



THE RELATIONSHIP BETWEEN INTENSITY OF SOCIAL MEDIA USE AND CYBERBULLYING ON SOCIAL MEDIA

Jum'atul Husna^{1*}, Paul Joae Brett Nito¹, Umi Hanik Fetriyah¹, Malisa Ariani²

¹Undergraduate Nursing Study Program, Faculty of Health, Universitas Sari Mulia, Jl. Pramuka No.2, Pemurus Luar, Banjarmasin, Kalimantan Selatan 70238, Indonesia

²Nursing Professional Study Program, Faculty of Health, Universitas Sari Mulia, Jl. Pramuka No.2, Pemurus Luar, Banjarmasin, Kalimantan Selatan 70238, Indonesia, Indonesia

[*jumatulhusna22@gmail.com](mailto:jumatulhusna22@gmail.com)

ABSTRACT

The use of social media among teenagers is increasing, and the intensity of social media use among teenagers can result in cyberbullying behavior. One of the factors that influences cyberbullying behavior is the intensity of social media use and the increase in time spent doing online activities. The impact of cyberbullying behavior is a failure to develop social skills, such as empathy, negotiation and retaliation. Objective: To determine the relationship between the intensity of social media use and cyberbullying on social media at SMPN 3 Banjarmasin. Method: This research uses quantitative methods with a cross sectional research design. The population was 528 respondents and the sample size was 228 respondents using a stratified random sampling technique. Data were collected using a questionnaire on the intensity of social media use and cyberbullying behavior. The results of the validity of the media use intensity scale questionnaire with results of 0.500 – 0.654. Cyberbullying behavior scale questionnaire r calculated at 0.273 – 0.753. The results of the media use intensity scale questionnaire test were 0.625, and cyberbullying behavior scale questionnaire was 0.977. Which tested using the Kolmogorov Smirnov statistical test. Results: The results of the research are that the intensity of social media use among teenagers at SMPN 3 Banjarmasin is in the high significant category. Cyberbullying behavior among teenagers at SMPN 3 Banjarmasin is mostly in the high category. Conclusion : The results of the analysis show that there is a relationship between the intensity of social media use and cyberbullying behavior.

Keywords: cyberbullying; intensity; social media

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INTRODUCTION

Advances in information technology, internet and social media have influenced changes in social behavior and human communication (Rustam et al., 2022). However, not everyone communicates and socializes effectively when utilizing technology. Young people, as well as children and teenagers, are often the targets of direct bullying on the internet (Kumar & Goldstein, 2020). The use of electronic devices in a social environment makes these communication deviations closer to them. The progress of communication media is not always in line with the positive opinions of consumers (Rifauddin, 2016). Information and communication technology have an important role in supporting the student learning process. With this technology, students can expand and deepen their knowledge through access to various sources of information that may previously have been difficult to reach (Persichitte et al., 2016). Apart from that, information technology also allows students to develop themselves more effectively, both in academic and non-academic aspects, so that they can better prepare themselves to face life's challenges in the future. The rapid development of information technology, the internet and social media has made interaction between individuals easier, not only in the context of education, but also in social life in general.

However, this development not only has a positive impact, but also raises various new problems that need to be anticipated, especially those related to negative threats to children's behavior (Laily, 2019). One of the serious problems that arises is electronic bullying, or what is better known as cyber bullying, where children often become victims of this negative behavior in cyberspace (Kemp, 2020). Cyberbullying can occur in both social groups and non-social groups. Cyberbullying is more common than traditional bullying because most people do not know who the perpetrator is (Pandie & Weismann, 2016). Cyberbullying impacts both victims and perpetrators. The perpetrator can feel the impact in the form of failure to develop social skills such as empathy, negotiation, and reciprocity, loss of emotion which causes the perpetrator to use violence to get what he wants, and academic achievement due to aggressive behavior which causes indiscipline and disobedience (Ahmad, 2023). There are various forms of cyberbullying, each with unique characteristics and impacts on the victim. One common type is flaming, which involves cyberbullies sending messages containing abusive and offensive language, often with the aim of provoking a strong emotional reaction from the victim. This behavior can escalate to harassment, where the perpetrator repeatedly sends unpleasant or threatening messages via social media platforms, creating a continuous stream of suffering for the victim. Harassment is often an extension of flaming, where negative interactions continue over time, increasing the victim's sense of fear and helplessness (Nito et al., 2022).

