The impact of parental supervision and school environmental factors on cyberbullying behavior among students

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ABSTRACT

This study investigates the influence of parental supervision and school environment factors on cyberbullying behaviors among elementary school students. A regression analysis method was employed, with a sample drawn from MI Tabiyatul Athfal in East Jakarta. The findings reveal that both parental supervision and the school environment significantly affect cyberbullying behaviors. Enhanced parental monitoring and a supportive school environment can reduce cyberbullying incidents. This research provides new insights into factors influencing cyberbullying, crucial for effective prevention and intervention strategies in schools and homes.

INTRODUCTION

Cyberbullying is a serious issue among elementary school students. Parents play a crucial role in preventing and mitigating bullying actions in both the school environment and the digital sphere." (Widamar et al., 2023) There are several factors that contribute to students engaging in cyberbullying, such as mass media and peer influence. Mass media plays a role in student cyberbullying behavior as students often engage in online gaming or watch television programs that contain violent elements. (Riswanto & Marsinun, 2020) Furthermore, peer influence is also a contributing factor to students' cyberbullying actions as they spend a significant amount of time at school, and adolescence is a period in which individuals are searching for their identity. Consequently, there is a desire to be acknowledged and an attempt to establish dominance and instill fear among other students. Cyberbullying towards elementary school students constitutes acts of intimidation, harassment, or threats conducted online through social media, text messages, or other online platforms. (Zilzalaliwal, 2021) Several factors associated with cyberbullying behavior include low self-esteem, a desire to defend idols, emotional regulation, school climate, the mediating role of parents, and anonymity. The prevalence of cyberbullying behavior among children raises concerns for parents and demands effective management in the use of online technology both in school environments and at home (Zilzalaliwal, 2021). Therefore, it is crucial to comprehend the factors influencing cyberbullying behavior so that effective prevention and intervention measures can be implemented within the school and family environments.

Children are individuals within the age group situated between childhood and adolescence, typically ranging from 5 to 10 years old. They are male or female human beings who have not yet

reached the stage of adulthood, both physically and mentally, or at least have not entered the puberty phase. (Zaini, 2018) In Indonesian law, a child is defined as an individual who is under 18 years of age, including those still in the womb. Children undergo rapid growth and development in various aspects of life, including physical, cognitive, social, and emotional domains. They also begin to demonstrate increased levels of independence in taking care of themselves (Sa'diyah, 2017). The processes of parenting and education play a crucial role in shaping the development of children, both physically and mentally. Children also have rights protected by the law (Ni Ketut Suriati et al., 2022). Including the right to health, education, rest, and recreation.

Parents should monitor their children's use of technology, including computers, smartphones, and applications that can access websites and social media. (Purwaningtyas et al., 2023) Furthermore, parents should limit their children's activities on social media to prevent them from falling victim to cyberbullying. Parents can also participate in anti-bullying and sexual violence education programs offered by schools, similar to the initiative undertaken by Jamkrindo. It is crucial for parents to be aware of the development of bullying in children, including cyberbullying, and understand its negative impact on the mental health of their children (Fikriyah et al., 2022). Parents should also follow the information and notifications about cyberbullying provided by the school, such as bullying prevention plans and interventions. By taking these steps, parents can help prevent cyberbullying among elementary school students and create a safer and protected school environment. Cyberbullying incidents are experiences encountered by elementary school students; therefore, it is crucial to prevent cyberbullying. Parental awareness is needed to monitor their children's technology usage and limit their activities on social media to prevent them from becoming victims of cyberbullying (Dheasari & Fajriyah, 2022).

Cyberbullying is a form of bullying carried out online or through electronic devices such as mobile phones, computers, or social media. This behavior may involve spreading negative information or images, sending threatening or intimidating messages, or disseminating false rumors. Cyberbullying can have adverse effects on the victims, both psychologically and socially. Individuals who experience cyberbullying may suffer from anxiety, depression, and a sense of insecurity. (Kumala & Sukmawati, 2020) Additionally, victims of cyberbullying may experience a decline in academic achievement and encounter challenges in their social relationships. A study conducted by Kowalski, Limber, and Agatston (2008) revealed that children who maintain positive relationships with their parents and are subject to strict parental supervision are less likely to engage in cyberbullying (Bagaskara, 2019). One of the factors that can influence students' cyberbullying behavior is parental supervision. (Astuti & Astuti, 2020) Parents who lack supervision over their children, both online and offline, are more likely to engage in cyberbullying. This is because unsupervised children have greater opportunities to access negative content on the internet and learn cyberbullying behaviors from others.

