

**RINGKASAN SKRIPSI**

**PENGARUH *MORAL DISENGAGEMENT* TERHADAP PERILAKU *CYBERBULLYING* REMAJA PENGGUNA MEDIA SOSIAL DI KOTA MAKASSAR**

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**PENGARUH *MORAL DISENGAGEMENT* TERHADAP PERILAKU *CYBERBULLYING* REMAJA PENGGUNA MEDIA SOSIAL DI KOTA MAKASSAR**

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**ABSTRAK**

*Cyberbullying* merupakan perilaku menyakiti perasaan orang lain tanpa rasa bersalah melalui internet yang banyak dilakukan oleh remaja. Salah satu faktor yang mempengaruhi remaja melakukan *cyberbullying* adalah *moral disengagement*. Penelitian ini bertujuan untuk mengetahui pengaruh *moral disengagement* terhadap perilaku *cyberbullying* pada remaja pengguna media sosial di kota Makassar. Teknik pengambilan sampel menggunakan *incidental sampling* dengan subjek penelitian sebanyak 41 orang. Metode analisis data yang digunakan adalah analisis regresi sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh *moral disengagement* terhadap perilaku *cyberbullying* di media sosial pada remaja (p=0,000, R *square*=0,383). Temuan ini mensyaratkan perlunya regulasi dalam penggunaan media sosial dari pihak terkait, serta pemberian edukasi bagi remaja terkait dampak negatif media sosial.

**Kata Kunci**: Media sosial, *moral disengagement,* perilaku *cyberbullying,* remaja.

 Perkembangan teknologi yang semakin maju dan modern memudahkan individu untuk menyebarkan dan memeroleh informasi dengan cepat karena ditunjang dengan adanya internet. Data hasil survei yang dilakukan oleh Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) terhadap 5900 responden mengemukakan bahwa pengguna internet pada tahun 2018 mencapai 171,17 juta pengguna atau sekitar 64,8% dari total 264,16 juta penduduk Indonesia. Remaja merupakan pengguna paling tinggi, yaitu sebesar 91% dari jumlah pengguna internet dengan rentang usia 15-19 tahun. Adapun durasi waktu yang paling banyak digunakan untuk mengakses internet adalah sekitar 8 jam per hari dan sebanyak 18,9% digunakan untuk mengakses media sosial (APJII, 2018).

 Individu bisa saling berkomunikasi dengan siapapun dan di manapun, dengan bantuan media sosial melalui internet. Akram dan Kumar (2017) mengemukakan bahwa media sosial adalah *platform* *online* yang digunakan individu untuk membangun jejaring sosial atau hubungan sosial dengan orang lain, yang memiliki minat, karir, atau aktivitas yang sama.

 Hasil survei yang dilakukan oleh *Hootsuite* (*We Are Social*) pada tahun 2019 mengemukakan bahwa sebanyak 150 juta penduduk Indonesia (56%) menggunakan media sosial. Terdapat tiga media sosial yang paling banyak digunakan, *pertama*, adalah *Youtube* dengan pengguna sebanyak 132 juta orang (88%), *kedua*, *Facebook* dengan total pengguna 121,5 juta orang (81%), dan yang *ketiga* adalah *Instagram* dengan jumlah pengguna 120 juta (80%) (Hootsuite, 2019).

 Pengguna media sosial di Indonesia yang sangat masif tidak terlepas dari dampak yang ditimbulkan bagi penggunanya, baik berupa dampak positif maupun negatif. Dampak positif dari media sosial adalah dapat membantu individu dalam berkomunikasi secara efektif, berbagi pengetahuan dan informasi, serta mendapatkan atau memperluas relasi. Adapun dampak negatif yang ditimbulkan oleh media sosial antara lain kecanduan internet, kemungkinan peretasan informasi pribadi, penipuan, dan yang paling sering dijumpai adalah tindakan *bullying* atau yang dikenal dengan istilah *cyberbullying* (Akram & Kumar, 2017).

 Willard (2005) mengemukakan bahwa *cyberbullying* adalah tindak kekerasan yang dilakukan seseorang dengan mengirim atau mengunggah materi berbahaya, atau terlibat ke dalam bentuk agresi sosial melalui internet atau teknologi digital. Pratiwi (2011) mengemukakan bahwa *cyberbullying* adalah jenis *bullying* dalam bentuk *verbal* maupun *nonverbal,* yang dilakukan seseorang melalui media elektronik.

 *Cyberbullying* tersebut berupa mengirimkan pesan yang berisi kata-kata kasar, marah, dan vulgar ataupun mengatakan hal-hal jahat kepada orang lain (*verbal/written bullying),* mengirim atau memposting hal-hal yang secara visual memberatkan, berupa gambar atau video memalukan seseorang (*visual/sexual bullying),* dan menyakiti orang lain dengan cara mengecualikan orang tersebut dari komunitas *online (social exclusion)* (Lee, Abell, & Holmes, 2015).