Another form of cyberbullying is impersonation, in which the cyberbully pretends to be someone else—often the victim or someone close to them—and uses this fake identity to send abusive or harmful messages to others (Mawardah & Adiyanti, 2014). This type of behavior not only damages the victim's reputation but also creates confusion and distrust among his friends. Identity disclosure and deception are also common forms of cyberbullying. Outing refers to the behavior of revealing someone's personal secrets in public or spreading false information (hoaxes) about them. This can cause severe emotional distress, as the victim may feel exposed and betrayed, especially if the information shared is very personal (Qurotianti, 2022). On the other hand, deception involves manipulating someone to reveal personal information or perform actions under false pretenses. Cyberbullies then exploit this information or actions to harm the victim, often by spreading manipulated content to others or using it to further harass the victim (Jalal et al., 2021).

One of the causes of cyberbullying is excessive use of social media; increased time spent online or engaging in online activities is associated with cyberbullying behavior. According to research, individuals with higher levels of social media dependency and more time spent online are more likely to engage in cyberbullying (Dewi, 2023). Due to the rapid spread of images or videos, cyberbullying has the potential to be more damaging than traditional bullying. Cyberbullying is even defined as bullying that often occurs online (Zubair et al., 2023). According to (Karinta, 2022) cyberbullying is the act of spreading or posting damaging content or committing social violence via the internet and other technology. Intensity of social media use is an activity carried out continuously and repeatedly in using social media, with indicators that can be measured through several aspects such as frequency of use in a day, duration of use in a day (measured in hours), and priority of activities in using social media (Bachtiar, 2018). In other words, this intensity reflects how often a person engages in activities on social media and how much time they spend on these activities every day. Intensity of social media use is also defined as the amount of attention and interest a person has in using social media, which can be measured from the depth or strength of their use (Rahmadani & Harahap, 2023). Based on this explanation, it can be concluded that the intensity of social media use refers to how often, for how long, and how much attention a

person gives to carrying out activities on social media platforms, which overall shows their level of involvement with social media in everyday life.

Based on research results (Nilan et al., 2015) there is a relationship between the intensity of social media use and has a positive and significant effect on bullying behavior in fifth grade elementary school students. The regression coefficient is 0.163 with a significance of 6.646 ($P = 0.000 (<0.05)$). Bullying behavior is strongly influenced by social media intensity (26.169) and peer acceptance (-380), with a significance coefficient (F) of 41.300 ($P < 0.05$). Research conducted by Pratiwi found a relationship between the intensity of social media use and cyberbullying behavior. Meanwhile, the level of involvement with peers, as well as their acceptance, contributed 36% to bullying behavior. Bullying is influenced by characteristics not discussed in this study.

According to the results of research conducted by Imani et al., (2021), it was found that there was a significant positive influence between the intensity of social media use and the level of cyberbullying behavior, with a correlation coefficient reaching 0.448. This research also identified that peer group conformity contributes positively to cyberbullying behavior, with a correlation coefficient of 0.310. Furthermore, the research shows that both the intensity of social media use and the level of peer group conformity, together, have a positive impact on the level of cyberbullying behavior. These findings show that there is a fairly strong relationship with a significance of 5.145 and a contribution of 21.7% from these two factors to cyberbullying behavior. Thus, Larasati's research concluded that there is a significant relationship between the intensity of social media use and cyberbullying behavior. This means that if the intensity of social media use and the level of peer group conformity increase simultaneously, the level of cyberbullying behavior will also tend to increase. The results of a preliminary study at SMP 3 Banjarmasin through discussions with 10 samples of students from SMP Negeri 3 Banjarmasin, namely 7 people could answer how long they used social media with a time span of 2-5 hours, 3 people could not answer questions about Cyberbullying because they were not aware of them. perpetrator or victim. 7 people said they had been victims of cyberbullying, 3 people had never been victims of cyberbullying. This research generally aims to determine the relationship between the intensity of social media use and cyberbullying on social media among students at SMPN 3 Banjarmasin.

