# ANALYSIS OF USAGE OF SMARTPHONE ON CYBERBULLYING BEHAVIOR OF ELEMENTARY SCHOOL CHILDREN

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## Abstract

**Background:** In everyday life bullying is considered as normal delinquency in childhood. Bullying that occurs between students in schools is a phenomenon that is commonly found. However, this has only become the spotlight after there are victims who are psychologically or physically disturbed.

**Purpose**: the purpose of this paper is (1) to describe the forms of cyberbullying that occur in elementary school children (2) describe the responses of elementary school children regarding cyberbullying behavior.

**Methodology**: the medthod used in this paper is a qualitative description with a phenomenological writing design. The technique used in this writing is observation, interview, and documentation. Data analysis through data reduction, data presentation, and drawing conclusions. The technique of checking the validity of the data uses technical triangulation and source triangulation.

**Results**: the result of this writing show that (1) the form of cyberbullying done by elementary school children informants is flaming, harassment, denigration, trickery,

**Keywords :** smartphone usage, cyberbullying behavior, elementary school students

## I.    INTRODUCTION

In the case of 4th grade students in Turus Village, Indonesia, students use unknown smartphones belonging to students themselves and parents. Some students are given a smartphone by parents who work outside the city to facilitate communication between them. The case that was experienced was that the girl was mocked in a harsh word in the private chat room of the student, this has been known by the parents of the student by blocking the perpetrator's number and limiting the use of smartphones by the parents. Addicted to smartphone applications in the form of messages on the Whatsapp application (Supratman, 2018). Factor of smartphone addiction can not be separated from the role of parents in supervising children in using smartphones (Malihah & Alfiasari, 2018). Releasing this supervision is another factor of whether the parents are close to the child (Costanza, Sorrentino, & Farrington, 2019).

Aizenkot (2020) classified four types of cyberbullying behaviors in classmates' WhatsApp groups, namely (1) verbal bullying (i.e. insults, curses, threats, mockery, offensive messages), (2) exclusion (i.e. blocking an individual from buddy lists and group exclusion), (3) visual bullying (i.e. posting or sharing embarrassing personal photos without the individual's con- sent), and (4) avoidance (i.e. participation avoidance due to fear of offensive responses). Sarmiento et al., (2019) A recent systematic review focused on defending showed that both, online and offline defenders are mostly girls, with high moral competency and high empathy, liked by their peers and with desirable interpersonal relationships.

Based on the explanation above, it can be concluded that the study that the author will undertake is very important and needed. Because there are still few people who research about smartphone usage in elementary school age children that can lead to cyberbullying behavior so that there are still many people who do not understand the dangers of using unnecessary smartphones in elementary age children. Therefore, in connection with the above case in elementary school children in Turus Gampengrejo Village, many children experience cyberbullying.

The objectives to be achieved in this study are; describe the applications used in the behavior of "cyberbullying" elementary school children in the use of smartphones, describe forms of cyberbullying that occur in elementary school children, describe the responses of elementary school children regarding cyberbullying behavior.

The results of this study are expected to provide benefits; Theoretical Benefits; As one of the additional literature for studies that have almost the same situation and conditions, adding knowledge in the field of primary school education, especially regarding the use of smartphones at the age of primary school children, as material or sources in subsequent studies. Practical benefits for parents; 1) As consideration and input in the socialization of parents in monitoring the use of smartphones. 2) Increase parental supervision in smartphone usage. For elementary school teachers; 1) As a consideration and input for elementary school teachers to collaborate with parents as a form of supervision of children in the use of smartphones, 2) Increase teacher awareness of the importance of moral education for elementary school children.

## II. METHODOLGY

This study uses a qualitative study of phenomenology. This study aims to describe understanding and meaning, relating to certain values, emphasizing process rather than measurement, describing, interpreting, and giving meaning and not enough with mere explanation, and utilizing several methods in the study. This study was conducted in the villages of Turus, Gampengrejo Kediri and *cyberspace*. This study was conducted on elementary school children who already use smartphones. This study was carried out in the even semester from August to October 2019. This study was conducted periodically for each child with the subject of using smartphones and cyberbullying.