Furthermore, school environmental factors can also influence students' cyberbullying behavior. Schools with an unfavorable climate, such as instances of violence or discrimination, may elevate the risk of cyberbullying. (Fadhlullah et al., 2022) This is because students who feel unsafe in their school environment are more likely to resort to cyberbullying as a means of expressing their anger or frustration. A study conducted by Hinduja and Patchin (2009) found that schools with effective cyberbullying prevention programs can reduce the incidence of cyberbullying within the school. (Malihah & Alfiasari, 2018) Cyberbullying among elementary school students is a form of behavior involving harassment, intimidation, or defamation that occurs through digital media and online platforms. This can include the use of text messages, phone calls, social media, email, or online gaming platforms to harm, intimidate, or belittle fellow students. In the elementary school environment, where children are still in the stages of social and emotional development, the impact of cyberbullying can be particularly serious.

Parental supervision is crucial in preventing cyberbullying behavior among elementary school students. Parents need to actively engage in monitoring and mediating their children's online activities to prevent the occurrence of cyberbullying behavior. It is essential for parents to provide their children with an understanding of the dangers and negative impacts of cyberbullying.

Additionally, parents can assist their children in developing social skills and emotional regulation to handle conflicts in a healthy manner and avoid engaging in cyberbullying behavior. (Olivia, 2021) With proper supervision and mediation from parents, it is expected that elementary school students can avoid cyberbullying behavior and grow into individuals who are responsible and ethical in utilizing online technology.

METHOD

The quantitative research that involves regression analysis is a research method used to analyze the relationship between the dependent and independent variables. (UMAR, 2022) In this research, the dependent variable is the measured variable, while the independent variable is the variable considered as the cause. (Purwanto, 2019) Regression analysis can be utilized to determine the relationships between the variables and to ascertain the predictive values obtained from independent variables on the dependent variable (Agustianti, 2022). The nature of the data is ex post facto, indicating that the research is conducted after the events have occurred to explore the factors that may have led to the incidents.

The quantitative research necessitates the formulation and testing of hypotheses, which subsequently determine the subsequent stages, such as the selection of analytical techniques and data collection methods. In quantitative research, data is gathered through both primary and secondary data collection methods. Primary data comprises information obtained directly from its original source, such as test results, sales figures, and others (Rizky D, 2020). Secondary data refers to information that has been collected and processed by secondary sources, such as statistical data, information from news sources, and other relevant data (UMAR, 2022). Regression analysis is one of the analytical techniques employed in quantitative research. In regression analysis, the dependent variable is measured, and independent variables are considered as causative factors. This method is utilized to ascertain the relationships among these variables and to determine the predictive values obtained from independent variables concerning the dependent variable (Yuliara, 2016).

This research focuses on MI TABIYATUL ATHFAL in Cakung, East Jakarta, as the research location. The research period spans one month, from November 2023 to January 2024. By employing this approach, the researcher can analyze the relationships between variables and factors influencing events at MI TABIYATUL ATHFAL by collecting data after those events occur. Population refers to the "generalization scope that includes entities or individuals with specific characteristics defined by the researcher to be investigated and drawn conclusions from." In the framework of this research, the population consists of all students at MI Tabiyatul Athfal in classes, encompassing 54 participants. The study chooses to take a sample from this population, with 40 respondents from grades 4, 5, and 6 of Madrasah Ibtidaiyah (MI) at MI Tabiyatul Athfal. The sampling process is carried out based on specific goals to meet the research needs and interests, maintaining methodological integrity without compromising the validity of the results. The technique used by the researcher in this study involves using a questionnaire to gather data on the influence of parental supervision and school environmental factors on students' cyberbullying behavior, utilizing the Likert Scale with 5 options: Very Often (VO), Often (O), Sometimes (S), Rarely (R), Very Rarely (VR). Data analysis employs multiple regression, preceded by tests for normality, linearity, multicollinearity, and heteroscedasticity.

