

IMPACT OF CYBERBULLYING ON THE DEVELOPMENT OF STUDENT SOFT SKILLS IN ENGINEERING EDUCATION

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ABSTRACT

This study aims to describe the impact of cyberbullying on the soft skills of college students. This is mixed-method research. The number of respondents from this study was 112 people who were selected with purposive sampling. Data collection was carried out using a questionnaire. The results showed, 1) around 43% were aware of having experienced cyberbullying, another 43% were unaware of having experienced cyberbullying, and 14% who claimed to have never experienced cyberbullying on social networks, 2) the majority of students experienced cyberbullying through group chat,

3) cyberbullying that experienced by respondents has several impacts such as inferiority, alienation, anger, sulking, and no longer willing to get along, and 5) cyberbullying has an impact on one's mental and psychological health which results in weakening of soft skills which include communication, empathy, motivation, creativity, self-confidence, initiative, and teamwork.

Keywords- impact, cyberbullying, development, soft skills

INTRODUCTION

Rapidly developing technology has become the main topic of conversation from time to time in the current era. Talk about the digital world not only on the positive but also on the negative created. This issue if simplified is an impact of the use of technology. The impact of the use of rapidly developing technology has changed the pattern of human life. The way to interact is the most obvious form of change.

This change is characterized by human interaction and communication that not only takes place directly, human interaction slowly using the help of technology. The historical development of human interaction influenced by three types of media, namely old media such as newspapers, radio, and television; using new media (web 2.0 technology) such as websites, blogs, social networking sites (Facebook), short social communication sites (Twitter), photo sharing sites (Flicker), and video sharing sites (Youtube); and through E-Media (digital and multimedia) such as online newspapers, online radio, and digital television [1].

Rapidly developing technology provides trends in human interaction and communication. The tendency in question is the tendency to choose new media as a shortcut to communicate with others. The use of social networking in all aspects of human life is currently the main choice. This is also experienced by students who are in college.

The use of social networks as students do to interact with lecturers. The aim is to obtain lecture information and to obtain lecture material. In addition to lecturers, the use of social networking among students is of course also for communication with fellow students. Communication with lecturers and students in this case certainly provides a positive contribution. This gives a requirement for students to interact both personally and

in groups with lecturers and fellow students. This demand makes students often interact personally and in groups. In groups that are still being watched by the presence of lecturers, communication takes place normally and positively contributes. This is inversely proportional to group interaction in the unsupervised group. In groups consisting of only students, other interactions often occur, and even bullying often occurs.

Bullying is an unsupervised group is a negative impact of using social networks. This is easy because the perpetrators and victims are in the same group (environment) so that the target is selected and can be easily disturbed [2]. The presence of technology and social networking makes traditional bullying a shift to cyberbullying. Media personal invasion shifted to social networks [3] [4]. Discussion about cyberbullying has become interesting lately. This discussion is no longer just the domain of psychologists.

One of the main concerns of researchers is the impact of cyberbullying. Cyberbullying namely flaming, harassment, denigration, impersonation, outing and trickery, exclusion, and cyberstalking [5]. Cyberbullying has the potential to cause severe stress and can even lead to suicide [6].

The simpler impact of cyberbullying has an impact on one's psychological state. The impact that occurs on the environment someone is. In the campus and work environment, cyberbullying affects the academic motivation and motivation of one's work [7] [8]. This shows that cyberbullying must get the attention of the organization. Supervision activities are needed at the organizational level [9] especially in tertiary institutions. In this regard, several studies have also sought to examine patterns of relationships within the workplace.

Cyberbullying creates mental tension and has implications for job satisfaction [10]. This exploration is based on the pattern of relationships between victims and workplaces. From several arguments, the focus of

research on the impact of cyberbullying still focuses on the impact on personal and organizational or workplace.

Research on cyberbullying still separates between personal and organizational impacts. Research has not yet explored the relationship between personal impact on development towards the workplace. The transition from the personal impact will help the development of soft skills that will be used in the workplace. Therefore, this study describes in detail the impact of cyberbullying on the development of soft skills of students in tertiary institutions which will be useful in the workplace in the future.

RESEARCH METHOD

Research is mixed-method research. Qualitative data is used as supporting quantitative data. Qualitative data also allows them to be quantified. The population and sample of this study were 112 Universitas Negeri Makassar students. Samples are selected through a purposive sampling technique by selecting samples based on certain considerations/limitations or characteristics. These considerations include representation, majors, and study programs by looking at the existing proportions.