**Data and Data Sources**

Primary data is the first data obtained by the author in the study. The form of documents from the first source and observations in the field in the form of interviews and observations. Interviews and observations with informants such as elementary school children, parents in the village of Turus related to smartphone usage and cyberbullying behavior. Secondary data in the form of documentation or records in the form of data for example, magazines or newspapers relating to the results of interviews and observations in elementary school children.

Data sources in this study were 5 elementary school children in Turus Gampengrejo village and documents supporting this study. The method used by the author to select this data source is a village environment that has used a lot of smartphones that can represent the environment with smartphone users in the Gampengrejo District.

**Data collection technique**
Observation
   Related to observations made in this study are participatory observations and disguised observations. What the writer will observe is the application used by elementary school children on smartphones, what are the forms of cyberbullying done by elementary school children, how do elementary school children respond if they find out their friends are doing cyberbullying in the village of Turus Gampengrejo.
Interview
   The interview used in this study is a structured interview. That is, in conducting interviews the author has prepared a study instrument in the form of written questions. The author conducted interviews with elementary school children about the use of smartphones and is associated with cyberbullying behavior, especially in elementary school children. Furthermore, some elementary school children will be interviewed who are considered to be able to provide the information needed related to how the behavior of elementary school children who conduct cyberbullying using a smartphone. The following items are questions raised by the author;
Forms of cyberbullying:
- Do you know what cyberbullying is?
- Do you know the type / type of cyberbullying?
  Child's response to cyberbullying behavior:
- Do you have friends who have been subjected to harassment / cyberbullying in the chat application?
- What do you think about your friends who are cyberbullying / victims of cyberbullying?

Documentation
   The document used in this study is a photograph of evidence of cyberbullying on smartphones on the behavior of cyberbullying elementary school children in the village of Turus Gampengrejo.

**Data validity**
   The technique for checking the validity of data in a study used by the author is the triangulation technique. Triangulation as checking data from various sources in various ways and at various times. In this study, the authors use two types, namely triangunlasi sources and triangulation techniques. Source triangulation is to test the credibility of the data carried out by checking the data that has been obtained through several sources with confirmation from the relevant sources.
   Source triangulation to test the credibility of the data is done by checking the data that has been obtained through various sources. To check data obtained from elementary school children, friends of elementary school children in the village of Turus Gampengrejo. Triangulation The technique is used by the writer after getting the results of the interview which is then checked with the results of observation and documentation. From the above techniques, a conclusion is related to the use of smartphones in cyberbullying behavior of elementary school children in Turus Village, Gampengrejo.

**Data analysis technique**

Data analysis is faced with various study objects which all produce data that requires analysis. The analysis included is data reduction, data presentation, and drawing conclusions. The first activity is summarizing, choosing the main points, focusing on the most important things, looking for themes and patterns, and removing data that is considered not important. So the data obtained is clearer. Next, a set of information that gives the possibility of drawing conclusions. This step is carried out by presenting a set of compiled information that gives the possibility of drawing conclusions. This process aims to simplify without reducing its contents. At this stage the authors attempt to clarify and present data in accordance with the main problem that begins with coding on each sub-problem. The final stage in data analysis. In this section the authors express conclusions from the data obtained. This activity is intended to find the meaning of the data collected by looking for similarities, or differences. Drawing conclusions by comparing the appropriateness of statements from the subject of the study with the meaning contained with the basic concepts of the study.

## III.    RESULT AND DISSCUSION

This study was conducted in Turus Village, located in Gampengerejo sub-district, Kediri Regency, East Java Province. In one village there are three hamlets, here the writer takes two places which will be used as study material. The author chooses the hamlet of Clelek and the village of Turus. In terms of human resources, it refers to the social attitudes of various informants who are active, very active, and passive.

**Data Description and Study Findings**

The techniques used by the author in collecting data are observation, interviews, and documentation. Observations made by the author by observing the smartphone informant who will interact with contacts on the smartphone, the way the informant interacts with the surroundings, the use of applications that are on the smartphone. The author uses unstructured interviews during field work, there are five sources of informants who actively use smartphones.

