Training Effectiveness Of Empathy In Lowering Cyberbullying Behavior

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ABSTRACT
The purpose of this study was to determine the effect of empathy training on decreasing cyberbullying behavior in adolescents. The type of research is true experiment with pretest-posttest control group design. The subjects used in the study were 30 people divided into two groups, each 15 people in the experimental group and the control group. Whereas, the instruments used in this study include cyberbullying behavior scale and empathy training modules. The results showed a significance number $p = 0.027 < 0.05$ which means that empathy training had an effect on decreasing cyberbullying behavior in adolescents.
KEYWORDS: empathy training, cyberbullying behavior

I. INTRODUCTION

Information and communication technology is welcomed enthusiastically by everyone. Ease of internet access in all fields makes technology a necessity in this digital era. According to the Central Statistics Agency (2013) that internet users in Indonesia are ranked 4th in Asia, and ranked 8th of all countries in the world (Sari & Suryanto, 2016)

The internet provides many positive benefits for humans, besides it also has a negative impact on its users. From the positive side, the internet is able to facilitate the work of its users, establish networking, and open a business, even as a medium of science. Conversely, the negative side of the existence of the internet is that people become lazy to meet each other. Another negative impact that can occur is when the internet is used by people who are not responsible for the purpose of harming others.

When the internet becomes part of the needs, many people whose lives depend on the internet. It is not uncommon for individuals to use internet access to interact socially with others, especially with the large number of social media accounts. The rise of social media accounts like Instagram, Facebook, Twitter, WhatsApp and Line makes people do a lot of activities through these social media accounts. Along with the rise of activities on social media, opportunities for acts of violence in cyberspace are called cyberbullying.

According to Kompasiana (2013, in Satalina, 2014) Cyberbullying is an act of bullying carried out in cyberspace or social media. Cyberbullying perpetrators can be distant, invisible, or even anonymous. Cyberbullying can conduct crime through technological devices from any place and at any time. Meanwhile, cyberbullying behavior is an aggressive behavior intentionally carried out by groups or individuals by utilizing electronic means for criminal purposes such as threatening, humiliating, or intimidating victims. This crime is committed repeatedly and without time limit for victims who cannot defend themselves (Smith, 2008). This aggressive behavior is generally carried out using cellphones, e-mail, online chatting, and online spaces such as Facebook, Messenger, or personal blogs. (Sari & Suryanto, 2016).

One of the characteristics of cyberbullying perpetrators is low empathy. Research conducted by Steffgen, Pfetsch & Meizer (2011) shows that cyberbullies show lower empathy than non-cyberbullies, victims of cyberbullies and those who are not involved in cyberbullying at all. Other research conducted by Rachmah (2014) shows that perpetrators commit a bullying because they have low empathy abilities. The inability of the offender to empathize makes them less able to see things from the perspective of others, recognize the feelings of others and adjust their concerns appropriately.

According to Kowalski (2008) group treatment for children who do bullying can be done by means of group therapy such as anger management, empathy development and skills building. This study found that the

ability to empathize arises in the early years of life and develops in more complex forms in childhood and adolescence (Allemand, Steiger & Fend, 2015).

Referring to the above background, researchers are interested in designing a training to improve empathy behavior that can prevent cyberbullying in adolescents. The purpose of this study was to determine the effect of empathy training on decreasing cyberbullying behavior in adolescents.

II. METHODS

The subjects of this study were Junior High School students in Surabya, aged 13-16 years totaling 30 (Thirty) People randomly selected between the experimental group and the control group. The composition of the number of subjects in the experimental group and the control group can be seen in the following table 1.

Table 1. Composition of Number of Subjects

	Experiment	Control
Treatment	*Treatment* Training Empathy	Without *treatment* Training Empathy
Number	15 students	15 students

This research is an experimental research. The experimental design used was the pretest-posttest control group design (Campbell & Stanley, 1973) as quoted by Azwar (1998). The purpose of using this design is to determine the effect of treatment in the form of empathy training on decreasing cyberbullying behavior in adolescents. Measurement of cyberbullying behavior is done before the subject is treated (pretest) and after given treatment (posttest). The design of this research is as follows:
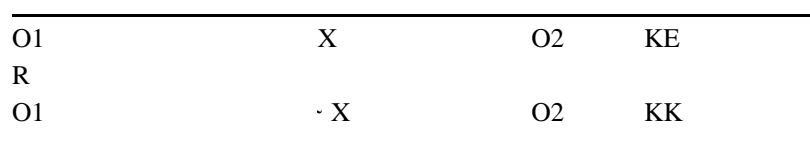
O1	X	O2	KE
R			
O1	· X	O2	KK

Figure 1

Experimental Design

Description :

        R   : Random assignments

        KE   : Experimental group

KK   : Control group

O1: *Pretest*

O2   : *Posttest*

    X   : Empathy training

-X   : Without training

The treatment used in this study was empathy training. Empathy training is a learning activity to foster one's caring attitude in understanding the feelings, thoughts and perspectives of victims of cyberbullying behavior. This training module presents material covering two components namely the cognitive component to provide understanding of empathy and cyberbullying behavior. And affective components provided through film shows, role-play, writing feelings, games and joint discussions.