Field data collection is carried out to obtain the data and information needed by using instruments that have been tested. Field data were collected in several departments and study programs at Universitas Negeri Makassar. The resulting output is research data and information. Data collection is done by observation, interviews, and questionnaires. The data collection was carried out with several data collectors at each department and study program at Universitas Negeri Makassar.

The data that has been collected is then processed and analyzed. Data analysis was performed to describe and find things that caused the problem to be investigated. Quantitative data is processed with the help of software. Qualitative data, the sequence of data checking through the stages of data checking, data coding, data entry, and data cleaning. Qualitative data is processed and analyzed by the stages of data categorization, data reduction, data display, and drawing conclusions and verification.

RESULT AND DISCUSSION

Research on the impact of cyberbullying on the development of student soft skills involved 112 samples. This research was conducted by identifying and digging information in advance about the use of social networking among students. Research conducted shows that all samples in this study have social networking as a communication medium. The majority of students use social networking every day in communication.

PROFILE OF USE OF SOCIAL NETWORKS

Data on the use of social networks shows the intensity of the use of social networks. The results showed that of the 112 samples chosen, as many as 90 people or 80% used social networks every day. There are approximately 7% or 19 people use social networks every hour. The rest, 3% or 13 people use social networking every week. The intensity of media use among students can be seen in the following figure.

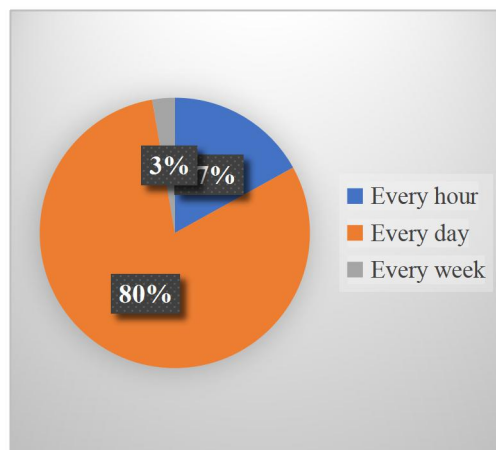


Fig. 1. The intensity of using social media

This shows that the use of social media among students is in a high intensity which can be interpreted that the flow of access and information exchange takes place both ways. Social networking interactions conducted by students using different platforms. Some social networking platforms used by students are Instagram, WhatsApp, Facebook, and BeeTalk. From several platforms, the majority of students use WhatsApp to interact. WhatsApp users on Universitas Negeri Makassar reached 97.3% or as many as 109 people, Instagram users as many as 84.8%, or as many as 95 people, Facebook users reached 83.9% or as many as 90 people, BeeTalk users were only 1.8% or 2 people. As many as 33 people or 29.5% use other social networks. Research conducted provides information that the majority of social networks used are chosen because of the ease of use and the popularity of social media in one environment. This assumption also makes the majority of respondents have more than one social network.

Students as respondents from this study also conveyed the purpose of using social networks. From the data obtained, the majority of respondents use social networks for chatting, networking or looking for friends, as a writing medium, there are also to exist even for narcissists, and some respondents do not express their intentions and goals. The purpose of using social networking is illustrated through personal and group activities in social networking groups.

Existing data shows, social networking activities are undertaken by students for different purposes carried out individually and in groups. This is indicated by the data, as many as 88.4% or 99 respondents joined in groups in social networks. Only approximately 11.6% or 13 people are not part of the social networking group. Existing groups also vary. WhatsApp groups, Facebook, and others.

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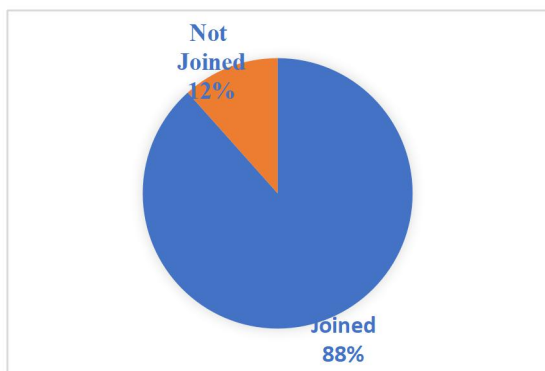


Fig. 2. Social media participation

The purpose of joining a diverse social networking group. The results showed that respondents joined social networks with different interests and objectives, namely to access information, socialize, meet needs, entertainment, and partly without reason.