Peneliti melakukan survei secara *online* terhadap 63 responden (17 laki-laki dan 46 perempuan) pengguna Instagram dengan rentang usia 15-22 tahun. Hasil menunjukkan bahwa sebanyak 12,1% (8 orang) responden pernah memberikan komentar negatif terhadap postingan atau akun profil tertentu, 7,6% (5 orang) pernah mengirimkan pesan (*direct massage*) yang bersifat negatif, 7,6% (5 orang) mengaku menggunakan akun palsu untuk melakukan *cyberbullying* dan sekitar 33,4% (22 orang) pernah/mungkin mendapatkan komentar atau pesan yang bersifat negatif. Sisanya tidak pernah melakukan atau mendapatkan *cyberbullying*. Komentar-komentar yang sering dilontarkan berupa hinaan, ejekan tentang penampilan, dan kritikan pada profil akun tersebut.

Menesini, dkk (Hymel & Bonanno, 2014) mengemukakan bahwa perilaku *bullying* dapat dikaitkan dengan pemahaman moral individu tentang konsekuensi dari perilaku. Individu merasa bahwa melakukan tindakan *bullying* adalah sesuatu hal yang wajar di era modern seperti ini, karena dianggap sebagai suatu bahan candaan*.* Pemahaman yang egosentris tersebut merupakan mekanisme spesifik yang membenarkan perilaku *bullying.* Individu akan fokus pada keuntungan pribadi dari tindakan *bullying,* dan mengabaikan atau menyangkal konsekuensi dan efeknya terhadap korban *bullying*.

 Hymel, Henderson, dan Bonanno (2005) mengemukakan bahwa individu jarang mengakui bahwa tindakan yang dilakukan sebagai sesuatu yang salah, ketika melakukan perilaku yang tidak bermoral. Individu akan menjelaskan dan membenarkan perilaku yang dilakukan dengan menawarkan berbagai macam keadaan, dan konteks di luar kendali yang memengaruhi perilaku tersebut. Individu akan merekonstruksi perilaku mengintimidasi terhadap orang lain melalui mekanisme yang disebut dengan *moral disengagement,* sehingga menjadi perilaku yang dapat diterima secara moral. Untuk itu, individu akan merasa bahwa mengintimidasi orang adalah suatu hal yang wajar.

Day dan Lazuras (2016) mengemukakan empat aspek *moral disengagement,* yaitu *moral justification* (menggambarkan perilaku dekstruktif sebagai tujuan yang mulia), *minimization of harmful effects* (meminimalkan efek dari perilaku *cyberbullying*), *denial of responsibility* (mengabaikan tanggung jawab pribadi), dan *dehumanization* (menyalahkan target *cyberbullying*).

*Moral disengagement* adalah mekanisme kognitif yang meyakinkan diri individu bahwa, perilaku yang bertentangan dengan standar moral pribadi oleh individu dapat diterima. Individu yang secara moral melepaskan diri dianggap terlibat dalam pola berpikir yang dapat menyebabkan perilaku agresif. Sejumlah penelitian menunjukkan bahwa individu yang mengubah perilaku yang bertentangan dengan standar moral yang membuatnya dapat diterima adalah individu yang cenderung agresif (Meter & Bauman, 2018).

Penelitian lain yang dilakukan oleh White-Ajmani dan Bursik (2014) terhadap 181 mahasiswa menunjukkan bahwa, *moral disengagement* memiliki korelasi dengan perilaku agresi dalam konteks balas dendam. *Moral disengagement* memiliki peran penting dalam memprediksi perilaku agresi interpersonal. Penelitian yang dilakukan secara longitudinal oleh Paciello, Fida, Tramontano, Lupinetti, dan Caprara (2008) mengemukakan bahwa remaja yang menunjukkan tingkat *moral disengagement* yang tinggi lebih mungkin terlibat dalam agresi fisik dan verbal serta tindak kekerasan lainnya, dan menunjukkan rasa bersalah yang rendah. *Moral disengagement* memungkinkan individu untuk menjauhkan diri secara kognitif, dengan menghindari perasaan emosi seperti malu dan rasa bersalah ketika tindakan yang dilakukan individu bertentangan dengan standar moral. Individu akan mengabaikan kecenderungan untuk menilai tindakan diri sendiri sebagai sesuatu yang salah secara moral (Runions & Bak, 2015).

 Berdasarkan uraian di atas, maka peneliti tertarik untuk melakukan penelitian *moral disengagement* terhadap perilaku *cyberbullying* pada remaja pengguna media sosial di Kota Makassar. Adapun hipotesis dalam penelitian ini, yaitu: ada pengaruh *moral disengagement* terhadap perilaku *cyberbullying* pada remaja di media sosial.