FINDINGS AND DISCUSSION

1. Validity Test

To assess the impact of Parental Supervision and School Environmental Factors on students' Cyberbullying behavior, this research employs multiple regression analysis. The applied analytical method is multiple linear regression with three main variables, namely Parental Supervision (X1), School Environment (X2), and Students' Cyberbullying Behavior (Y). Initially, there were 18 preliminary questions used in the descriptive analysis for each variable. After conducting a validity test, some questions did not meet the validity criteria, prompting the researcher to decide to exclude them. Thus, the number of valid questions retained for this study is 13, involving the participation of 40 respondents.

2. Reliability Test

Tabel 1. Present the results of the reliability test for variable Y

Cronbach'sAlpha	N of Items
.741	6

The Cronbach's Alpha value of 0.741 indicates a reasonably good level of reliability. Generally accepted values range from 0.70 to 0.90, and thus, this result suggests that Variable Y exhibits an adequate level of consistency in measurement.

Tabel 2. Reliability test results of variable X1

Cronbach'sAlpha	N of Items
.862	4

The Cronbach's Alpha value of 0.862 indicates a very good level of reliability. This suggests that the variable X1 (Parental Supervision) exhibits a high level of consistency in measurement. The closer the value is to 1, the better the reliability.

Tabel 3. Present the results of the reliability test for variable X2

Cronbach'sAlpha	N of Items
.805	6

The Cronbach's Alpha value of 0.805 also indicates a good level of reliability. Although slightly below the X1 (Parental Supervision) value, this score still falls within an acceptable range of reliability.

3. Frequency Distribution Test

Tabel 4. Descriptive data analysis of variable

Cyberbullying			Parental Supervision	School environment
N	Valid	40	40	40
	Missing	0	0	0
Mean		21.6500	11.0750	17.1000
Std. Error of Mean		.43787	.45346	.62818
Median		21.6250[a]	11.6154 [a]	17.5714[a]
Mode		20.00[b]	12.00	18.00[b]
Std. Deviation		2.76934	2.86793	3.97299
Variance		7.669	8.225	15.785
Skewness		-.524	-.443	-.413
Std. Error of Skewness		.374	.374	.374
Kurtosis		-.329	-.834	-.255
Std. Error of Kurtosis		.733	.733	.733
Range		10.00	10.00	17.00
Minimum		15.00	5.00	7.00
Maximum		25.00	15.00	24.00
Sum		866.00	443.00	684.00

a. Calculated from grouped data.
b. Multiple modes exist. The smallest value is shown

Based on the table above, it shows the results of a questionnaire on the Influence of Parental Supervision and School Environmental Factors, with a total score of 443.00 (Parental Supervision) and 684.00 (School Environment). The highest score obtained from the questionnaire on the Influence of Parental Supervision and School Environmental Factors is 25, while the lowest score is 12. The average score is 13.5, the mode is 15, and the median is 14.5934. These findings provide insights into the impact of parental supervision and school environment on the surveyed subjects.

4. Heteroskedasticity Test

Tabel 5. Heteroscedasticity Test Results

Mode	l	UnstandardizedCoefficients		t	Sig.
		B	Std. Error		
1	(Constant)	3.374	1.031	3.272	.002
	X1	-.030	.093	-.325	.747
	X2	-.060	.067	-.895	.377

a. Dependent Variable: abresid

The statistical test (t) value for the constant is 3.272, with a significance value (Sig.) of 0.002. This indicates strong evidence to reject the null hypothesis that there is no heteroskedasticity.

For the independent variable X1 (Parental Supervision), the t-value is -0.325, and the significance value is 0.747. This suggests that there is not sufficient evidence to reject the null hypothesis regarding heteroskedasticity for the X1 (Parental Supervision) variable.

For the independent variable X2 (School Environment Factor), the t-value is -0.895, and the significance value is 0.377. This also indicates that there is not enough evidence to reject the null hypothesis regarding heteroskedasticity for the X2 (School Environment Factor) variable.

5. Normality Test

Tabel 6. Normality test

Skewness		Kurtosis	
Statistic	Std. Error	Statistic	Std. Error
-.181	.374	-.128	.733

To determine whether a model follows a normal distribution or not, a common approach is to examine the residual histogram to see if it resembles a "bell curve." Another method involves utilizing the skewness ratio and kurtosis ratio. The skewness ratio is the skewness value divided by the standard error of skewness, while the kurtosis ratio is the kurtosis value divided by the standard error of kurtosis. If both the skewness ratio and kurtosis ratio fall within the range of -2 to +2, then the data distribution is considered normal.