Measuring instruments in this study use cyberbullying behavioral scales arranged based on Kowalski's theory (2008), including flaming, harassment, denigration, impersonation, outing & trickery, exclusion, cyberstalking and happy slapping. Scoring techniques on a scale refer to the Topcu & Baker Revised Cyberbullying Inventory (RCBI).

The hypothesis test used in this study is One-Way ANOVA which is an analysis of variants with one dependent variable. This variant analysis is used to test the average similarity hypothesis between two or more groups. The purpose of using this analysis is to compare the level of cyberbullying behavior in the two groups,

namely the difference in scores of pre-test-post-test in the experimental group, scores of pre-test-post-test in the control group and post-test scores in the experimental group and score of post-test in the control group.

III.   RESULT

After doing statistical analysis to test the hypothesis, the following results are obtained:

Table 2. Hypothesis Test Results

Variable	Asymp. Sig. (2-tailed)
Cyberbullying Behavior	0,027

From table 2 it is known that the results of the one-way ANOVA test analysis show that the value of Sig. (2-tailed) <0.05 is equal to 0.027. This shows that there is a significant difference between the experimental group and the control group after participating in empathy training. Furthermore, when a comparison of the average score of cyberbullying behavior in the experimental group and the control group, the following results were obtained:

Table3. Comparison of Mean Cyberbullying Behavior Scores in the Experiment Group and Control group

	Pre-test		*Post-test*	
	Experiment	**Control**	**Experiment**	**Control**
Mean	46,06	47,73	38,40	49,66

Based on table 3, it is known that the mean (average) pre-test of the experimental group is 46.06 which is lower than the control group that is equal to 47.73. Whereasin the post-test the experimental group also had a lower mean value than the control group, which were 38.40 and 49.66, respectively.

IV.   DISCUSSION

The results of this study are in line with statements made by Kowalski (2008) that the development of empathy in schools is important for students who do cyberbullying to reduce cyberbullying behavior among classmates who like to ridicule, commit crimes online or who provide emotional responses such as bullying behavior which is done face to face. The teacher can invite students to write about the perspective of people who are bullied or victims of cyberbullying and discuss it to create a comfortable school climate. This study is also in line with research by Steffgen, Pfetsch & Meizer (2011) and Ang & Goh (2010) who assume that empathy training can reduce cyberbullying behavior.

Cyberbullying behavior can be defined as harassing, insulting, demeaning, threatening, or endangering someone repeatedly by using internet media through cell phones, laptops, computers, tablets or other electronic devices that can endanger the victims. (Suminar, 2014).

Characteristics of individuals who become cyberbullying perpetrators according to Kowalski, et al (2008) are (1) having a dominant personality and likes to commit violence. (2) tending to be temperamental, impulsive and easily frustrated. (3) having a positive attitude towards violence compared to other children. (4) having difficulty in following the rules. (5) looking strong and shows a little empathy or compassion for those who are victims of cyberbullying. (6) often being aggressive towards adults. (7) being clever to circumvent difficult situations. (8). Engaging in proactive aggression (such as deliberate aggression to achieve certain goals) and reactive aggression (such as defensive reactions when provoked).

There are several factors that can influence the emergence of a cyberbullying behavior, one of them is empathy. Empathy is one of the basic elements in establishing a relationship. Empathy is described as a multidimensional construct which involves cognitive and affective components. (Tumon, 2017). Cyberbullying is a type of bullying. According to Kowalski (2008) treatment for bullying children can be done by building empathy and skills. Efforts to reduce bullying can also be done by increasing empathy through a training. (Tumon, 2017).

The linkage between empathy and cyberbullying behavior is also explained by Steffgen, Pfetsch & Meizer (2011) which shows that the perpetrators of cyberbullying show little empathy. Steffgen et al. assume that empathy skills training might be an important tool for reducing cyberbullying.

Research conducted by Ang & Goh (2010) examining the relationship between affective and cognitive empathy for cyberbullying also reveals the need for empathy training and the importance of positive parenting caregivers in reducing cyberbullying behavior among adolescents. Empathy training interventions can be in the form of internet ethics or healthy internet behavior. The purpose of this training is to improve online pro-social behavior to reduce online aggression.

According to Megargee as quoted by Tri Dayaksini in Mazidah (2014), one factor that can inhibit aggression is empathy. Empathy training needs to be done to reduce cyberbullying behavior in adolescent students.

According to (Steffgen, et al) in his journal entitled The Role of Empathy for Adolescent's Cyberbullying Behavior both experimental and longitudinal research must be realized immediately to explore empathy and cyberbullying. The lack of empathy is shown by cyberbullying actors confirm the importance of implementing empathy training in anti-bullying programs in cyberspace. Moreover, adolescents must also get a special component to practice empathy responses in using social media.

According to Pecukonis (1990) that empathy training is considered as an effective program to increase one's level of empathy and reduce the level of aggression with an affection and cognition approach. Empathy enhancement training has two important components, which include the cognitive component and the affective component. The cognitive component is a component that gives rise to an understanding of the feelings of others. Meanwhile, the affective component refers to the ability to synchronize emotional experiences with others. With empathy training, a person can be free from bullying behavior because in empathy training a person is taught to better recognize and interpret emotional situations and the ability to recognize other people's emotional expressions and gestures more deeply. (Ollove & Stout, 2010 in Tumon 2017).

V. CONCLUSSION

Based on the results of the study it can be concluded that empathy training has an effect on decreasing cyberbullying behavior in adolescents.

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