

Conference Paper

Improving Student Self-awareness of Cyberbullying Victims Through Reality Counseling Services

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Abstract.

Self-awareness is an individual process of recognizing oneself. However, this self-awareness does not mean that a person is swept away in the current of his emotions so that the mood completely dominates him. Both the victim and the perpetrator. This study aims to determine the increase in student self-awareness of cyberbullying victims through reality counseling services. Counseling with a reality approach, using WDEP methods (Wants, Direction, Evaluation, Planning) helps individuals become rational and mentally strong. The participants in this study were students at SMP N 2 Selong who had experienced acts of cyberbullying and were declared to be in a psychologically disturbed situation. The study used an experimental method using a single case experimental design. The results showed that from a series of reality counseling assessment processes, such as counseling interviews, the subjects showed positive changes in the formation of self-awareness.

Keywords: cyberbullying, self-awareness, reality counseling

1. Introduction

The high use of technology is directly proportional to cyberbullying behavior among adolescents [1]–[3]. This happens because the mental condition and developmental period of adolescents are still unstable, such as high recognition from peer groups, the search for self-identity, self-adjustment to the physical and psychological changes of adolescents, as well as the process of forming self awareness [4].

The impact of cyberbullying affects all aspects of life, namely psychological, physical and social [5], especially in the psychological aspect, it will cause severe mental disorders. [6], [7] for victims, such as cyberbullying, not only has a negative impact on the victim, but the perpetrator also experiences negative personal formation, so that he has the potential to become the next victim of bullying from the environment. [5], [8],

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[9]. Like research that has been carried out by [10] adolescents experience bullying of various types and experience very worrying impacts. As many as 84% of teenagers said that bullying had very bad effects, such as stress, sadness and crying. Verbal bullying is experienced by around 80% respondents, psychological bullying was experienced by around 77.8% of respondents, direct or non-verbal bullying was experienced by 28.9% of respondents, and bullying that was carried out using internet media or cyberbullying was experienced by 24.4%. This is because most of the victims of bullying do not dare to disclose this incident to other people. So that the perpetrators of bullying continue to get victims. Another study conducted by [11] showed that almost half of the respondents (49%) had experienced cyberbullying. This number is less when compared to the findings [12] of junior high school (SMP) students in Yogyakarta in 102 students as many as 80% of respondents had experienced cyberbullying, in fact half of these respondents experienced cyberbullying every day. The results of research conducted in Yogyakarta in 2018, cyberbullying carried out by teenagers using Instagram media, namely uploading pictures or photos including harsh words, making comments using harsh words, uploading stories on Instagram using harsh words.

The results of the study also revealed that there were several factors that influenced the teenager to cyberbully on Instagram, including the intensity of using Instagram social media, the characteristics of the victim such as a close friend or because he had experienced bullying, as well as the empathic skills of the perpetrator [13]. Almost the same cyberbullying phenomenon also attacked students at a Vocational High School in Samarinda City. Based on research data that has been carried out on three classes, namely class X majoring in accounting 2 with 35 students, class XI majoring in accounting 1 with 36 students and class XII majoring in accounting 1 with 34 students as representatives of the students of the school. As many as 105 students who became the initial data distribution data, a total of 55 students had experienced bullying via the internet or cyberbullying. Various types and forms of attacks are carried out by perpetrators using internet media, such as uploading pictures to making posters aimed at embarrassing the victim, ridiculing the victim and using someone else's social media account to bully the victim via e-mail and spreading slander.

Cyberbullying has a worse impact than bullying in the real world. This is because incidents of cyberbullying are wide open and can be accessed by anyone at any time. Even people who have never known though. As long as having the same social media platform is possible, posts containing cyberbullying elements will appear on other people's homepages. [2], [3]

Direct bullying activities can be carried out repeatedly in the same place, but cyberbullying can be carried out at any time and anywhere while the victim is still using internet technology. However, on the other hand, there is also a possibility that cyberbullying will not be repeated and can be avoided if the victim uses the internet wisely. [14]

The following is some evidence of cyberbullying experienced by the subject in this case