While the documentation technique is used by the author to support and strengthen the study data. All data from the results of this study are described based on the focus of the study questions as follows:
 a.  Forms of Cyberbullying that occur in primary school informants
 1)  Insight into Cyberbullying

Based on the results of observations conducted the study shows that the informant uses several applications as a way of communicating and shows the existence in socializing. This is known from the statement by the informant interview. The statement was strengthened by the presentation of L as the subject in the study, the first statement disclosed by L revealed that,

*"... don't know ...* (understanding of Cyberbullying) "(interview L / 09-09-2019)

Next statement A follows:

*"... no, what are you? ...*(understanding flaming)? " (interview A / 09-09-2019)

Then the presentation of sister P is as follows,
"... I have, but most often, male informants. but don't know what the name is ... (have you never made a bad friend in WA) "(interview P / 09-09-2019)
Next statement A follows:
*"...do not know...*(insight into cyberbullying) "(interview A / 09-09-2019)
The next statement N is no less interesting as follows,
*"... I don't know, actually*a ... (insight into cyberbullying) "(interview 09-09-2019)
　　　Based on the explanation from the statement above, it was concluded that the informant did not know about the existence of bullies in short messages or electronic messages used in daily life.

2)  *Flaming* (Fighting on social media)
Based on the results of the interview with A gave a statement that,

*"... I have, but forget what I used to. But after that it's better ... (*flaming) "(interview A / 09-09-2019)

Furthermore the statement with L gives the statement as follows,
*"... yes. if you dare to fight, if not yes or no. The thing is sometimes it is said by her mother, and a friend who teases me. His mother used to go to school ... "* (interview L / 09-09-2019)
The following statement P provides the following statement,

*"... not too miss, don't be annoyed, right?"*fighting in WA) "(interview 09-09-2019)

Furthermore, a statement is also given by A as follows,
*"... not very often ... (*flaming) "(interview A / 09-09-2019)
Furthermore, no less different sister N expresses the following statement,
*"... I never thought ...*(vilifying friends in WA) "(interview N / 09-09-2019)
　　　Based on the observations and interviews above, it can be concluded that there were informants who carried out the flaming action, but some did not express clearly at the time of the interview.

3)  *Harassment* (Insulting)
　　　In the interview conducted by the author with five sources in the village of Turus as follows:
The first statement from sister A is as follows,

*"... often, not often. It's just like WA guys like that. If there's no group in the club, there are all the teachers ... "*(interview A / 09-09-2019)

Furthermore, sister L's statement is no less interesting, as follows
*"... I did, if I was annoyed because it was ugly, if it wasn't right, I was fighting with each other. The problem is he is annoyed ... "* (interview L / 09-09-2019)
The next statement from sister P is as follows,
*"... I have never been 'broken', miss, usually informers are male informants, arga randy, like that ... (*arguing on the WA message) "(interview 09-09-2019)
The following statement from brother A follows:

*"... no, not like ...* (doing) "(interview A / 09-09-2019)

Another statement about this from sister N sabagai
following,

*"...Lots. There are those who send, disgusted images make the status unclear ... "*
(interview 09-09-2019)

Based on the observations and interviews above, it can be concluded that the informants did a lot of Harassment both consciously and unconsciously.

4) *Denigration* (Damaging Reputation)

In interviews conducted by the author of five sources with the following results:

The first statement by sister L is as follows,

*"... ever, when I" ndoweh "or something like that. When I work in a group, I make a status. My own friend too. And then being ridiculed by my friends ... "* (interview L / 09-09-2019)

The next statement from sister N is as follows,

*"... there is ...* (gossiping in WA) "(interview N / 09-09-2019)

A statement that is not less interesting from sister A as follows,

*"... Never, miss, if you ever send it. Then don't send it to others ...*(sending gossip) "(interview A / 09-09-2019)

Based on the results of observations and interviews above, some informants honestly said that he had done this action.