In the Normality test (Kolmogorov-Smirnov), a dataset is deemed to follow a normal distribution if the Asymp. Sig. (2-tailed) value is greater than 0.05. According to the results from the Kolmogorov- Smirnov Normality test table, it is evident that the scattered data has an Asymp.

Sig. (2-tailed) value greater than 0.05, indicating a normal distribution. This conclusion is drawn from obtaining a significance value larger than 0.05. In summary, the skewness ratio is -181, and the kurtosis ratio is - 128, suggesting that the data can be considered normally distributed.

6. Autocorrelation test

Tabel 7. Autocorrelation test

Model	R	Durbin-Watson
1	.469ª	2.074

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Taking into consideration the Durbin-Watson value approaching 2, the conclusion is that the regression model may not encounter significant issues due to autocorrelation. In summary, the data ratio of 2.074 indicates a distribution of negative autocorrelation.

7. Multicollinearity test

Tabel 8. Multicollinearity test

CollinearityStatistics	
Tolerance	VIF
.664	1.507
.664	1.507

a. Dependent Variable: Y

The Tolerance value above 0.6 is generally considered sufficient, but if there is a variable with Tolerance below 0.2, it can serve as a warning of multicollinearity. In this case, a Tolerance value of 0.664 indicates that, at least individually, these variables have sufficient variation and do not approach the lower limit of 0.2.

Low VIF values (below 5) are typically considered safe, while values above 10 may indicate multicollinearity. In this instance, a VIF value of 1.507 suggests that the variation in both independent variables is not excessively high.

Based on the results of the multicollinearity test, there is no strong indication of multicollinearity issues. The variables appear to be reasonably independent of each other. In conclusion, with a VIF value of 1.507 and a Tolerance value of 0.664, the data is considered to be normally distributed.

8. Simultaneous test

The F-test in multiple linear regression analysis aims to determine the simultaneous influence of independent variables, as indicated in the ANOVA (Analysis of Variance) table with a significance level of $\alpha = 0.05$, according to Basuki (2015). As stated by Zaenuddin (2018:190), the computed F-value is then compared to the tabulated F-value, with degrees of freedom for the denominator (df denominator) equal to $n - k$ and degrees of freedom for the numerator (df nominator) equal to $k - 1$. With a sigma value of 0.231 and an alpha value of 0.05, the null hypothesis (Ho) is accepted, indicating no significant influence.

9. Partial T-Test

Table 9. Calculation of regression lines of variables X1 and X2 simultaneously against variable Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.005	1.899		8.429	.000
	X1	.013	.172	.013	.075	.941
	X2	.322	.124	.462	2.591	.014

a. Dependent Variable: Y

The constant represents the average value of Y when all independent variables (X1 and X2) are equal to zero. A high T-value and low significance indicate that the constant has a significant impact on the dependent variable.

Variable X1 has a small coefficient, a low T-value, and high significance (greater than 0.05). This suggests that X1 does not have a significant influence on the dependent variable Y.

Variable X2 has a larger coefficient, a high T-value, and low significance (less than 0.05). This indicates that X2 has a significant impact on the dependent variable Y, and an increase of one unit in X2 is associated with an increase of 0.322 units in the dependent variable.

10. Multiple Correlation Test

Table 10. Coefficient of Correlation of Variables X1 and X2 Simultaneously on Variable Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change

1	.46 9ª	.2 20	.1 78	2.510 38	.2 20	5.2 31	2	3 7	.0 1 0

The correlation coefficient (R) of 0.469 indicates a positive correlation between the independent variables (X1 and X2) and the dependent variable (Y). This suggests a relationship between Parental Supervision Influence (X1), School Environmental Factors (X2), and Student Cyberbullying Behavior (Y).

The generated regression equation is: Y = 0.989 - 0.104X1 + 0.277X2. This means that each one- unit increase in Parental Supervision Influence (X1) leads to a decrease of approximately 0.104 units in Student Cyberbullying Behavior (Y), while a one-unit increase in School Environmental Factors (X2) results in an increase of around 0.277 units in Student Cyberbullying Behavior (Y).

Therefore, the analysis results indicate that Parental Supervision Influence (X1) and School Environmental Factors (X2) collectively have a significant impact on Student Cyberbullying Behavior (Y), and this regression model can explain approximately 22% of the variation in student cyberbullying behavior.

11. Model Goodness-of-fit Test

R Adj = 0.036 = 3.6%

Conclusion: The influence of parental supervision and school environment in explaining cyberbullying is 3.6%, with the remaining 96.4% being explained by other variables not included inthe regression model.

