subject of each item

$\sum y$: the total score of the whole items on the subject

$\sum x^2$: sum of squared scores

$\sum y^2$: sum of squared scores Y

N: Number of Subjects

2. Reliability

Reliability indicates an understanding that an instrument is quite trusted to be used as a data collector because this instrument already proper. Instruments that can be trusted, which are reliable will produce reliable data as well. If the data is indeed correct in accordance with the reality, then no matter how many times it is taken, it will still be the same. Reliability means that it can be trusted, so it can be relied on (Arikunto, 2010).

Analysis of the reliability of the Internet Addiction and Cyberbullying scale can be used Alpha Cronbanch's method with the following formula:

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum \sigma b^2}{\sigma^2} \right]$$

Description :

- r_{11} : Instrument Reliability
- k : The number of questions
- $\sum \sigma$: Number of variants
- σ^2 : Total of variants

G. Data Analysis

In this study, researcher uses the Pearson Product Moment correlation test through SPSS version 22.0 for Windows. The reason for using this test is to test the hypothesis of the relationship/correlation between one independent variable and one dependent (Sugiyono, 2003). Before doing the Pearson product moment correlation test, the writer first goes through normality and linearity tests. As for the definition of normality test, and linearity.

a. Normality test

The Normality test is a test to determine whether or not the scores of the variables studied follow a normal distribution (Hadi, 2000). The rule used is if $p > 0.05$, then the distribution is normal, otherwise if $p \leq 0.01$, then the distribution is not normal. The normality test used the z test of one sample Kolmogorov-Smirnov. The normality test was carried out using the SPSS 22.0 application for windows.

b. Linearity

Linearity test aims to determine whether a variable has a linear relationship or not significantly. This linearity test is used to determine the form of the relationship between the independent variable and the dependent variable. The linearity test was conducted on the

Internet Addiction variable with the Cyberbullying variable. To find out whether both variables are linear or not, a linearity test is used with the F test. The rule is to look at p in the linearity table, where if $p \leq 0.05$ for linearity and if $p > 0.05$ for deviation for linearity, it is said that both variables have a relationship of linear. The linearity test was carried out using the SPSS 22.0 for Windows application.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will describe the conclusions and suggestions regarding the results obtained from this research. The first section will describe the conclusions of this research and in the next section will put forward suggestions that can be used for related parties.

A. Conclusion

Based on the results of data analysis using the Product Moment method, the things that researchers can conclude are as follows:

- 1 Based on the results of the Pearson Product Moment correlation, it is known that there is a positive relationship between Internet Addiction and Cyberbullying behavior among members of the Mobile Legend Bang Bang community, Medan Area University. The positive and significant correlation between Internet Addiction and Cyberbullying behavior can be seen from the coefficient value ($r_{xy} = 0.938$ with $p = 0.000 < 0.05$, meaning that the higher the Internet Addiction level, the higher the Cyberbullying behavior among members of the MLBB community at Medan Area University.

- 2 Members of the Mobile Legend Bang Bang community at Medan Area University have an average score of 83.64 with a high level of Cyberbullying behavior and Internet Addiction has an average score of 68.94 with a member's level of Internet Addiction behavior, which is included the high category.

3 The results of the following analysis reveal that activities are carried out on the internet and reveal that the preferred social media platform among members of the Mobile Legend Bang Bang community, Medan Area University.

a. The results of the analysis obtained by members totaling 47 people revealing that the activities that are often carried out by members of the Mobile Legend Bang Bang community are 42 people who choose Cyber-relationship, Chat-room, Email with a percentage of 26.9%, then there are 2 people who choose Cybersex is with a percentage of 1.3%, then there are 46 people who choose Online Games with a percentage of 29.5%, then only 1 person who chooses Online Gambling with a percentage of 0.6%, besides that there are 22 people who choose Online Shopping with a percentage of 14 ,1% and 43 people chose Seeking Information with a percentage of 27.6%.

b. The results of the following analysis obtained by 47 members revealing that the social media platform favored by members of the Mobile Legend Bang Bang community at the University of Medan Area. The results of the analysis showed that the first 45 people who chose WhatsApp and Instagram as their favorite social media platforms with a percentage of 20.5%, then 41 people who chose email with the percentage of 18.7%, then 39 people who chose Youtube with a percentage of 18%, then there were 22 people who chose Facebook with a percentage of 10%, then 16 people who chose Line with a percentage of 7.3%, and those who chose Twitter only 11 people voted with a percentage of 11%.