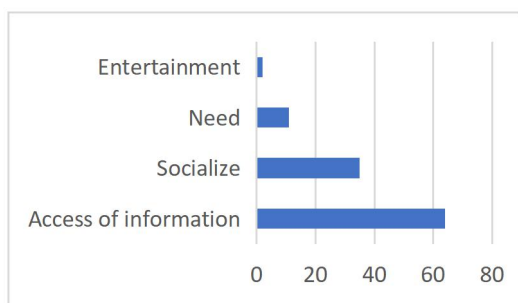


Fig. 3. Join purpose in social media

This indicates the potential for cyberbullying to be high because of the large number of people involved in the social networking group. The use of social networks often makes a person a victim or victim of cyberbullying. Data from this study indicate as many as 48 respondents or 43% are aware of having experienced cyberbullying, 48 people or 43% others are unaware or hesitant about having to cyberbully, and only 16 people or 14% who claim to have never experienced cyberbullying on social networks. This data shows that 86% of respondents have the potential to experience cyberbullying. Only 14% dared to make sure they never experienced cyberbullying.

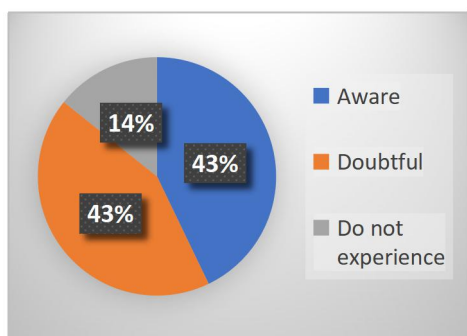


Fig. 4. Cyberbullying experience

Cyberbullying that occurs is experienced by respondents in two types. First, cyberbullying occurs through private chat or personal chat. Secondly, through social networking groups participated by respondents. Data shows that as many as 88 people or 79% experienced cyberbullying through groups and 24 people or 21% experienced cyberbullying private chats. The circulation of cyberbullying can be seen in the

following diagram. This indicates that the more people involved in interactions on social networks, the greater the potential for cyberbullying. The potential of cyberbullying can be realized and can also not be realized.

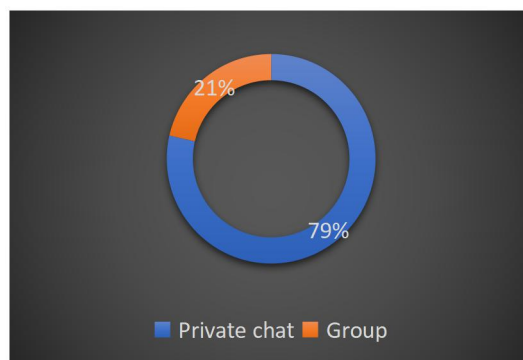


Fig. 5. Cyberbullying access

IMPACT OF CYBERBULLYING

Cyberbullying experienced by respondents is caused by various factors. One of the factors that cause cyberbullying is due to errors commenting. This factor causes the intensity of cyberbullying to increase. Data shows, cyberbullying occurs at any time. The results showed 88 people or 78.6% of people experienced cyberbullying due to incorrect comments on social networking groups.

As a result of mistaken comments, the forms of cyberbullying experienced by respondents also varied. Some forms of cyberbullying experienced by respondents are characterized by a certain character, ignored from the group, exiled from chat, and laughed. The majority of cyberbullying experienced has laughed. Research data shows 52 people or 46% experienced cyberbullying in the form of ridicule. Being laughed at in a social networking group is often considered normal. Though victims often consider it to be a serious matter and become inferior to comment again.

Cyberbullying experienced by respondents has several impacts. Some of the impacts felt by respondents were inferior, alienated, angry, cranky, and no longer willing to get along. This shows that cyberbullying is very influential on the psychological growth and development of a person. The percentage of the impact of cyberbullying can be seen in the following figure.