5) *Trickery* (Spreading rumors)

In interviews conducted with five sources, the results are as follows:

The first statement made by sister A is as follows,

*"... I have, with Ms. Lulu, Ms. Leni Yeni. Shame ahh, never, eh, ever. There is yes or no. Often with my best friend in the same class ... "* (interview A / 09-09-2019)

A statement that is not less interesting from sister L as follows,

*"... ever, with my friends. Like Amel, Dinda, Safa ...* (revealing friend's secrets) "(interview 09-09-2019)

The next statement from sister N is as follows,

*"I have, hahahah ... shame ...* (revealing embarrassing secrets, then spread) "(interview 09-09-2019)

Based on the statement above, it was concluded that the majority of the informants did a trichery with their friends.

6) *Exclusion* (Exclusion)

In interviews conducted with five sources, the results are as follows:

The first statement by sister A is as follows,

*"... Yes, I have, hla I don't know what is the max, don't read it ... (*exclusion in groups) "(interview A / 09-09-2019)

Then the statement from sister L is as follows,

*"... not too often, pity me if no one answers. As much as I can reply ... "* (interview L / 09-09-2019)

A statement that is not less interesting from sister P as follows,

*"... I have, sometimes it doesn't matter so I don't reply. Sometimes those who only WA PP P. Don't understand, what do you mean ... "* (interview P / 09-09-2019)

The statement from brother A is as follows,

*"... there are many in private, grub not muted all ..."* (A / interview A / 09-09-2019)

The next statement from sister N is as follows,

*"... if it's not important I don't reply ..."* (interview N / 09-09-2019)

Based on the statement above it can be concluded that the treatment of exclusion is done consciously.

b.  The response of elementary school informants if they know the behavior of Cyberbullying
1)  How to respond to cyberbullying behavior
    In interviews conducted by the authors with five sources produce the following data:
    The first statement by sister A is as follows,

*"Once, Safa Maen Like Up, Burhan was bullied. It's ugly, I'm the same as telling you not to be like that "* (interview A / 09-09-2019)

The following statement by sister L is as follows,

*"... don't leave it, then just don't let it go. Just ordinary friends don't need to be close. The question is later gossiped in class. Whisper whisper with his friend ... "* (interview L / 09-09-2019)

A statement that is not less interesting than sister P is,
*"... sometimes I help, sometimes I don't. But usually at school directly at the crash. Until cry. Hapi immediately cried when he did that. Even if in WA it remains like that, it doesn't change ... "* (interview P / 09-09-2019)

Another statement from sister N is as follows,

*"... if I have just told a new story. Then tell me not to do it again ... "* (interview N / 09-09-2019)

Furthermore, statement A is as follows,

*"... don't tell stories, but if they don't tell me, that's fine. Just leave it ... "* (interview A / 09-09-2019)

Based on the above statement it can be concluded that the informants have their own way of dealing with problems without having to involve adults to deal with these problems.

2)  Prevention in Cyberbullying
    In interviews conducted by the author together with five sources obtained the following data:

The first statement from sister A is as follows,

*"... I have been told. Don't be like that anymore, not good. Like Burhan was scared e with Delo, his girlfriend safa. In WA and Delo then Burhan said boss. Even though the child is like a rut but rather big ... "* (interview A / 09-09-2019)

Then the statement from sister L is as follows,

*"... Well, don't say it, you can't. You can just leave it like that. When he confided, he didn't say anything bad. No WA, sorry. You can't do that again. But if that's the case then just leave it ... "* (interview L / 09-09-2019)

The next statement from sister P is as follows,

*"... usually male informants like that. I really like it. But more often than not, teasing your name, sending stickers like that. Then don't say it can't be like that. Not saying, Mom, why are you ... "* (interview P / 09-09-2019)

A statement that is not less interesting from brother A as follows,

*"... no, they can defend themselves og. Isn't that the guy .. "* (interview A / 09-09-2019)

The last statement from sister N is as follows,

*"... if I have just told a new story. Then tell me not to do it again ... "* (interview N / 09-09-2019)

Based on the above statement it can be concluded that the informant prefers to advise for the first step then if it remains like that it will be let alone.

d) Observation

Based on observations made by the author shows that smartphone ownership owned by all informants is private property. The use of applications that are often used are Whatsapp and Like up. Most of the informants did several cyberbullying actions, including; flaming, harrasment, denigration, trickery, and exclusion. When the author made observations three informants allowed to document the action, while one informant could see but did not allow to document and one informant did not allow to see the smartphone. Responses in cyberbullying on smartphone informants were not seen in conversation but were seen at the interview.