**METODE PENELITIAN**

 Penelitian ini menggunakan metode kuantitatif. Sugiyono (2013) mengemukakan bahwa metode kuantitatif adalah metode yang menggunakan instrumen penelitian untuk menguji hipotesis dan kemudian dianalisis secara statistik. Metode yang digunakan dalam penelitian ini adalah skala sikap model Likert*.* Sugiyono (2013) mengemukakan bahwa skala Likert digunakan untuk mengukur sikap atau persepsi individu terhadap suatu fenomena. Periantalo (2015) mengemukakan bahwa skala model Likert terdiri atas dua jenis aitem, yaitu aitem *Favorable* (F) dan *Unfavorable* (UF).

 Populasi dalam penelitian ini, yaitu remaja pengguna aktif media sosial Kota Makassar dengan rentang usia 14-20 tahun dan pernah melakukan *cyberbullying* di media sosial setidaknya 1 kali. Teknik pengambilan sampel yang digunakan dalam penelitian ini *incidental sampling,* yaitu mengambil sampel secara kebetulan bertemu dengan peneliti dan memiliki karakteristik sebagai sumber data. Berdasarkan teknik pengambilan sampel, jumlah sampel dalam penelitian ini, yaitu 41 remaja.

 Teknik pengumpulan data yang digunakan dalam penelitian ini, yaitu:

1. Skala perilaku *cyberbullying* yang disusun oleh peneliti berdasarkan aspek-aspek perilaku *cyberbullying* oleh Lee, Abell, dan Holmes (2015), yaitu *verbal/written bullying*, *visual/sexual bullying,* dan *social exclusion* dengan jumlah 18 aitem*.* Hasil analisis daya diskriminasi aitem menunjukkan bahwa 8 aitem yang gugur dari 24 aitem yang telah diuji cobakan dengan koefisien korelasi total pada aitem yang tidak gugur dalam penelitian ini bergerak dari angka 0,317 hungga 0,634. Koefisien realibitas skala perilaku *cyberbullying* pada uji coba skala yang dilakukan dengan 24 aitem dan menggunakan 100 subjek, diperoleh nilai realibiltas sebesar 0,839.
2. Skala *moral disengagement* disusun oleh peneliti berdasarkan mekanisme dari Day dan Lazuras (2016) dengan jumlah 8 aitem. Hasil analisis daya diskriminasi aitem menunjukkan bahwa 8 aitem yang gugur dari 16 aitem yang telah diuji cobakan dengan koefisien korelasi total pada aitem yang tidak gugur dalam penelitian ini bergerak dari angka 0,317 hingga 0,634. Koefisien reliabitas skala *moral disengagement* pada uji coba skala yang dilakukan dengan 16 aitem dan menggunakan 100 subjek, diperoleh nilai reliabiltas sebesar 0,700.

 Teknik analisis data dalam penelitian ini menggunakan teknik Analisis Regresi Sederhana dengan bantuan *SPSS 21 for windows*. Kariadinata dan Abdurahman (2012) mengemukakan bahwa analisis regresi sederhana digunakan untuk mengukur hubungan antara dua variabel yaitu variabel terikat dan variabel bebas. Adapun kriteria yang digunakan dalam uji hipotesis ini, yaitu:

1. Jika nilai signifikansi p > 0,05, maka Ha ditolak dan Ho diterima.
2. Jika nilai signifikansi p < 0,05, maka Ha diterima dan Ho ditolak.

**HASIL DAN PEMBAHASAN**

 Deskripsi data penelitian berdasarkan mean hipotetik, yaitu:

**Tabel 1**. *Deskripsi data peneltian*

|  |  |
| --- | --- |
| **Variabel** | **Hipotetik** |
| **Min** | **Max** | **Mean** | **SD** |
| Perilaku *Cyberbullying* | 18 | 90 | 54 | 9 |
| *Moral Disengagement* | 8 | 40 | 24 | 4 |

 Pertama, skala perilaku *cyberbullying* berjumlah 18 aitem dengan rentang skor 1 sampai 5. Data hasil penelitian menujukkan bahwa mean hipotetik dari perilaku *cyberbullying* yaitu 54 dengan standar deviasi 9. Data hasi penelitian menujukkan bahwa skor terndah yaitu 18 dan skor tertinggi yaitu 90.

 Berikut kategorisasi perilaku cyberbullying:

**Tabel 2**. *Deskripsi perilaku cyberbullying*

|  |  |  |  |
| --- | --- | --- | --- |
| **Interval Skor** | **F** | **Persentase (%)** | **Kategori** |
| **X ≤ 63** | 1 | 2% | Tinggi |
| **45 ≤ X < 63** | 23 | 57% | Sedang |
| **X ≥ 45** | 17 | 41% | Rendah |
| **Jumlah** | **41** | **100%** |  |

 Berdasarkan tabel di atas, bahwa sebanyak 1 remaja berada pada kategori perilaku *cyberbullying* yang tinggi dengan persentase 2%, sebanyak 23 remaja berada pada kategori sedang dengan persentase 57%, dan 17 remaja berada pada kategori yang rendah dengan persentase sebesar 41%. Hasil persentase menunjukkan bahwa remaja di Kota Makassar masuk dalam kategori *perilaku cyberbullying* yang sedang, dengan persentase sebesar 57% atau sebanyak 23 orang.