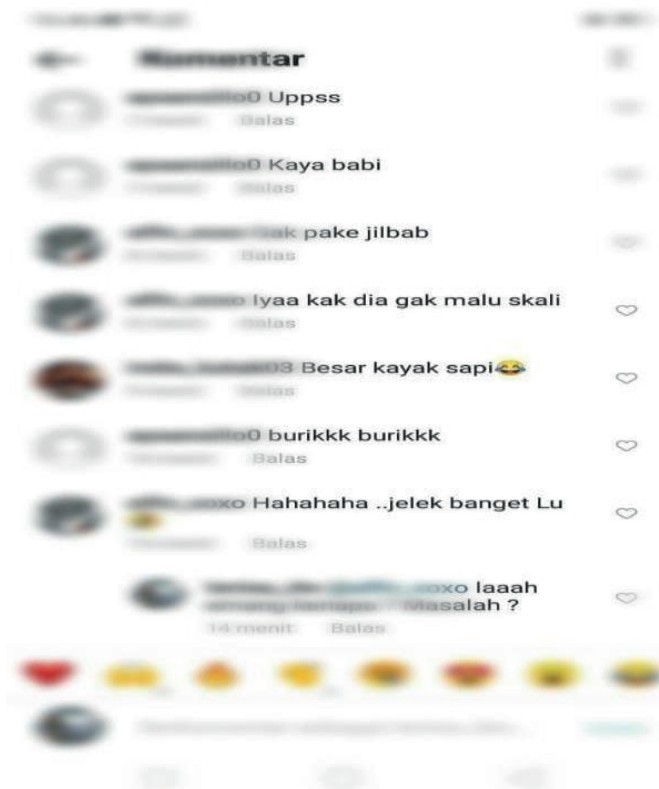


Figure 1: evidence of cyberbullying experienced by the subject in this case 1.

In theory, cyberbullying can take the form of 7 actions, namely (1) flaming, (2) harassment, (3) denigration, (4) impersonation, (5) outing and trickery, (6) exclusion, (7) cyberstalking. [15]. First, flaming, namely behavior in the form 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 that are intended to insult the intended person [16]

Second, Harassment, is the behavior of sending messages with impolite words, which are shown to someone in the form of harassment sent via email, WA (whatsApp), or text messages on social networks continuously. Harassment is the result of long-term natural flaming actions. Harassment is carried out by reciprocating messages or it can be called a text war. [17]. Third, Denigration, is the behavior of spitting or showing bad things about someone on the internet, the aim is to damage the person's good name or reputation.

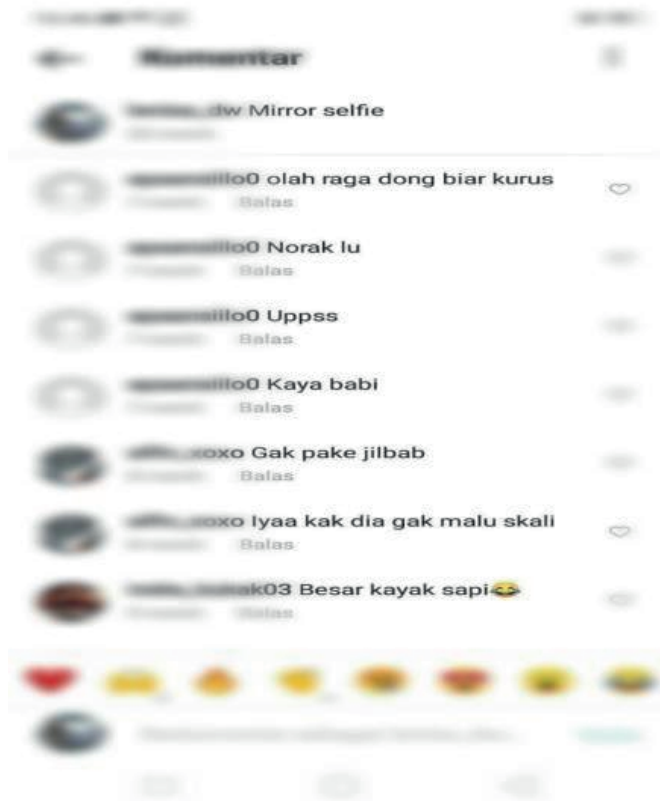


Figure 2: evidence of cyberbullying experienced by the subject in this case 2.

Like someone who sends pictures of someone who has previously been altered to be sensual so that the victim is made fun of and gets the bad judgment of others. [18]

Fourth, Impersonation, is the behavior of pretending or acting as someone else and then sending messages that are not good. Fifth, Outing and trickery. Outing is the behavior of spreading other people's secrets or private photos. Trickery is the behavior of persuading someone with trickery (other ways) in order to obtain confidential information (photos or other personal things). [19]. Sixth, Exclusion, is the behavior of intentionally excluding someone from certain online groups. Seventh, Cyberstalking, is behavior in the form of dangerous threats or intimidation that is carried out repeatedly using electronic communication. [20]

Self-awareness is one of the individual's abilities in terms of analyzing the thoughts and feelings that exist within. Self-awareness is the foundation of emotional intelligence (EQ). The ability to monitor emotions over time is important for psychological insight and self- understanding.