## DISCUSSION

### Forms of Cyberbullying that occur in elementary school children.

Based on the findings of the authors in the field that at the insight stage the relation in cyberbullying informants in the village of Turus is still not aware of this. First, the writer conducted an interview with the informant. There the authors found that the informant did not understand if what he was doing consciously or unconsciously was an act of cyberbullying, as well as observing the interaction of informants in Whatsapp short messages. Each of the informants interacted well with their friends, at first. In this case the informant communicates about homework (homework), subjects for tomorrow, commenting on the status with funny things. After this behavior in interacting to the next stage, there are languages and words that are not commonly said by elementary school age informants. This is harmonizatied with study Chráska et al.,

(2012) In both groups we can prove that a large number of cyberbullying agents recruited from victims, this applies to both children.

Study results this is consistent with the study Sezer (2013), this study is based on developing technology which is mostly about communication and entertainment, students spend a lot of time on the internet. In addition to the advantages provided by the Internet, social isolation brings problems such as addiction. This is one of the problems of virtual violence. The purpose of this study is to determine cyberbullying varieties and their effects on school students. The results of the study obtained the most important statement determined by the participants breaking the password on social networking sites, insulting and defamation and taking offers of friendship from strangers. The study shows that students are psychologically affected by cyberbullying. They feel themselves upset, angry, humble or harassed. They don't want to be harassed by people they don't know share their personal information with everyone. In the study, the author of a detailed informant intimidated harassing victims using the Whatsapp short message technology application, which made them feel annoyed themselves to be harassed. Study results this is consistent with the study Dilmaç, (2017) As the virtual world can provide shelter for cyberbullying perpetrators, people are more likely to attack others arbitrarily online.

Based on the brief description above, it can be concluded that this is in line with the opinion of experts that cyberbullying in the present era where the perpetrators and victims are still in elementary school age children such as the informants in this study. The perpetrators and victims of cyberbullying use the easiest access to reach their age in carrying out these actions, both conscious and unsubstantiated.

At the stage of classifying the forms of the cyberbullying. StudyPutri & Dewi, (2014) forms of cyberbullying include;

a. *Flaming* (Fighting online using electronic messages in abusive and vulgar language such as swearing, gossiping, or mocking).
b. *Harassment* (Sending messages that contain insults repeatedly).
c. *Denigration* (Send or post gossip or rumors about someone to damage or reputation).
d. *Impersonation* (Pretending to be someone else and sending or posting material to make others difficult or damage the person's reputation).
e. *Outing* (spreading someone's secrets, embarrassing information or pictures online).
f. *Trickery* (Talk to someone to reveal confidential or embarrassing information, then spread it online).
g. *Exclusion* (Exclude someone from a group online).
h. *Cyberstalking* (To harass and slander someone intensely and repeatedly so as to cause fear).

The study is in line with the results of interviews and observations of informants in the village of Turus, Gampengrejo sub-district regarding the form of cyberbullying, that is, informants take actions using impolite words, send bad pictures to their friends, fight or misunderstand the actions of silencing each other's friends, divulging the secrets of friends one to another friend. Some admit that they openly admit this, but there is also something evident in the short message of doing that to another friend. This is consistent with the study Komalasari & Nabilah (2009) which states that most

admit to being victims rather than perpetrators in the act of cyberbullying itself, and also with Aizenkot (2020) classified four types of cyberbullying behaviors in classmates' What- sApp groups, namely (1) verbal bullying (i.e. insults, curses, threats, mockery, offensive messages), (2) exclusion (i.e. blocking an individual from buddy lists and group exclusion), (3) visual bullying (i.e. posting or sharing embarrassing personal photos without the individual's con- sent), and (4) avoidance (i.e. participation avoidance due to fear of offensive responses).