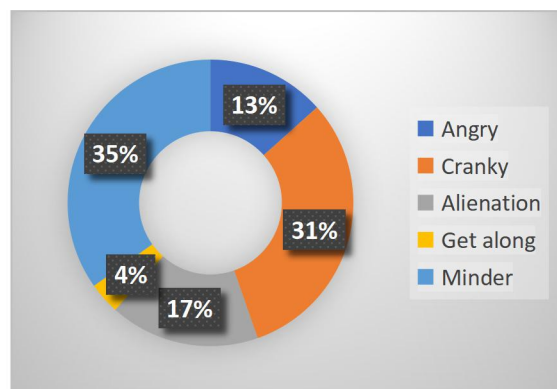


Fig. 6. Impact of cyberbullying

Cyberbullying experienced by respondents responded in a variety of ways. Some methods used by respondents to respond to cyberbullying are to ignore,

silence, add, fight, and divert. Data from this study indicate that the majority of respondents who experienced cyberbullying did not respond. The majority of respondents prefer to save feelings experienced by cyberbullying.

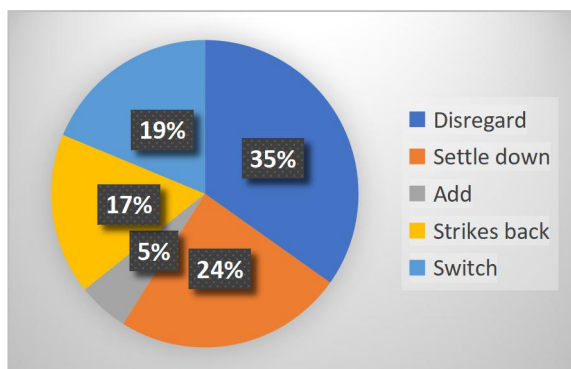


Fig. 7. Cyberbullying responses

DISCUSSION

Based on the data the results of the study indicate that the use of social networking among very high. Existing data shows that the majority of students have social networks. Even among them, many have more than one social network. The intensity of the use of social networking among students is also above average. The majority of students who become respondents in this study use social networking every day. Some of them even use social networks every hour. These activities occur both personally and through social networking groups.

The intensive use of social networking among students allows abuse to occur. One form of abuse is a digital crime. The intended form of digital crime is cyberbullying. The use of social networking among students is like two sides of a coin. If managed positively, it will increase productivity. Conversely, if managed negatively, the results will be counterproductive [11]. One form of counterproductive that can occur is the occurrence of crime in social networks.

This study shows that 86% of respondents experienced cyberbullying. Forms of cyberbullying that are experienced are ridiculed, characterized, and exiled from chat. This form of cyberbullying is experienced due to small mistakes made in interacting, for example, the wrong comments from groups. Even the smallest situation can make someone experience cyberbullying [12]. As a result of cyberbullying experienced, the majority of respondents were psychologically disturbed in the form of sulking and anger.

Psychic disorders experienced can even make a person experience prolonged sadness [3] [6] [12] that are at risk of causing depression and loss of moral values [13]. Cyberbullying has side effects on one's emotions [14] and one's mental health [15]. Psychological disorders experienced by a person can affect the soft skills they have. Some soft skills that can be influenced such as communication, teamwork [16] empathy, emotional, creativity, self-confidence, initiative [17], motivation, and self-regulation [18].

The impact on soft skills is the difference between this study and previous research. As a result of the stagnation of soft skills experienced by cyberbullying victims, some of them have difficulty developing their potential, including adjusting to the work environment.

Many cyberbullying victims withdraw from relationships and no longer want to get along.

Cyberbullying victims experience hopeless damage [4] because cyberbullying activities can take place continuously [19]. Therefore, preventive interventions are needed [20], monitoring in social network interactions [21], and protection through policy [22]. One form of protection that can be done is the intensification of technological literacy and human literacy.

CONCLUSION

Based on the results of the study it can be concluded several things as follows. The intensity of high social networking can make someone experience and become a victim of digital crime in the form of cyberbullying. As many as 86% of people have experienced cyberbullying. Half of these numbers are directly aware of the cyberbullying experienced and half are not aware of the cyberbullying they are experiencing. The majority of respondents experienced cyberbullying through group chat. This shows that the more people involved in social interaction in the digital world, the more possible cyberbullying occurs.

Cyberbullying experienced by respondents has several impacts on a person's psychological condition and emotional state such as inferiority, alienation, anger, sulking, and no longer willing to get along. Cyberbullying has an impact on one's mental and psychological health. This resulted in reduced communication, empathy, motivation, creativity, self-confidence, initiative, and teamwork of victims of cyberbullying. The elements mentioned are part of soft skills. This element will have an impact on one's productivity towards the workplace in the future. However, this research has not comprehensively analyzed the significance of the impact of cyberbullying on soft skills. Future research can complement what researchers have not done.

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