The Influence of Parental Supervision on Students' Cyberbullying Behavior

The research findings indicate that parental supervision has a significant simultaneous influence on students' cyberbullying behavior. This implies that the overall level of parental supervision can impact the level of cyberbullying behavior among students. The implications of the analysis suggest that the higher the role of parents in supervising their children, the lower the level of cyberbullying behavior exhibited by those children. Conversely, a lower parental role correlates with higher levels of cyberbullying incidents among students. This indicates that parental supervision plays a crucial role in preventing cyberbullying behavior in schools.

Based on the tabulation of respondent answers, 22.5% of the total respondents gave a rating of 12.00 regarding the influence of parental supervision. This means that the majority of respondents consider the impact of parental supervision on students' cyberbullying behavior at MI Tarbiyatul Athfal East Jakarta to be quite good. The research results emphasize that the parental role in supervision has a very significant impact in preventing students' cyberbullying behavior in school. This includes prevention in both verbal and non-verbal forms of bullying.

The School Environment Factor in Students' Cyberbullying Behavior

The research results indicate that the school environment factor has a significant simultaneous impact on students' cyberbullying behavior in schools. This implies that the overall conditions of the school environment can play a crucial role in shaping the levels of students' cyberbullying behavior. The implications of the analysis suggest that the higher the school's efforts in preventing cyberbullying, the lower the incidence of students' cyberbullying behavior in the school. Therefore, recommendations to strengthen prevention programs in the school environment can contribute to

reducing cyberbullying cases.

Respondent tabulation reveals that the majority of respondents provided positive assessments of the school environment factor. 80% of respondents gave scores above 10.00, indicating that the school environment factor is perceived as good by most respondents. This indicates that schools have succeeded in creating a supportive environment for preventing cyberbullying behavior. It was found that the lower the level of school supervision over students, the higher the incidence of cyberbullying cases/actions in the school. Hence, the importance of school supervision and prevention efforts to create a safe and supportive environment.

The conclusion drawn from the research results is that the influence of the school environment on students' cyberbullying behavior at MI Tarbiyatul Athfal East Jakarta is highly significant. This suggests that policies and programs supporting a positive environment can have a significant impact on preventing both verbal and non-verbal cyberbullying behavior.

CONCLUSION

A small coefficient indicates that changes in this variable have a small impact on the dependent variable Y. A low T-value suggests that the difference between the coefficient and zero may occur by chance, indicating that this variable does not have a significant impact on the dependent variable. High significance (more than 0.05) indicates that we do not have enough statistical evidence to reject the null hypothesis, i.e., that X1 does not have a significant influence on Y. In other words, there is no significant relationship between parental supervision (X1) and the dependent variable (Y).

A larger coefficient indicates that changes in this variable have a greater impact on the dependent variable Y. A high T-value suggests that the difference between the coefficient and zero is unlikely to occur by chance, indicating that this variable has a significant impact on the dependent variable. Low significance (less than 0.05) indicates that we have enough statistical evidence to reject the null hypothesis, i.e., that X2 has a significant influence on Y. In other words, there is a significant relationship between school environmental factors (X2) and the dependent variable (Y), and an increase of one unit in X2 is associated with an increase of 0.322 units in the dependent variable.

Based on the research findings presented above and recognizing the limitations faced by the author in this study, the author will provide several recommendations in this research with the hope of achieving improvement and completeness in the preparation of this journal as follows:

1) The author recommends that the role of parents be enhanced as a highly significant factor, particularly in supervising children, both in real life and on social media. It is hoped that this can help prevent and reduce the negative impact that may arise from cyberbullying behavior.

2) The author also suggests that schools actively participate in creating a conducive environment free from cyberbullying behavior. This can be achieved through the implementation of educational programs aimed at increasing students' awareness of the negative impacts of such actions. Thus, schools can become safe and supportive places for all students.

3) Lastly, considering the limitation of the sample size in this study, the author suggests further research involving a larger sample. This research could delve deeper into the influence of parental supervision and school environmental factors on students' cyberbullying behavior. By expanding the sample scope, research results can become more representative, and generalizations can be better obtained, strengthening the previously generated findings. By implementing these recommendations, it is hoped that this research will not only make a significant contribution to

understanding cyberbullying but also provide practical guidance for parents, schools, and researchers interested in exploring this topic further.

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