METHOD

This research was conducted at SMPN 3, Banjarmasin City, South Kalimantan. The reason the researcher conducted the research was because most students were in East Banjarmasin and had never done research on cyberbullying. This research was conducted in April 2024 – June 2024. Participants in this research were students in grades 7-8 at SMPN 3 Banjarmasin. Based on initial research results, the number of participants was 528 students. This research sample was obtained using a random sampling procedure and using the Slovin formula. After determining the number of samples from the Slovin formula, proceed with calculating the stratified random sampling. The sampling in this study was as determined based on the formula above, namely from a total of class 7, namely 273 people, only 120 people were representatives, and from a total of class 8, namely 245 people, only 108 people were representatives to become respondents. The tools used in this research are Informed Consent, a social media usage intensity scale questionnaire to find out how often respondents use social media, as well as a cyberbullying scale questionnaire to assess the behavior of SMPN 3 Banjarmasin students in using social media. The social media usage intensity scale questionnaire has been tested for validity using the Pearson Product Moment statistical test with r -calculated results of 0.500 - 0.654 (Maulidar, 2021). Meanwhile, the cyberbullying

behavior scale questionnaire has also been standardized and tested for validity using the Pearson Product Moment statistical test with r-calculated results of 0.273 – 0.753 (Sabekti, 2019). The social media usage intensity questionnaire has been standardized and tested for reliability (Maulidar, 2021). The Cronbach's Alpha test result for this questionnaire is 0.625. And the cyberbullying behavior scale questionnaire obtained Cronbach's Alpha test results of 0.977 (Sabekti, 2019). This research uses the Chi-square test. This research has passed test No.247/KEP-UNISM/VI/2024 on June 5 2024 which was carried out by the Research Ethics Commission of Sari Mulia University.

RESULT

The results of univariate analysis were to determine the frequency distribution of respondent characteristics, namely gender, age, intensity of social media use, and cyberbullying behavior. The respondent data in this study amounted to 228 people with respondent characteristics such as gender and age contained in tables 1 and 2.

Respondent Characteristics

Table 1.
Frequency Distribution of Respondents Based on Gender

Gender	f	%
Male	89	39
Female	139	61

The table results show that the majority of respondents were female, 139 people (61%).

Table 2.
Frequency Distribution of Respondents Based on Age

Age	f	%
13 years old	124	54,4
14 years old	86	37,7
15 years old	15	6,6
16 years old	3	1,3

The results of table 2 show that the majority of respondents were 13 years old, 124 people (54.4%), and a small portion were 16 years old, 3 people (1.3%).

Table 3.
Frequency Distribution of Respondents Based on Intensity of Social Media Use.

Category	f	%
High	215	94,3
Low	13	5,7

The results of Table 3 show that the majority of respondents have a high intensity of social media use, namely 215 people (94.3%).

Table 4.
Frequency Distribution of Respondents Based on Cyberbullying Behavior

Category	f	%
Low	36	15,8
Midle	84	36.8
Tall	108	47.4

The results of table 4 show that some of the respondents' cyberbullying behavior was in the high category as many as 108 people (47.4%), and others were in the mild category as many as 36 people (15.8%).

Table 5.
Questionnaire Items with Highest and Lowest Scores Based on Aspects of Cyberbullying Behavior

Aspects	Score	Question Number	Statement
<i>Flaming</i>			
Tall	729	6	I always send messages on social media saying good things.
Low	595	8	I will watch my words when speaking
<i>Harassment</i>			
Tall	684	10	I am polite to anyone on social media
Low	552	11	I repeatedly post photos/videos of other people on social media
<i>Cyberstalking</i>			
Tall	682	17	I repeatedly threatened to hurt someone on social media
Low	537	16	I can't stop myself from arguing on social media
<i>Denigration</i>			
Tall	720	25	I sent a message via a social media site that damaged someone's reputation
Low	534	21	I love creating and sending edited photos of someone for others to criticize
<i>Impersonation</i>			
Tall	674	27	I used a friend's account to write obscene words
Low	559	29	I never approach the opposite sex by pretending to be someone else
<i>Outing</i>			
Tall	604	36	I don't open private photos on other people's accounts
Low	337	33	I spread embarrassing stories about someone on social media to embarrass him
<i>Exclusion</i>			
Tall	566	37	I once took part in expelling someone from a group
Low	537	38	I never took out other people in the group

The results of table 5 show that the highest type of cyberbullying questionnaire behavior is. Flaming question number 6, Harassment question number 10, Cyberstalking question number 17, Denigration question number 25, Impersonation question number 27, Outing question number 36, Exclusion question number 37. The highest aspect of cyberstalking is question item number 17 with the statement "I repeat times threatening to hurt someone on social media, the Denigration aspect in question item number 25 with the statement "I sent a message via a social media site that damaged someone's reputation", the impersonal aspect in question item number 27 with the statement "I used a friend's account to write the words indecent words", asepk exclusion in question item number 37 with the statement "I once took part in excluding someone from a group". In the lowest aspect, namely flaming question number 8 with the statement "I will watch my words when I talk", harassment item question number 11 "I repeatedly post photos/videos of other people on social media" outing item question number 33 with the statement "I spread stories that embarrassing someone on social media to embarrass them."