 Kedua, skala *moral disengagement* berjumlah 8 aitem dengan rentang skor 1 sampai 5. Data hasil penelitian menujukkan bahwa *mean hipotetik* dari *moral disengagement* yaitu 24 dengan standar deviasi 4. Data hasi penelitian menujukkan bahwa skor terndah yaitu 8 dan skor tertinggi yaitu 24.

 Berikut kategorisasi *moral disengagement*:

**Tabel 3**. *Deskripsi moral disengagement*

|  |  |  |  |
| --- | --- | --- | --- |
| **Interval Skor** | **F** | **Persentase (%)** | **Kategori** |
| **X ≤ 28** | 8 | 20% | Tinggi |
| **20 ≤ X < 28** | 30 | 73% | Sedang |
| **X ≥ 20** | 3 | 7% | Rendah |
| **Jumlah** | **41** | **100%** |  |

 Berdasarkan tabel di atas, dapat dilihat bahwa sebanyak 8 subjek mengalami *moral disengagement* yang tinggi dengan persentase sebesar 20%, sebanyak 30 subjek mengalami moral disengagement yang sedang dengan persentase sebesar 73%, dan sebanyak 3 subjek mengalami *moral disengagement* yang rendah dengan persentase sebesar 7%. Hasil persentase menunjukkan bahwa remaja di Kota Makassar masuk dalam kategori *moral disengagement* yang sedang dengan persentase sebesar 73% atau sebanyak 30 orang.

 Shin, Davis, dan DiBlasi (2017) yang mengemukakan bahwa pelaku intimidasi (*cyberbullying*) mengalami tingkat *moral disengagement* yang tinggi dibandingkan dengan yang bukan pelaku. Hymel dan Bonanno (2014) dalam penelitiannya mengemukakan bahwa anak-anak dan remaja menunjukkan tingkat *moral disengagement* yang tinggi dengan membenarkan dan merasionalisasi perilaku mereka untuk menghindarkan diri dari penghukuman diri berupa rasa bersalah dan malu.

 Setelah diketahui kategorisasi perilaku *cyberbullying* dan *moral disengagement*, kemudian dilakukan analisis data menggunakan uji asumsi (uji linearitas dan normalitas) dan uji hipotesis (analisis regresi sederhana) dengan hasil sebagai berikut:

**Tabel 4**. *Hasil uji normalitas One-sample Kolmonogrov-Smirnov Test*

|  |  |  |
| --- | --- | --- |
| **Variabel** | ***Asymp. Sig. 2 Tailed*** | **Keterangan** |
| *Moral Disengagement* | 0,104 | Normal |
| Perilaku *Cyberbullying* | 0,867 | Normal |

 Berdasarkan hasil uji normalitas pada tabel di atas, maka dapat disimpulkan bahwa data dalam penelitian ini berdistribusi normal dengan nilai *Asymp. Sig. 2 Tailed* sebesar 0,104 untuk variabel *moral disengagement* dan sebesar 0,867 untuk variabel perilaku *cyberbullying*.

**Tabel 5**. *Hasil uji linearitas*

|  |  |  |
| --- | --- | --- |
| **Variabel** | ***Linearity*** | **Ket.** |
| **F** | ***Sig.*** |
| *Moral Disengagement*Perilaku *Cyberbuulying* | 1,885 | 0,000 | Linear |

 Berdasarkan hasil uji linearitas menunjukkan bahwa nilai sig. 0,000 < 0,05, maka dapat disimpulkan bahwa *moral disengagement* dengan perilaku *cyberbullying* memiliki hubungan yang linear.

**Tabel 6**. *Hasil uji hipotesis pengaruh moral disengagement terhadap perilaku cyberbullying remaja pengguna media sosial di Kota Makassar.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Variabel** | **p** | ***R Square*** | **Ket** |
| *Moral Disengagement* | 0,000 | 0,383 | Sig |
| Perilaku *Cyberbullying* |

 Hasil pengujian hipotesis dengan menggunakan teknik analisis regresi sederhana menunjukkan bahwa hasil signifikansi sebesar 0,000 (p<0,05) yang berarti terdapat pengaruh *moral disengagement* terhadap perilaku *cyberbullying* pada remaja pengguna media sosial di kota Makassar, sehingga hipotesis penelitian ini dapat diterima. Semakin tinggi *moral disengagement*, maka semakin tinggi pula perilaku *cyberbullying* pada remaja pengguna media sosial di Kota Makassar. Nilai *R Square* sebesar 0,383 yang berarti *moral disengagement* memberikan pengaruh sebesar 38,3% terhadap perilaku *cyberbullying* dan 61,7% dipengaruhi oleh faktor lain yang tidak disertakan dalam penelitian ini.