Based on previous research, there is a community #ISmile4you community, voicing a movement to build positive awareness from the public and oneself, is very effective in reducing bullying perpetrators and telling them to be upstanders. [21]. Someone

who has emotional intelligence will try to be aware of his emotions when they control him, but this self-awareness does not mean that a person is swept away in the current of his emotions so that the mood completely controls him. On the other hand, self-awareness is a state when a person is able to realize the emotions that are invading his mind due to the problems he is facing so that he can then master them [22]. Each individual has awareness of himself and awareness of the surrounding environment, such as awareness of Skinner's thoughts, feelings, memories, and intensity [23]. Goleman, mentions that there are three main skills in self-awareness, namely:

- a. Recognize emotions; Recognizing self-emotions and their effects, individuals with this skill will:
 - 1) Know the meaning of the emotions they are feeling and how the processes of emotions occur.
 - 2) Realizing the connection between their feelings and what they think.
 - 3) Knowing how their feelings affect performance.
 - 4) Having an awareness that guides their values and goals.
- b. Accurate self-confession; knowing the inner resources, abilities and limitations within, individuals with these skills will:
 - 1) Be aware of the strengths and weaknesses they have.
 - 2) Take time to reflect, learn from experience, be open to genuine feedback, new perspectives, willing to keep learning and developing yourself.
 - 3) Able to show a sense of humor and be willing to see yourself from a broad perspective.
- c. Confidence; strong awareness of self-esteem and self-ability, individuals with this ability will:
 - 1) Dare to appear with self-confidence, dare to express their opinions.
 - 2) Dare to voice unpopular views and be willing to sacrifice for the truth.
 - 3) Firm, able to make good decisions. [22]

Counseling with reality therapy aims to help individuals become rational and mentally strong [24]. The emphasis of reality therapy is that everyone must be responsible for the choice of action they take [25]. Basically, this approach uses action-oriented techniques to awaken individuals to have choices in responding to various events, not allowing others to control themselves because the individual must control himself [24]. He explains that in the reality therapy approach uses the WDEP (Wants, doing, Direction, Evaluation, Planning) system as a method of helping counselors and clients make progress and apply techniques. The Wants stage is carried out at the beginning of the counseling implementation, where the client is invited to identify what desires exist within the client and what will be done.

In one study conducted by Setyaningrum [14] explained that in dealing with cases of cyberbullying, especially for school children, it is very extra and must be handled correctly and with the correct technique. One technique that can be done is to use the reality approach method with group counseling. This is done in order to increase their level of self-confidence again. Those affected by cyberbullying tend to lower their

self-confidence. By getting harsh words and other ridicule, this really disturbs their mentality and confidence. This is because it can disturb their minds. Therefore, many victims of cyberbullying are depressed and some even decide to end their lives. This is because victims of bullying lose motivation and enthusiasm for life. They tend to decide to close themselves and eventually stress. Therefore this reality approach can help them. With a reality approach, it can help them have a place to share stories where they understand their position and reality happen. Group counseling is important because they don't hesitate and are embarrassed to tell what happened and they don't feel alone in facing their problems. So this is very effective. Many previous studies have proven the effectiveness of the reality approach with group counseling to help cyberbullying victims [14].

After successfully identifying the client's wishes, the next step is the direction stage which requires the counselor to ask what the client has done so far. At this stage the client is invited to see whether the actions that have been taken have brought the client closer in an effort to achieve his wishes.

Then enter the evaluation stage, which is the stage of helping clients evaluate their behavior and how to respond to that behavior. The counselor together with the client conducts an analysis to see whether what the client is doing is effective in achieving his wishes. The last is planning, namely the stage where the counselor invites the client to focus on making plans for behavior change to occur. This plan emphasizes the actions the client will take, not the behavior you want to eliminate. The best plans are simple, achievable, measurable, immediate, and consistent [24].

2. Method

This research method is an experimental research using a single case experiment design using a single case. The participants in this study were students at SMP N 2 Selong who had experienced acts of cyberbullying and were declared to be in a psychologically disturbed situation. To obtain a diagnosis of the selected counselee, a counseling interview assessment was used. The procedure carried out in this study is the first assessment of counselee interviews related to cyberbullying victims' self awareness.

The success of WDEP Reality Counseling lies in the implementation of the plan chosen and carried out by the counselee and the results of behavior changes after going through the WDEP Reality Counseling stages. Counselors see the success of

implementing WDEP Reality Counseling after implementing the WDEP Reality Counseling Guidance and Counseling process to foster student interest with interviews, observation, documentation of counselees.

TABLE 1: The dynamics of self awareness of cyberbullying victims in theoretical analysis.