Table 6.
Analysis of the Relationship between Intensity of Social Media Use and Cyberbullying Behavior in Adolescents

Kategori	Perilaku Cyberbullying						Total	
	Rิงgan		Sedang		Tinggi		Responden	
	f	%	f	%	f	%	f	%
Intensity of Social Media Usage	Low	13	100	0	0	0	0	13 100
	High	23	10,7	84	39,1	108	50,2	215 100

P Value Chi Square = 0,000
2 cells (33,3%) have expected count less than 5. The minimum expected count is 2.05.
P Value Kolmogorov Smirnov = 0,000

Based on table 6, the results of the cross tabulation linking the intensity of social media use with cyberbullying behavior in teenagers show that out of a total of 228 respondents, there were 13 respondents (5.7%) who had low intensity of social media use and showed mild cyberbullying behavior. Most of the respondents, namely 108 people (50.2%), were in the category with high intensity of social media use and also high levels of cyberbullying behavior. The results of the analysis using the Kolmogorov Smirnov test show a value of $p = 0.000$ ($p < 0.05$), which indicates that H_0 is rejected and H_a is accepted. In other words, these results indicate a significant relationship between the intensity of social media use and cyberbullying behavior in adolescents. This confirms that the higher the intensity of social media use, the higher the tendency for teenagers to engage in cyberbullying behavior.

DISCUSSION

Identify the Intensity of Social Media Use at SMPN 3 Banjarmasin

The development of online social networks globally has created a new space for interaction and communication between individuals. Social media has now become an inseparable part of everyday life, providing a significant influence on individual behavior, especially in terms of interaction, communication and decision making (Ayub & Sulaeman, 2021). The latest research shows that the intensity of social media use in the high category was recorded in 215 people (94.3%), with the majority of users being women. These findings indicate the high use of social media among teenagers at SMPN 3 Banjarmasin. These results are in line with research conducted by Permadi (2022), which states that the use of social media among teenagers aged 12-18 years is in the high category. Another study by Christy, Sahrani, & Heng (2020) on teenagers in Java aged 11-19 years also found that the intensity of social media use was relatively high, with female teenagers more often involved in social media activities than male teenagers. These results strengthen the evidence that social media has a big role in teenagers' lives, especially among girls.

This is reinforced by the results of research conducted by Dewi *et al.*, (2023) showing that the intensity of social media use among junior high school teenagers is in the high level category. Teenagers who use social media too intensely can have a negative impact on their daily lives in terms of their way of thinking, behavior and the child's personality. The negative impacts of social media are addiction, cybercrime, adolescent mental health, and the fading of local culture (Widyayanti *et al.*, 2022). According to (Afrelia & Khairat, 2022) explains that if the intensity of social media use among teenagers exceeds normal limits (1-4 hours a day), teenagers will find it difficult to control themselves and will be more easily exposed to information or features that can change teenage behavior. Therefore, parents must pay attention to the intensity of social media use among teenagers. The results of respondents' observations on the intensity of social media use questionnaire items show that respondents often use social media for long periods of time (>5 hours per day).

The results of the questionnaire on the intensity of use of social media with a sample of 228 respondents who answered question number 19 that they could not play without a cell phone in one day, as well as the results of the questionnaire on the intensity of this item in numbers 1, 2, 3, 6, 7, 8, 9, and 18, all answered yes. Survey results of teenagers show that they feel many benefits from using social media. They feel happy communicating via this platform and think that playing social media can improve their mood. However, they also felt discomfort if the time spent on mobile devices exceeded 4 hours per day, indicating that they often exceeded this time limit. In addition, teenagers tend to frequently update their daily activities on social media and access them only when necessary. Even though they can spend hours on social media, they see it as a tool that facilitates communication, not more than that. This finding is in line with research conducted by Hepilita & Gantas (2018), which shows that the duration of social media use among children aged 12 to 14 years at SMPN 1 Langke Rembong mostly reaches a high level, namely between 7 and 9 hours per day. The high intensity of social media use occurs because the average student has a social media account and tends to want to access the internet through each account, resulting in online activities lasting a long time. According to Bozzola et al. (2022), children and adolescents who spend hours per day on social media are more likely to experience behavioral difficulties, including cyberbullying. The American Academy of Pediatrics (2023) recommends that teenagers limit their screen use to 1 to 2 hours per day.

