LEARNED HELPLESSNESS AMONG THE ADOLESCENT VICTIMS OF CYBERBULLYING

Nurul Astria Putri[1], Naomi Soetikno[2] & Fransisca I. R. Dewi[3]

[1]Faculty of Psychology, University Tarumanagara Jakarta
Email: nurul.717191003@stu.untar.ac.id
[2]Faculty of Psychology, University Tarumanagara Jakarta
Email: naomis@fpsi.untar.ac.id
[3]Faculty of Psychology, University Tarumanagara Jakarta
Email: fransiscar@fpsi.untar.ac.id

ABSTRACT
Cyberbullying is a new kind of bullying expressed through the web that has caught the eye of tons of parents, educators and researchers as a result of its effects on the mental state of adolescents. Studies show that adolescents who experience cyberbullying are more likely to experience feelings of negative emotions such as sadness, hopelessness, loneliness, insomnia, or worst, they are most likely have suicidal ideation when compared to adolescents who do not experience cyberbullying. Adolescents who are being bullied on cyberspace tend to have difficulty breaking away from the aggressive behaviours directed at them, this makes adolescents tend to develop learned helplessness which predicts several negative traits ranging from academic delays to the development of depressive moods and delayed symptoms of depression and it also can lead to suicidal ideation. This study aim to describe the level of learned helplessness among 143 adolescents who experienced cyberbullying in Indonesia. This study is using quantitative descriptive as a research method. Participants in this research are 143 adolescent victims of cyberbullying aged from 12 to 21 years. The measuring instrument used in this study was Learned Helplessness Scale (LHS), The study provide acknowledgement that most participants show moderate level of learned helplessness. This study may trigger further study about this related topic. Social support may also be considered in studying the learned helplessness among participants who experienced cyberbullying. Objectivity and specification of the cyberbullying experienced by participants must be considered for further study.

Keywords: Learned helplessness, adolescent, cyberbullying

1.   PREFACE

The emergence of the internet is one of the valuable discoveries. By using the internet people can get the information needed in a blink of an eye, and people can communicate even the distance is far. As the time goes, people can easily get access to internet and using social media on daily basis. The existence of social media among teenagers makes them able to connect with their friends. But this technology advances also come with some negative impact. One of them is cyberbullying. It is an aggressive and purposeful behaviour carried out by a group or individual, using electronic media, repeatedly from time to time, against someone who is considered not easy to fight against these actions. In 2016, UNICEF obtained data that as many as 41 to 50% of teenagers in Indonesia had experienced cyberbullying. Some of these actions are doxing (publishing other people's personal data), cyberstalking (stalking in cyberspace that leads to stalking in the real world), revenge porn (spreading photos or videos with the aim of revenge accompanied by acts of intimidation and blackmail) and several other cyberbullying actions.

The Internet Penetration Survey and the behaviour of social media users in Indonesia on 2018 released by the Indonesian Internet Service Providers Association (APJII) shows that 49% of internet users have experienced cyberbullying in the form of being ridiculed or harassed. Social media users' responses to cyberbullying vary. As many as 31.6% of parties who get cyberbullying allow this action and do nothing to defend theirselves. Meanwhile, social media users who

responded by replying were 7.9%. There are also users who remove the mockery as much as 5.2%. Meanwhile, only 3.6% of social media users reported these actions to the authorities. Adolescents who are bullied are more likely to experience feelings of sadness, hopelessness, loneliness, insomnia, and have suicidal ideation and desire when compared to adolescents who are not bullied. It is possible that teenagers who use social media have also experienced traditional bullying. When seeking friends or other support from cyberspace, victims of traditional bullying also become victims of cyberbullying who will eventually 'learn' from their past experiences that they are powerless, and unable to defend themselves effectively, because fighting back will only strengthen the intensity. harassment.

In other words, there is a high possibility for any social media user to become a victim of cyber victimization, and once they feel themselves victimized, they may not be able to get out of the situation, because in the end they learn that they are powerless. In addition, learned helplessness has been reported to predict several negative traits among adolescents, ranging from academic procrastination to suicidal ideation.