Self awareness	The dynamics of self awareness of cyberbullying victims in theoretical analysis
Recognize emotions	Knowing the emotion of meaning that the counselee is feeling and how the process of the emotion occurs Realize the connection between their feelings and what they think Knowing how their feelings affect performance Have a conscience that guides their values and goals
Accurate self-recognition; knowing the inner resources, abilities and limitations within	Be aware of its strengths and weaknesses Take time to reflect, learn from experience, be open to genuine feedback, new perspectives, willing to keep learning and developing yourself. Able to show a sense of humor and be willing to see yourself from a broad perspective
Confidence; a strong awareness of self-esteem and one's own abilities	Dare to appear with confidence, dare to express his opinion Dare to voice unpopular views and be willing to sacrifice for the truth Firm, able to make good decisions.

3. Result and Discussion

This reality approach individual counseling service can be explained as follows:

- (a) Deploy a pretest questionnaire before giving treatment. From the measurement results, it was found that counselees who were victims of bullying had low self-awareness.
- (b) Conduct reality counseling with the following steps:
 - i. Demonstrates involvement with the counselee,
 - ii. Focus on behavior,
 - iii. Exploring total behavior, (d). do evaluation,
 - iv. Planning responsible actions,
 - v. Making Commitments,
 - vi. Do not accept apologies or excuses from the counselee,
 - vii. Follow up.

The findings from the implementation of individual counseling using the Reality Counseling technique to increase self-awareness in junior high school students at SMA N 2 Selong implementing individual counseling using the Realistic Counseling technique are effective for increasing self-awareness. This is indicated by an increase in the score

obtained at the Baseline 1, (A1), Intervention 1 (B1), and Baseline 2 (A2) stages. Of the 5 kinds of expected behavior change targets.

In the intervention stage 1 (B1), the researcher evaluates changes in behavior, the intervention phase 1 (B1) day 4 the counselee is able to recognize the emotions he is experiencing. It is shown with other levels of behavior change, namely (1) Knowing the meaning of the emotion that the counselee is feeling and how the process of the emotion occurs (2) Recognizing the connection between his feelings and what the counselee is thinking, (3) Knowing how the counselee's feelings affect his performance in carrying out daily activities -day, but in the fourth indicator, the counselee still has difficulty achieving it, namely (4) Having awareness that becomes a guide for the counselee's values and goals.

Intervention phase 1 (B1) day 5 counselees have shown improvement, namely accurate self- recognition, knowing inner resources, abilities and limitations within themselves. Both indicators have been fulfilled, such as (1) Being aware of their strengths and weaknesses. Such as (2) Taking time to reflect, learning from experience, being open to genuine feedback, new perspectives, willing to continue learning and developing oneself. However, the third self-performance indicator has not been fulfilled, namely (3) being able to show a sense of humor and being willing to see oneself from a broad perspective. The counselee still feels traumatized and experiences fear with what he experienced, this makes it difficult to create humor in the days ahead.

Intervention stage 1 (B1) day 7, the counselee is able to show an increase in other behavioral changes in the form of being able to increase self-confidence, a strong awareness of self-esteem and one's own abilities. So in this phase the counselee is able to show the 4 kinds of expected behavior changes such as (1) dare to appear with self-confidence, dare to express opinions in class, (2) dare to voice unpopular views and are willing to sacrifice for the truth, but in the third indicator there are still difficulties and need assistance, namely being assertive and being able to make good decisions. The counselee still often doubts and is afraid of being wrong in making a decision.

Researchers consider that this reality counseling technique is quite effective in increasing self-confidence. This is understandable because the counselee is a 14-year-old teenager, where in this phase the teenager is at the stage of formal operational thinking in the early stages or can be called a transitional period from concrete operations. In this formal operational phase, children begin to be able to think purely abstractly [26] and can make hypotheses but are extremely egocentric, concerned with the opinions of others about themselves, so that this also makes early adolescents unable to to think rationally and realistically.

However, reality counseling is effective in increasing self-confidence, because it has the advantage of bringing about a change in attitude from rejection to acceptance of the reality that occurs in the counseling process [25] where the counselee can explore desires, needs, and what is perceived about the conditions he is facing. In addition, the counselee focuses on current behavior without fixating on past problems, the counselee wants to evaluate his behavior and the counselee determines the changes he wants and is committed to what has been planned.

4. Conclusion

Cyberbullying behavior is still very common in the world of education, especially in this era of rapid technology. Every effort should be made to end cyberbullying behavior. Counselors are tasked with providing various services to support the anti-cyberbullying movement. One of them is by increasing students' understanding to be wise in using social media. Self awareness is very important to build and give reinforcement.

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