The study that the author carefully met with Siwi (2018) that studies tend to be included in Harassement, which is the highest frequency from other aspects. Based on the findings in the field, most of the informants carried out acts of harassment or issued dirty words and insults. This action is influenced by the culture of East Java, which speak roughly is normal even if spoken by girls at once, as well as on other aspects besides saying rude. Informants think that it is a natural action that everyone does, especially their friends also do it, making informants think it is a natural thing to do. This statement was strengthened from the results of the documentation conducted by the author, the informant showed cyberbullying behavior.

The study is in harmony withstudy Smith (2008). This study analyzes the relationship between internet use and cyberbullying. There are interesting age and gender differences in this study. Cyberbullying is carried out by or several informants, lasting only a few days or a week but sometimes it is much longer. In addition, this study illustrates the importance of social media as a forum for cyberbullying that is able to "slap" that happiness is one of the supporting factors of cyberbullying. Many adults are not aware of the dangers of cyberbullying in elementary school age children and parents' ignorance of the development of technology. In this study the authors found that in the transition of children's age to early adolescence affect the emotional informant who is in the transition period so as to make children emotionally unstable and make children easily offended, and parents who do not know the dangers of cyberbullying done or experienced by child. The use of social media that is not good has an impact on increasing cyberbullying behavior in children.

The author studies whether the informant is cyberbullying to make him an informer who is more daring to abuse the Whatsapp text message. There are statements that harass higher male informants than female informants, evidenced by statements made by five sources that male informants harassed more Whatsapp text messages than female informants. This is harmony with study Sarmiento et al., (2019) A recent systematic review focused on defending showed that both, online and offline defenders are mostly girls, with high moral competency and high empathy, liked by their peers and with desirable interpersonal relationships.

Based on the author's description above, the informant has not fully used a smartphone as naturally as his age. Therefore, the informants use smartphones as they like, remembering that the smartphone is their own. The results of observations and interviews conducted by the author can be concluded that the informant has not been fully able to account for what has been given well.

**The response of elementary school children if they know Cyberbullying behavior.**
At this stage the author collects data through interviews and observations before discussing the informant's responses, the author will first explain the barriers

complained by the informants. This obstacle will be used as a reference for the informant. In this phase many informants complained about the unconsciousness of humanity. The informant said that friends who committed cyberbullying could not be rebuked by word of mouth. They realize that reprimanding friends with good language will not produce good results too. The author sees how the informant reprimands his friend by using good language but does not become a maximum change. Make informants do not want to interfere and confuse the atmosphere. This incident was said by the informant. This is harmony with study Cleemput et al., (2014) Some people can be passive bystanders who know about cyberbullying, but do not take any action. Defenders of the victims intervene to stop cyberbullying and reinforcers of the cyberbully might promote even more cyberbullying.

The study conducted by this author is consistent with previous studies conducted by Malihah & Alfiasari (2018) the results of this study are studies that show the results of the correlation test shows there is a significant negative relationship between parent-teen communication and adolescent self-control with adolescent cyberbullying behavior. The results of this study indicate that there are family and individual factors that play a role in reducing cyberbullying behavior in junior high school students. This study is based on the development of the phenomenon of harassment in schools with a new forum for bullying, cyberbullying. The results shown are that many students of cyberbullying victims choose not to ask parents for help in dealing with cyberbullying. The obstacle that the informant complained about in the author's location was openness, whereas in the previous study, it was more for adults to help deal with cyberbullying problems. It is harmony with study Byrne et al., (2014) This lowered interaction between parent and adolescent might lead parents of adolescents to think that their mediation strategy has less of an impact on cyberbullying effects, as compared to parents of younger children. Then at this stage the response is very necessary and very important because with the response of the informant can be used as material for improvement and action to be taken. At this stage some informants were aware that responding to victims of cyberbullying carried out were still ineffective, incompatible, had not been defended or provided assistance on an ongoing basis, were unable and could not provide assistance objectively.