In the context of cyberbullying, adolescents who have repeatedly tried to free themselves from cyber bullying but failed will develop learned helplessness and eventually see themselves as failed individuals. This will make teenagers look down on themselves. Only a few numbers of study about learned helplessness among women who experienced cyberbullying in Indonesia. This study aims to describe the level of learned helplessness among the adolescents who experienced cyberbullying in Indonesia.

Learned helplessness is defined as an individual's passivity and feelings of inability to act and control his or her life. This passivity is formed through unpleasant experiences and trauma that the individual is unable to control. Learned helplessness is a phenomenon found in people once they were conditioned to count on pain, suffering, or pain while not having any manner of fending off it. No one is born with the perception that they've no manage over what takes place to them. No one is born with the belief that they have no control over what happens to them. It is a learned behaviour, conditioned through experience in which the human being has absolutely no control over their circumstances or simply feels that they have no control.

The Effects of Motivation on Helplessness. The motivation to steer any scenario stems from the expectancy that responding to the scenario will alternate the predicted final results of the unique scenario at hand. When a man or woman learns behaviours and effects which can be impartial of every other, the expectancy that alternate will arise is reduced. As a result, the inducement to voluntarily reply to a scenario has a tendency to lower. Individuals have proven a discount in tries to reply to conditions after repeated failures. This lower in reaction initiation is because of a lower in motivation. Loss of motivation to reply to next occasions additionally decreased.

The Cognitive Effects on Helplessness. Short- and long-term exposure to uncontrollable events can also have cognitive effects. When the person experiences response and outcome independence, they are actively learning that responses and outcomes are independent of each other. Cognitive deficits (i.e., the inability to understand that an action leads to the desired outcome) that are not specific to the current situation, but can be applied to the study of future situations. Because of these cognitive deficits, people can develop deficits in learning and recognizing when a response has been successful. in achieving the desired result. Thus, when a person's actions successfully achieve the desired result, they are usually unaware of that success. In future situations, whether related or not, if the person chooses a response and the desired outcome occurs, the person will

likely continue to be unable to recognize the presence of a desired response. and not knowing that the action is successful.

The Emotional Effects on Helplessness. When a person experiences a situation that they cannot change or control, they experience an intensified negative emotional state. Negative emotions (e.g., symptoms of depression and anxiety) are characterized by fear, frustration, or a number of other psychological states. This negative emotional state persists until either reaction-outcome dissociation is complete and the subject returns to a state where they can control their environment, or the individual learns from the outcome-response independence and the emotional state gives way to depressive symptoms.

Over the past decade, technologies such as the internet have created a new form of bullying known as cyberbullying. Definitions of cyberbullying are various, reflecting the current phenomenon and rapid technological advances affecting the frequency and form of electronic communication. However, many studies define cyberbullying as "an aggressive and deliberate act carried out by a group or individual, using a form of electronic contact, repeatedly and over time against a victim who cannot easily defend himself or herself". Thus, cyberbullying is not limited to one type of communication and may involve various technologies such as email, instant messaging or private websites.

The psychological and emotional stress usually experienced by victims of cyberbullying is including anxiety, depression, and poor physical health. Cyberbullying can reach a wide audience, increasing the potential for humiliation. In addition, cyberbullying is often invisible, this is because cyberbullying does not occur face-to-face, making it difficult for victims to identify their attackers and easy for bullies to lack empathy for victims. The majority of adolescents who experience cyberbullying do not tell their parents or other adults, and only about a third report to their friends. Cyberbullying has similar effects to traditional bullying, including distress, anxiety, depression, poor self-esteem, social withdrawal, and poor academic performance. However, cyberbullying is a completely unique chance to psychological health because it can occur 24 hours a day, not just in schools. Because of this, many youths sense hopeless and pessimistic approximately preventing cyberbullying, setting them at hazard for suicide.