4. The level of Cyberbullying behavior of members of the Mobile Legend Bang Bang community, Medan Area University, it can be concluded that from a total of 47 members, with Cyberbullying behavior categorized as high, there are 5 members with a percentage of 10.6%, then there are 38 members with a percentage of 80.9%. into the medium category and as many as 4 members with a percentage of 8.5% who fall into the low category in Cyberbullying behavior on members of the Mobile Legend Bang Bang community, Medan Area University.
5. The results of this study are in line with the phenomenon that occurs among the gamers community who are addicted to the internet, namely very enthusiastic in using social media such as WhatsApp, Instagram, Youtube, Line, Facebook, Twitter. Those who are addicted to the internet claim to feel happy, free, and feel needed and supported when online, whereas during offline they feel lonely, anxious, and unsatisfied. And it is seem there are many members of the Mobile Legend Bang Bang (MLBB) community who are very easy to do cyberbullying on social media, especially in using social media, the easiness of doing verbal bullying make them easy to do cyberbullying too.

The results of this study as a whole can be stated that Internet Addiction has a positive and significant relationship (5%) on Cyberbullying as much as 88% of Internet Addiction variables have an influence on Cyberbullying behavior towards members of the Mobile Legend Bang Bang (MLBB) community at Medan Area University, while the rest is influenced by by other factors, such as: the presence of traditional bullying, personality characteristics, perception of the victim, strain

(psychic tension), parent-child interaction, diversion of feelings, revenge, making feelings better, boredom, protection, jealousy, getting approval, seeking new charms, and anonymity (shame).

B. Suggestion

Based on the conclusions above, the following suggestions can be given:

1. For Community

The given inputs for the community members in order to change their habits of playing online games, for example using the internet to read the news or do assignments. Then keep monitoring their behavior so that they don't get addicted to the internet or known as Internet Addiction (IA) which can harm themselves and others. In addition, increase knowledge about the impact of excessive internet use so that you can limit yourself and realize which things are good and bad. Internet addiction can affect aggressive behavior, one example is Cyberbullying or intimidating someone in cyberspace.

2. For Parents

Parents of these community members can minimize playing games so that they are not addicted or at least provide guidance and supervision to their children, distract children into other activities such as sports or ask them to join organizations or participate in social activities in order to prevent teenagers from playing more on the internet, because excessive internet addiction can lead to aggressive behavior such as cyberbullying.

3. For further researchers

The next researchers are expected to dig deeper into the emergence of Cyberbullying behavior caused by Internet Addiction in order to pay more attention to the factors influencing other Cyberbullying behaviors such as: traditional bullying, personality characteristics, perception of victims, strain (psychic tension), parental interaction. and children, diversion, revenge, feeling better, boredom, protection, jealousy, gaining approval, seeking new charms, and anonymity (shame).

PROOFREADING

1.	can be easily accessed by all people, especially community members	:	all people, especially community members, can easily access
2.	members of the community	:	community members
3.	is often experienced by community members in cyberspace is cyberbullying	:	community members in cyberspace often experience is cyberbullying
4.	that come from oneself and from	:	from oneself and
5.	whereas individuals	:	In contrast, individuals
6.	there were 3.7 children who were	:	3.7 children were bullies
7.	defined as violent behavior that takes place	:	is defined as violent behavior
8.	is an advancement in	:	advances
9.	is not able to	:	cannot
10.	even though it results in	:	despite
11.	functioning of the brain	:	functioning of the brain
12.	conducting research	:	researching
13.	become accustomed by easily spelling	:	easily spell
14.	that are included in cyberbullying, for example	:	included in cyberbullying
15.	with the intention of damaging	:	to damage
16.	Cyberbullying behavior in teenagers is caused by several factors, including	:	Several factors, including: cause cyberbullying behavior in teenagers
17.	with the aim of protecting	:	to protect
18.	power of the perpetrator	:	perpetrator's power
19.	which then motivates	:	motivating
20.	to humiliate the victim, take revenge, overcome	:	humiliating the victim, taking revenge, overcoming
21.	facts that cyberbullying behavior	:	that cyberbullying
22.	which then has an impact on	:	which impacts
23.	A large number of cyberbullying	:	Many cyberbullying cases