The study by the author is in harmony with the study Maya (2015)The act of cyberbullying cannot be detected early. Due to the attention of parents and teachers at school can be said to be lacking. Most teenagers who claim to make FB clandestinely, and don't want to add parents or teachers to be friends on their FB account. So that if cyberbullying occurs or becomes a victim of cyberbullying, parents and teachers will not know. In the process of observation, the authors found the fact that the informants' relatives or parents did not know if the child was cyberbullying or becoming a victim. Because the informant does not directly address problems that exist in the elderly.

Based on the description above, the response to the use of cyberbullying to the informant is carried out by informants who are brave and not tired in defending friends affected by cyberbullying. There is a mismatch between the results of the interview and observation activities. The author does not find any response or by standing conducted by the informant, the authors assume that the response has been done before the author plunged into the field to conduct a study.

**Limitations**

This study has been attempted and carried out with scientific procedures, however it still has limitations, namely:

1. Time, the time referred to by the author here is when the interview takes place, time that can be used until the afternoon. when during the day the informant comes home from school until before the Koran in the afternoon.
2. The author also experienced limitations in conducting interviews with five informants in Turus Village, Gampengrejo District. That is because there are some informants who feel ashamed, so not all questions can be answered clearly. And some do not want if the smartphone is held by the author
3. The author experiences limitations in conducting observations with five informants in Turus Village, Gampengrejo District. That is because the informant does not allow the author to perpetuate cyberbullying findings on smartphones and can only see it.

## IV.    CONCLUSION AND NEWNESS

Based on the results of the study and discussion described in chapter IV, it can be concluded that:

1. Informants in Turus Village, Gampengrejo Sub-district in using smartphones have interacted well, but there are some behaviors that have not shown good things in this regard. At this stage of use elementary school informants, both consciously and unconsciously, are doing some unfavorable behavior. There are indications of cyberbullying in interactions on Whatsapp short messages. Some of the indications are as follows: Flaming (Fighting online using electronic messages with abusive and vulgar language such as cursing, gossiping, or mocking), Harassment (Sending messages that contain insults repeatedly), Denigration (Sending or posting gossip or rumors about someone for damage or reputation), Trickery (talking to someone to reveal confidential or embarrassing information,
2. Based on the results of a study conducted by the author, the informant in Turus Village, Gampengrejo District, responded to a friend who was exposed to cyberbullying based on his instincts. Defending as much as the informant can, although later it will cause other bullying and other problems, but the informant upholds friendship higher than his own safety. This also applies if he is bullying, another friend will defend as best he can and do voluntarily for his friend.

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## TABLES AND FIGURES

### Table 4.2. Summary of Results

| No | Source of description | Aspect | Description |
|---|---|---|---|
| 1 | Cyberbullying form | Insight into Cyberbullying | All informants do not know the Cyberbullying actions they have taken. |
| 2 | | Send ugly photos (disgrace) of friends to group chat or fellow friends | Most do this action on a basic basis, some unconsciously aware of the action |
| 3 | | Use disrespectful words to respond to other people's chats in group and personal chats | Most of the informants carrying out these actions are supported by the culture of East Java that is roughly speaking natural |
| 4 | | Fight with other people / friends in specific chats / applications | Most of the informants did this even though they were unconsciously and some did peace outside WA. Although at the time of the short message they were fighting on the outside they were just ordinary |

| 5 | | Spill your friends' secrets in chat applications or whatnot | Most informants do this with close friends |
|---|---|---|---|
| 6 | | Talk to someone to reveal confidential or embarrassing information, then spread it online | Some of the information did this with friends as a talk in WA electronic messages |
| 7 | | Exclude someone from a group online | All informants do this but if it does not last long because they feel sorry |
| 8 | Informant response to the Cyberbullying case | friends affected by Cyberbullying in the chat application | Most of the female informants defended the friend |
| 9 | | Respond to Cyberbullying treatment | In the initial phase, most of the informants take resistance action but if they are bored they will be silenced |
| 10 | | Actions to prevent Cyberbullying | The informant considers that this prevention will be futile. Because the results will be the same. |