According to the American Psychological Association (APA) 2023 teens should be routinely screened for signs of “problematic social media use” that may interfere with their ability to engage in daily roles and routines, and may pose a risk of more serious psychological harm over time to time. This is in line with research which highlights that parental involvement in regulating the use of electronic devices by their children must be strict. According to Astria and Ruwaiddah (2023), strict supervision is needed, and laxity in allowing continuous use of gadgets can cause worse impacts (Putriana, Pratiwi, & Wasliyah, 2019). The same research underscores the importance of ongoing parental supervision and involvement during children's electronic use to help reduce excessive gadget use over time. Karwati, Kurniawan, and Anggraeni (2020) stated that consistent parental guidance can facilitate a gradual reduction in children's gadget use. In addition, parents play an important role in educational activities involving electronics by providing explanations and support when their children learn (Asmuni, 2020).

Identification of cyberbullying behavior of teenagers at SMPN 3 Banjarmasin

The survey found that 108 people (47.4%) were involved in cyberbullying. These findings show a significant prevalence of cyberbullying among teenagers at SMPN 3 Banjarmasin. This is consistent with research on 45 respondents, which stated that 95.6% of cyber bullying incidents in Indonesia occur frequently, while 4.4% believe that cyber bullying cases in Indonesia are still common. This shows that cyber bullying occurs regularly in Indonesia and is easily visible (Yulieta, Syafira, Alkautsar, Maharani, & Audrey, 2021). According to the observations of Riswanto and Marsinun (2020), cyberbullying is carried out by teenagers with the intention of insinuating or attacking someone's personal life or privacy through negative comments in the form of teasing, ridicule, insults, insults, disapproval, discrimination, persecution, which essentially blames the person or perpetrator. This is in accordance with research which shows that perpetrators of cyberbullying usually have feelings of jealousy, revenge and hatred towards the victim or simply joke around through cyberbullying (Nito, Ariani, Manto, & Wulandari, 2022).

Based on a survey study conducted by CFDS (Center For Digital Society) led by Asriani et al. (2021) with the title "Cyberbullying Cases among Teenagers in Indonesia," there are significant findings regarding the problem of cyberbullying among junior high school (Junior High School) and Senior High School (Senior High School) students from all 34 provinces in Indonesia. This research involved teenagers aged 13-18 years, and the results showed that out of a total of 3077 students or teenagers surveyed, 1895 individuals or 45.35% admitted to having been victims of cyberbullying on social media. The forms of harassment experienced include harassment, slander or defamation, as well as exclusion that occurs on social media platforms such as WhatsApp, Instagram and Facebook. In the analysis of the results of this research, the highest indicator of cyberbullying is flaming, with a percentage reaching 71%. Flaming refers to the act of sending negative, angry messages directly through words or other forms of imagery. This finding is in line with research conducted by Syafindra & Yesgiantoro (2024), which also highlighted that flaming is the most frequently experienced form of cyberbullying. Other research by Taufany & Adam (2019) also identified flaming as a type of cyberbullying that is often faced by teenagers. This phenomenon is often caused by a lack of self-control among teenagers, minimal mediation and evaluation from parents, and low self-esteem or self-assessment, which is also related to teenagers' need for recognition (Amanati & Sekarningrum, 2023).

This study found that the maximum age range was 13 years. This is in accordance with research conducted by (Fauzan, Nursiah, & Prasetyo, 2024) on teenagers at SMPN 1 Cibogi Subang which found that the respondents were aged between 13 and 15 years and most were girls. Based on the results of an analysis conducted by (Fasya & Na'imah, 2021), teenagers with an average age of 14-17 years can carry out cyberbullying which is motivated by a strong desire to offend, bad-mouth other people, say harsh words, make fun of, even insulting others. Teenagers who commit cyberbullying do not understand the existence of social media agreements. The results of this study showed that the majority of respondents were female teenagers, with a total of 139 people (61%). This finding is in line with research conducted by Kesdu and Amalia (2021), which also found a predominance of female respondents, namely 182 people. However, other research by Afifa, Sitasari, and M. Safitri (2021) shows that there is no significant relationship between gender and cyberbullying behavior. This means that both men and women have the same possibility of being involved in cyberbullying. This may be due to the equal opportunities for engaging in cyberbullying that both sexes have, although the underlying reasons may differ. Cyberbullying behavior in early adulthood is not influenced by gender, because both men and women can become perpetrators of cyberbullying if there is a certain motivation that drives them.