 Arah korelasi yang dimiliki kedua variabel bernilai positif, sehingga dapat disimpulkan bahwa semakin tinggi *moral disengagement*, maka semakin tinggi perilaku *cyberbullying* remaja pengguna media sosial di Kota Makassar dan sebaliknya semakin rendah *moral disengagement*, maka akan semakin rendah perilaku *cyberbullying* yang dimiliki oleh remaja pengguna media sosial di Kota Makassar.

 Sejalan dengan penelitian longitudinal yang dilakukan oleh Wang, dkk (2016) mengemukakan bahwa *moral disengagement* memiliki hubungan yang penting dengan perilaku intimidasi dan agresif di kalangan remaja. Paciello, dkk (2008) mengemukakan bahwa tingkat *moral disengagement* yang tinggi mempengaruhi kemungkinan individu terlibat dalam *cyberbullying*. Remaja yang menunjukkan tingkat *moral disengagement* yang tinggi lebih mungkin terlibat dalam agresi fisik dan verbal serta tindak kekerasan lainnya dan menunjukkan rasa bersalah yang rendah. Pelaku *cyberbullying* akan membingkai ulang tindakan agresif yang dilakukan sebagai perilaku yang tidak berbahaya (Kowalski, dkk, 2014).

 Penelitian ini menggunakan uji tambahan untuk mengetahui perbedaan perilaku *cyberbullying* dan *moral disengagement* ditinjau dari jenis kelamin dan tingkat pendidikan. Adapun hasil uji *T-test*, yaitu:

**Tabel 7**. *Perbedaan moral disengagement pada remaja pengguna media sosial ditinjau dari jenis kelamin.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variabel** | **Jenis Kelamin** | **N** | **Mean** | ***Sig. (2 tailed)*** |
| Perilaku *cyberbullying* | Laki-laki | 17 | 47,35 | 0,270 |
| Perempuan | 24 | 44,79 |
| *Moral disengagement* | Laki-laki | 17 | 26,18 | 0,993 |
| Perempuan | 24 | 26,17 |

 Berdasarkan hasil uji *T-test* pada di atas, diperoleh nilai rata-rata perilaku *cyberbullying* pada remaja laki-laki sebesar 47,35 dan perempuan sebesar 44,79. Hasil nilai *Sig. (2 tailed)* pada variabel perilaku *cyberbullying* adalah sebesar 0,270 (>0,05) yang berarti tidak ada pengaruh perbedaan jenis kelamin terhadap perilaku *cyberbullying.* Hal ini sejalan dengan penelitian yang dilakukan oleh Hinduja dkk (Kowalski dkk, 2014) mengemukakan bahwa tidak ada perbedaan yang signifikan antara laki-laki dan perempuan dalam mejadi pelaku maupun korban *cyberbullying.*

Pada variabel *moral disengagement*, diperoleh nilai rata-rata pada remaja laki-laki sebesar 26,18 dan perempuan sebesar 26,17. Hasil nilai *Sig. (2 tailed)* pada variabel *moral disengagement* adalah sebesar 0,993 (>0,05) yang berarti tidak ada pengaruh perbedaan jenis kelamin terhadap tingkat *moral disengagement*.

**Tabel 8.** *Perbedaan moral disengagement dan perilaku cyberbullying pada remaja ditinjau dari tingkat pendidikan*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variabel** | **Tingkat pendidikan** | **N** | ***Mean*** | **F** | ***Sig*** |
| *Moral disengagement* | Pelajar | 5 | 26,20 | 0,138 | 0,872 |
| Mahasiswa | 34 | 26,09 |
| Tidak ada status | 2 | 27,50 |
| Perilaku *cyberbullying* | Pelajar | 5 | 45,80 | 0,001 | 0,999 |
| Mahasiswa | 34 | 45,85 |
| Tidak ada status | 2 | 46,00 |

 Berdasarkan tabel di atas, hasil uji *One-way Anova* menunjukkan bahwa tidak ada perbedaan *moral disengagement* dan perilaku *cyberbullying* pada remaja ditinjau dari tingkat pendidikan, dengan nilai *sig*. 0,872 dan 0,999 (>0,05).

**KESIMPULAN DAN SARAN**

 Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa terdapat pengaruh positif *moral disengagement* terhadap perilaku *cyberbullying* pada remaja pengguna media sosial di kota Makassar. Semakin tinggi *moral disengagement*, maka semakin tinggi pula perilaku *cyberbullying* pada remaja pengguna media sosial di Kota Makassar.