2.   RESEARCH METHOD

The criteria for research participants needed in this study are: (a) adolescents aged 12 -21 years; (b) active in using social media such as Instagram, Facebook, Twitter, e-mail, and many other digital platforms; and (c) have or are currently experience cyberbullying. (Examples: accepting a crime that is done intentionally in the form of slander, ridicule, harsh words, harassment, threats, and insults on social media, distribution of photos or videos belonging to those that are considered personal/not to be shared, defamation.) The sampling method used in this study is probability sampling.

Table 1

Demographic Data

Participant's characteristic	Mean	Category	f
Level of Learned Helplessness	<1.95	Low	22
	3.10-1.96	Moderate	100
	>3.11	High	21
Gender			
Boys	2.53	Moderate	45
Girls	2.54	Moderate	98
Age			
Early Adolescence (12-15)	2.63	Moderate	30
Middle Adolescence (16-18)	2.59	Moderate	42
Late Adolescence (19-21)	2.47	Moderate	71
Educational Level			
Junior Highschool	2.58	Moderate	21
Senior Highschool	2.61	Moderate	55
University	2.46	Moderate	67
Duration of being Cyberbullying victim			
Less than 3 months	2.39	Moderate	65
3-6 months	2.70	Moderate	22
More than 6 months	2.64	Moderate	56
Duration of using Social Media			
Less than 1 hours per day	2.30	Moderate	4
1-3 hours per day	2.46	Moderate	25
4-6 hours per day	2.52	Moderate	60
7-12 hours per day	2.47	Moderate	40
More than 12 hours per day	3.00	Moderate	14

Data were collected using Learned Helplessness Scale (LHS) by (LHS) [14] that adopted into Indonesian version. LHS is a measuring tool that is unidimensional or also known as a global measuring instrument. The LHS measuring instrument measures helplessness as a whole and does not separately measure certain aspects. The *Cronbach's* alpha coefficient for 20 items is 0.924. Higher score of the total LHS score shows the higher learned helplessness among participants. While, lower score of the total LHS score shows the lower learned helplessness among participants.

This study is non-experimental quantitative descriptive study. The aim of the study is to describe the level of learned helplessness among participants. Data were collected using online questionnaire. This form is used due to the situation of COVID-19 pandemic at the time data was collected. Normality data distribution and measurement reliability were also tested in this study.

3. RESULT AND DISCUSSION

Table 1 describe the demographic data of the participant. The data also shows the category level of learned helplessness and the frequency of participant based on the specific characteristics Result shows that 69.9% participants have moderate level of learned helplessness. Data shows that most of the participants are university students. The duration of using social media are also shown.

From Table 2, the data shows that there are 15.4% participants have high level of learned helplessness. Participants with high level of learned helplessness tend to feel unable to act and control their lives. They accept that they are victims of cyberbullying and that they have little to no control over them. They are unsuccessful in resolving issues even when there is a potential solution. While, data shows 14.7% participants have low level of learned helplessness. Low level of learned helplessness indicate that participants believe that they have the power to control their lives. They can think of a solution to resolve problem cause by cyberbullying that happened to them. However, most of the participants are in the moderate category. According to Monaco & Gentile and McLeod, when faced with a problem, adolescents tend to complain that they cannot solve the problem. Teenagers learn to be helpless and this is more visible in girls than boys. This study shows that age or educational level does not have any significant effect on level of learned helplessness.

Table 2
Descriptive Analysis of Learned Helplessness

Categories	Frequency (n = 143)	Percent	Mean
High	21	15.4%	> 3.11
Moderate	100	69.9%	3.10 -1.96
Low	22	14.7%	< 1.95

.

4.   CONCLUSIONS AND RECOMMENDATIONS

There are some limitations in the research as well as suggestions that can be made for further research. First, related to the experience of cyberbullying experienced by participants, it is still in the form of subjective perceptions of participants. This is a limitation of the study because the researcher could not objectively determine whether participants had experienced cyberbullying according to the existing definition. It would be better if further research could provide an appropriate measuring tool to describe cyberbullying that occurred in participants.