If we look at the questionnaire indicator assessment, the highest indicator for cyberbullying is the flaming indicator with a percentage of 71%. Flaming indicators include attempts to send negative messages containing anger directly through words or other forms of delivery. This finding is in line with research by Syafindra and Yesgiantoro (2024), which explains that the type of cyberbullying most often experienced is flaming. Other research by Taufany and Adam (2019) also shows that flaming is a form of cyberbullying that is commonly experienced by teenagers. This phenomenon may occur due to a lack of self-control in adolescents, low self-esteem (self-assessment), and is related to adolescents' self-recognition efforts, as expressed by Amanati and Sekarningrum (2023). Related to this, the number of cyberbullying incidents in Indonesia shows a fairly high level. This research found that 108 respondents fell into the high category of cyberbullying behavior. This finding is in line with the study conducted by Wirmando et al. (2021), who identified that out of 276 respondents who actively used social media, there were cases of cyberbullying. This research reveals that

bullying through social media is influenced by various factors. The first factor is internal factors, namely the urge that comes from within a person to commit criminal acts such as bullying other people based on personal initiative. The second factor is external factors, which include influences from the environment, information and electronic technology, and organizations around the individual. The third factor is the lack of digital protection for individuals; When someone's social media account is open and their identity can be accessed, this makes it easier for the account to be hacked by other parties.

Cyberbullying is a negative activity that must be addressed. Preventive actions that can be taken to reduce or reduce bullying behavior among teenagers on social media, for example taking preventive measures, providing special education, or providing epidemiological knowledge. Based on the findings of a study on cyberbullying in Croatia, the first step that should be taken before implementing interventions aimed at reducing cyberbullying among students is to conduct epidemiological research. The highest aspect of cyberstalking is item number 17 with the statement "I have repeatedly threatened to hurt someone on social media, so actions like this show that threats to hurt someone on social media are serious actions and should not be taken lightly. It's best to focus on positive problem solving. This action violates Article 28 paragraph (2) of the ITE Law (Permana & Khomsah, 2021) which prohibits threats and can result in criminal sanctions. So, it is important to avoid this behavior in teenagers and understand the dangers of violating social media ethics by providing ethical education in social media. In the Denigration aspect, item number 25 with the statement "I send messages via social media sites that damage someone's reputation", shows that junior high school teenagers often send messages that damage someone's reputation on social media and this is an unethical act and has a bad impact. It is best for teenagers to consider the impact, avoid negative information, and solve problems well. Teenagers must focus on positive things that can improve the reputation of themselves and others.

In the personalization aspect, item number 27 states, "I use a friend's account to write obscene words," highlighting the importance of personal responsibility and ethics in using social media. Using a friend's account to spread inappropriate words is an act that not only shows a lack of responsibility but can also be detrimental and violate other people's privacy. Teens need to realize that respecting friends' privacy and trust is part of wise use of social media. They must be committed to creating a positive environment by not utilizing other people's accounts for detrimental purposes. Meanwhile, in the aspect of exclusion, item number 37 which reads, "I have taken part in expelling someone from a group," underlines the importance of understanding the social impact of such actions. Removing someone from a group can have a negative impact on individual feelings and relationships between group members. Therefore, teenagers are advised to discuss first with other group members before making such decisions. Resolving problems through discussion and finding better solutions can help maintain harmonious communication and ensure that everyone feels valued.

Furthermore, it is important for teenagers to show wise behavior both within the family environment and outside the home environment. They are expected to be able to control their emotions well, such as when they feel angry or frustrated, it should be directed towards positive activities such as exercising or doing activities they like. Parents also play an important role in monitoring children's use of social media and limiting their time to ensure that study time is not disturbed (Nugroho, Artha, Nusantara, Cahyani, & Patrama, 2022). Schools can be an important platform for developing students' social skills, including in terms of emotional regulation and cyberbullying prevention. Through proper socialization and training, students can learn to control their emotions effectively (Mawardah & Adiyanti,

2014). In addition, it is important to educate teenagers about language etiquette on social media, remembering that even though these platforms are public spaces, access is often in private hands. Therefore, a deeper understanding of how to access, analyze and create constructive and developing social media content is very necessary (Witjaksono, Hanika, & Pratiwi, 2021).