Adapun beberapa saran yang dapat dipertimbangakan, yaitu:

1. Bagi Remaja Pengguna Media Sosial

 Diharapkan para remaja di Kota Makassar untuk lebih berhati-hati dan bijak dalam menggunakan media sosial dengan mengendalikan kontrol diri agar terhindar dari menjadi pelaku maupun korban *cyberbullying*, serta dapat bertanggung jawab untuk dirinya sendiri.

1. Bagi Orangtua

 Diharapkan orangtua untuk lebih meningkatkan pengawasan serta mengontrol anaknya dalam bermain internet terutama di media sosial. Orangtua perlu untuk membimbing anak dalam bermain internet untuk menghindari dampak buruk yang ditimbulkan dari internet dan media sosial.

1. Bagi Peneliti Selanjutnya

 Peneliti selanjutnya disarankan untuk melakukan penelitian dengan jumlah subjek yang lebih banyak lagi. Penelitian selanjutnya juga disarankan untuk mempertimbangkan faktor-faktor lain yang dapat memengaruhi perilaku *cyberbullying.* Faktor lain tersebut yaitu faktor personal yang terdiri atas gender, usia, motif, kepribadian, keadaan psikologis, status sosioekonomi dan penggunaan teknologi, dan perilaku maladaptif serta faktor situasional yang terdiri atas provokasi dan dukungan yang dirasakan, keterlibatan orangtua, iklim sekolah, dan anonimitas. Selain itu, dalam penelitian ini menggunakan metode penelitian kuantitatif yang hanya melakukan penyebaran skala penelitian tanpa wawancara yang mendalam, sehingga informasi yang didapatkan masih minim.

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**THE EFFECT OF MORAL DISENGAGEMENT ON CYBERBULLYING BEHAVIOR IN ADOLESCENT SOCIAL MEDIA USERS IN MAKASSAR CITY**

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***ABSTRACT***

St. Hadjarawati, Asniar Khumas, & Haerani Nur, (2019). the effect of moral disengagement on cyberbullying behavior in adolescent social media users in the city of Makassar. Thesis*.* Makassar. Major of Psychology, Faculty of Psychology, Universitas Negeri Makassar.

Cyberbullying is the behavior of hurting other people's feelings without guilt over the internet which is mostly done by teenagers. One of the factors that influence adolescents doing cyberbullying is moral disengagement. This study aims to determine the effect of moral disengagement on cyberbullying behavior in adolescent social media users in the city of Makassar. The sampling technique used incidental sampling with 41 research subjects. The data analysis method used is a simple regression analysis. The results showed that there was an influence of moral disengagement on cyberbullying behavior on social media in adolescents (p = 0,000, R square = 0.383). This finding requires the need for regulation in the use of social media from related parties, as well as providing education for adolescents related to the negative impact of social media.

**Keywords**: *Adolescence*, *cyberbullying, moral disengagement, social media.*

 The development of increasingly advanced and modern technology makes it easy for individuals to disseminate and obtain information quickly because it is supported by the internet. Data from a survey conducted by the Association of Indonesian Internet Service Providers (APJII) of 5900 respondents revealed that internet users in 2018 reached 171.17 million users or around 64.8% of the total 264.16 million population of Indonesia.

Teenagers are the highest users, which is 91% of the results number of internet users with an age range of 15-19 years. The duration of time most used to access the internet is around 8 hours per day and as much as 18.9% is used to access social media (APJII, 2018).

 Individuals can communicate with anyone and anywhere, with the help of social media through the internet. Akram and Kumar (2017) suggest that social media is an online platform used by individuals to build social networks or social relationships with other people, who have similar interests, careers, or activities.

 A survey conducted by Hootsuite (We Are Social) in 2019 revealed that as many as 150 million Indonesians (56%) used social media. There are three most widely used social media, first, YouTube with 132 million users (88%), second, Facebook with a total of 121.5 million users (81%), and the third is Instagram with 120 million users (80%) (Hootsuite, 2019).

 Very large users of social media in Indonesia are inseparable from the impacts on their users, both positive and negative. The positive impact of social media is that it can help individuals communicate effectively, share knowledge and information, and obtain or expand relationships. The negative impacts caused by social media include internet addiction, the possibility of hacking of personal information, fraud, and the most frequently encountered is the act of bullying or known as cyberbullying (Akram & Kumar, 2017).

 Willard (2005) suggests that cyberbullying is an act of violence committed by someone by sending or uploading dangerous material, or engaging in the form of social aggression through the internet or digital technology. Pratiwi (2011) suggested that cyberbullying is a type of bullying in verbal and nonverbal forms, which is done by someone through electronic media.