Second, because this research was conducted during the Covid-19 pandemic, which caused researchers to experience some limitation in taking research samples. The next researcher is expected to be able to collect more participants that can represent more various educational cultural background. Future studies are also expected to be able to conduct in-depth interviews to understand more about what the participant has been through when they become the victim of cyberbullying.

As said earlier in the study, adolescent who experience cyberbullying tend to feel loneliness, hopelessness, even suicidal ideation. Future studies are also expected to be able to continue the study so that it can develop interventions that can reduce or eliminate the negative impact of cyberbullying. Activities that can develop self-esteem in adolescents are expected to anticipate the negative effects of cyber bullying which is increasingly unavoidable in this digital era.

REFERENCE
A. G. Zimmerman, G. J. Ybarra. Online aggression: The influences of anonymity and social modeling. Psychology of Popular Media Culture. 5(2), 2016, 181.
APJII. (2019). Laporan Survei Internet APJII 2018-2019. Retrieved on December 2nd, 2020. https://apjii.or.id/survei2018
D. B. McLeod. Research on affect in mathematics education: A reconceptualization. In D. A. Grouws (Ed.), Handbook of research on mathematics teaching and learning. New York: Macmillan. 1992.

D.M. Law, J. D. Shapka, J. F. Domene. Are cyberbullies really bullies? An investigation of reactive and proactive online aggression. Computers in Human Behavior. 28(2), 2012, pp.664-672

F. W. Quinless, M. Nelson. Development of a measure of learned helplessness. Nursing Research, 37(1), 1988, 11–15. https://doi.org/10.1097/00006199-198801000-00003

J. Juvonen, E. F. Gross. Extending the school grounds?—Bullying experiences in cyberspace. Journal of School Health, 78(9), 2008, 496–505. DOI: 10.1111/j.1746-1561.2008.00335.

J. Juvonen, S. Graham. Bullying in schools: the power of bullies and the plight of victims. Annual Review of Psychology, 65(1), 2014, 159–185. DOI: https://doi.org/10.1146/annurev-psych-010213-115030.

Kumparan. (2017, 4th October). 41 Persen Remaja Indonesia Pernah Alami Cyberbullying. Retrieved on December 2nd, 2020. https://kumparan.com/kumparanstyle/41-persen-remaja-indonesia-pernah-alami-cyberbullying/full

L. C. Fleming, K. H. Jacobsen. Bullying among middle-school students in low and middle income countries. Health Promotion International, 25, 2010, p73–84. DOI: 10.1093/heapro/dap046

M. Arntfield. Cybercrime & Cyber deviance. In R. Linden (Ed.), Criminology: A Canadian perspective, 8th Edition, Toronto, ON: Nelson Education, 2014, pp500–516.

M. E. Seligman. Depression and learned helplessness. In R. J. Friedman & M. M. Katz (Eds.), The psychology of depression: Contemporary theory and research. John Wiley & Sons. 1974.

N. M. Monaco, J. R. Gentile. Cognitive developmental level, gender and the development of learned helplessness on mathematical calculation and reasoning tasks. Contemporary Educational Psychology, 12, 1987, 62-76.

P. Smith, J. Mahdavi, M. Carvalho. Cyberbullying: its nature and impact in secondary school pupils. Journal of Child Psychology and Psychiatry, 49(4), 2008, 376-385. DOI: http://doi.org/10.1111/j.1469-7610.2007.01846.

R. M. Kowalski, S. P. Limber. Psychological, physical, and academic correlates of cyberbullying and traditional bullying. Journal of Adolescent Health, 53(Suppl. 1), 2013, S13–S20. DOI: https://doi.org/10.1016/j.jadohealth.2012.09.018.

R. Slonje, P. K. Smith. Cyberbullying: Another main type of bullying? Scandinavian Journal of Psychology, 49(2), 2008, 147–154. DOI: https://doi.org/10.1111/j.1467-9450.2007.00611.

S. Bauman, R.B. Toomey, J.L. Walker. Associations among bullying, cyberbullying, and suicide in high school students. J. Adolesc. 36 (2), 2013, 341–350. DOI: 10.1016/j.adolescence.2012.12.001