In the lowest aspect, namely flaming question number 8 with the statement "I will watch my words when I speak", this aspect shows the lowest value, meaning that teenagers must pay attention to speech so that it becomes positive and creates good communication and respect for other people. In the harassment aspect of item number 11 "I repeatedly said I posted photos/videos of other people on social media", this aspect needs to be paid attention to because posting photos/videos of other people on social media without permission can violate that person's privacy and rights. In the aspect of outing item number 33 with the statement "I spread embarrassing stories about someone on social media to make them embarrassed", in this aspect teenagers must better understand that spreading embarrassing stories about someone on social media to make them embarrassed is an unethical and detrimental action. It's best to avoid behavior that hurts other people and focus on positive things. This action also violates Article 27 paragraph (3) of the ITE Law (Setiawan, 2021) concerning defamation, which could result in legal sanctions. Maintain ethics when interacting on social media to create a safe and respectful environment.

Analysis of the Relationship between Intensity of Social Media Use and cyberbullying behavior among teenagers at SMPN 3 Banjarmasin

The research results show that there is a significant relationship between social media intensity and cyberbullying behavior. The results of the Kolmogorov Smirnov test show a p-value of 0.000 ($p < 0.05$). The results of this research are in line with research conducted by (Wirmando et al., 2021) showing significant research results ($\alpha < \alpha$ which shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, meaning that there is a relationship between social media use and Bullying behavior among students at SMP Negeri 1 Tomohon. Use of social media has a significant relationship with bullying behavior, both online and offline. Use of social media can increase the possibility of cyberbullying and bullying behavior among teenagers, as well as influencing bullying behavior through differences gender and intensity of social media use (Sari & Prasetya, 2022). Use of social media increases the likelihood of cyberbullying, which can take the form of cruel posts, negative comments, or uploading photos that offend other individuals (Putri & Safrudin, 2020). By Riehm et al., (2019) also states that someone who spends a lot of time on social media can increase the risk of experiencing cyberbullying. Several factors can influence the occurrence of cyberbullying, namely firstly because the rapid development of technology is currently changing the lifestyle, learning and playing environment of teenagers because many people interact in cyberspace. Second, ignorance of the risks of cyberbullying, because most teenagers who carry out this behavior do not understand the impacts and punishments of cyberbullying (Nito et al., 2022). Third, the behavior of teenagers who like to imitate this occurs because teenagers are in the transition phase from childhood to adulthood. Today's teenagers can learn behavior from other people, not just those closest to them. The availability of social media makes it easy to establish close relationships without needing to know each other. The problem is, many adults have bad habits on social media, which are then imitated by young people. The final component is the breakdown of social control so as not to violate community norms (Antama, Zuhdy, & Purwanto, 2020).

Technological advances such as social media have a very bad impact, not only on ourselves but also on other people. Therefore, from junior high school level, students must be given education about the dangers of bullying and cyberbullying. According to Fazry and Apsari (2021), social media, cyberbullying and teenagers are important system units that interact and influence each other. Adolescence is a time when people experience ambiguity about their identity and the desire to explore the outside world. Social media is one component of internet-based social networks and is an example of an open system. Based on the description above, researchers conclude that the use of social media greatly influences cyberbullying behavior. Parents need to be educated as a means of reducing the incidence of cyberbullying behavior, because teenagers aged 13-16 years are vulnerable to being influenced by what they frequently see and access. Therefore, it is necessary to have self-control when using social media among teenagers in the hope that it can reduce cyberbullying behavior which is currently widespread.

CONCLUSION

Based on the results of the research and discussion that the researcher has presented, it can be concluded that the intensity of social media use among teenagers at SMPN 3 Banjarmasin is the majority in the high significant category as many as 215 respondents (94.3%), the majority of cyberbullying behavior among teenagers at SMPN 3 Banjarmasin is in the high significant category as many as 108 respondents (47.4%). The analysis results show that there is a relationship between the intensity of social media use and cyberbullying behavior among teenagers at SMPN 3 Banjarmasin with a p-value of 0.00. $\alpha=0.05$

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