 Cyberbullying is in the form of sending messages that contain harsh words, anger, and vulgarity or say bad things to others (verbal/written bullying), send or post things that are visually burdensome, in the form of pictures or videos that embarrass someone ( visual/ sexual bullying), and hurt others by excluding them from the online community (social exclusion) (Lee, Abell, & Holmes, 2015).

 Researchers conducted an online survey of 63 respondents (17 male and 46 female) Instagram users with an age range of 15-22 years. The results showed that as many as 12.1% (8 people) of respondents had given negative comments to certain profile posts or accounts, 7.6% (5 people) had sent messages (direct massage) that were negative, 7.6% (5 people) ) claimed to use a fake account to cyberbullying and around 33.4% (22 people) had / might get comments or messages that were negative. The rest never do or get cyberbullying. The comments that are often made in the form of insults, ridicule about the appearance, and criticism on the account profile.

 Menesini, et al (Hymel & Bonanno, 2014) suggested that bullying behavior can be associated with an individual's moral understanding of the consequences of behavior. Individuals feel that bullying is a natural thing in the modern era like this, because it is considered as a joke. Such egocentric understanding is a specific mechanism that justifies bullying behavior. Individuals will focus on the personal benefits of bullying, and ignore or deny the consequences and effects on victims of bullying.

 Hymel, Henderson, and Bonanno (2005) suggest that individuals rarely acknowledge that actions taken are wrong, when engaging in immoral behavior. Individuals will explain and justify the behavior carried out by offering a variety of circumstances, and contexts out of control that affect the behavior. Individuals will reconstruct intimidating behavior towards others through a mechanism called moral disengagement, so that it becomes morally acceptable behavior. For this reason, individuals will feel that intimidating people is a natural thing.

 Day and Lazuras (2016) suggested four aspects of moral disengagement, namely moral justification (describing de- structive behavior as a noble goal), minimization of harmful effects (minimizing the effects of cyberbullying behavior), denial of responsibility (ignoring personal responsibility), and dehumanization (blaming target cyberbullying).

 Moral disengagement is a cognitive mechanism that convinces individuals that behavior that is contrary to personal moral standards by individuals is acceptable. Individuals who are morally detached are considered to be involved in thinking patterns that can cause aggressive behavior. Numerous studies have shown that individuals who change behavior that conflicts with moral standards that make it acceptable are individuals who tend to be aggressive (Meter & Bauman, 2018).

 Another study conducted by White-Ajmani and Bursik (2014) of 181 students showed that moral disengagement had a correlation with the behavior of aggression in the context of revenge. Moral disengagement has an important role in predicting interpersonal aggression behavior. Research conducted longitudinally by Paciello, Fida, Tramontano, Lupinetti, and Caprara (2008) suggests that adolescents who exhibit high levels of moral disengagement are more likely to be involved in physical and verbal aggression and other acts of violence, and show low guilt. Moral disengagement allows individuals to distance themselves cognitively, by avoiding emotional feelings such as shame and guilt when actions taken by individuals are contrary to moral standards. Individuals will ignore the tendency to judge one's own actions as morally wrong (Runions & Bak, 2015).

 Based on the description above, the researcher is interested in conducting a moral disengagement study of cyberbullying behavior in adolescent social media users in Makassar City. The hypothesis in this study, namely: there is the influence of moral disengagement on cyberbullying behavior in adolescents on social media.

**RESEARCH METHODS**

 This research uses quantitative methods. Sugiyono (2013) suggested that quantitative methods are methods that use research instruments to test hypotheses and then be analyzed statistically. The method used in this study is the attitude scale of the Likert model. Sugiyono (2013) argues that the Likert scale is used to measure individual attitudes or perceptions of a phenomenon. Periantalo (2015) states that the Likert model scale consists of two types of items, namely Favorable (F) and Unfavorable (UF) items.

 The population in this study is Makassar city adolescents who are active users of social media with an age range of 14-20 years and have done cyberbullying on social media at least 1 time. The sampling technique used in this study is incidental sampling, which is taking samples by chance meeting with researchers and having characteristics as data sources. Based on the sampling technique, the number of samples in this study were 41 adolescents.

 Data collection techniques used in this study, namely:

1. The scale of cyberbullying behavior compiled by researchers based on aspects of cyberbullying behavior by Lee, Abell, and Holmes (2015), namely verbal/written bullying, visual/sexual bullying, and social exclusion with a total of 18 items. The results of the analysis of the discrimination of the items showed that 8 items that died from the 24 items tested were tested with a total correlation coefficient on the non-declining items in this study moving from 0.317 to 0.634. The reliability coefficient of the cyberbullying behavior scale on a scale trial conducted with 24 items and using 100 subjects, obtained a reliability value of 0.839.
2. The moral scale of disengagement was prepared by researchers based on the mechanism of Day and Lazuras (2016) with a total of 8 items. The results of the analysis of the discrimination of the items showed that 8 items that died from the 16 items tested were tested with the total correlation coefficient on the non-declining items in this study moving from 0.317 to 0.634. The reliability coefficient of moral disengagement scale on a scale trial conducted with 16 items and using 100 subjects, the reliability value of 0.700 was obtained.

 Data analysis techniques in this study used Simple Regression Analysis techniques with the help of SPSS 21 for windows. Kariadinata and Abdurahman (2012) suggested that simple regression analysis was used to measure the relationship between two variables namely the dependent variable and the independent variable. The criteria used in this hypothesis test are:

1. If the significance value p> 0.05, then Ha is rejected and Ho is accepted.
2. If the significance value is p <0.05, Ha is accepted and Ho is rejected.

**RESULTS AND DISCUSSION**

 Description of research data based on the hypothetical mean, namely:

**Table 1**. Description of research data

|  |  |
| --- | --- |
| **Variables** | **Hypothetic** |
| **Min** | **Max** | **Mean** | **SD** |
| Perilaku *Cyberbullying* | 18 | 90 | 54 | 9 |
| *Moral Disengagement* | 8 | 40 | 24 | 4 |

 First, the cyberbullying behavior scale amounts to 18 items with a range of scores from 1 to 5. The results of the research data show that the hypothetical mean of cyberbullying behavior is 54 with a standard deviation of 9. The results of the research result show that the lowest score is 18 and the highest score is 90. Following behavior categorization cyberbullying:

**Table 2**. Description of cyberbullying behavior

|  |  |  |  |
| --- | --- | --- | --- |
| **Interval Score** | **F** | **Percentage (%)** | **Category** |
| **X ≤ 63** | 1 | 2% | Height |
| **45 ≤ X < 63** | 23 | 57% | Medium |
| **X ≥ 45** | 17 | 41% | Low |
| **Amount** | **41** | **100%** |  |

 Based on the table above, that as many as 1 teenager are in the high cyberbullying behavior category with a percentage of 2%, 23 teenagers are in the moderate category with a percentage of 57%, and 17 teenagers are in the low category with a percentage of 41%. The percentage results show that adolescents in Makassar City are included in the category of moderate cyberbullying behavior, with a percentage of 57% or as many as 23 people.

 Second, the moral disengagement scale is 8 items with a range of scores from 1 to 5. The research data shows that the hypothetical mean of moral disengagement is 24 with a standard deviation 4. The research result data shows that the lowest score is 8 and the highest score is 24. The following moral categorization disengagement:

**Table 3**. Description of moral disengagement

|  |  |  |  |
| --- | --- | --- | --- |
| **Interval Score** | **F** | **Percentage (%)** | **Category** |
| **X ≤ 28** | 8 | 20% | Height |
| **20 ≤ X < 28** | 30 | 73% | Medium |
| **X ≥ 20** | 3 | 7% | Low |
| **Amount** | **41** | **100%** |  |

 Based on the table above, it can be seen that as many as 8 subjects experienced high moral disengagement with a percentage of 20%, as many as 30 subjects experienced moderate moral disengagement with a percentage of 73%, and as many as 3 subjects experienced low moral disengagement with a percentage of 7% . The percentage results show that adolescents in Makassar City are included in the category of moderate moral disengagement with a percentage of 73% or as many as 30 people.

 Shin, Davis, and DiBlasi (2017) who suggested that the perpetrators of intimidation (cyberbullying) experienced a high level of moral disengagement compared to non-perpetrators. Hymel and Bonanno (2014) in their research suggested that children and adolescents showed a high level of moral disengagement by justifying and rationalizing their behavior to avoid self-punishment in the form of guilt and shame.

 After the cyberbullying behavior and moral disengagement behavior is known, data analysis is done using the assumption test (linearity and normality test) and hypothesis testing (simple regression analysis) with the following results:

**Table 4**. Results of the Kolmonogrov-Smirnov Test One-sample normality test

|  |  |  |
| --- | --- | --- |
| **Variable** | ***Asymp. Sig. 2 Tailed*** | **Description** |
| *Moral Disengagement* | 0.104 | Normal |
| *Cyberbullying Behavior* | 0.867 | Normal |

 Based on the results of the normality test in the table above, it can be concluded that the data in this study are normally distributed with Asymp values. Sig. 2 Tailed is 0.104 for the moral disengagement variable and 0.867 for the cyberbullying behavior variable.

**Table 5**. Linearity test results

|  |  |  |
| --- | --- | --- |
| **Variables** | ***Linearity*** | **Desc.** |
| **F** | ***Sig.*** |
| *Moral Disengagement**Cyberbuulying Behavior* | 1.885 | 0.000 | Linear |

 Based on the results of the linearity test shows that the value of sig. 0.000 <0.05, it can be concluded that moral disengagement with cyberbullying behavior has a linear relationship.

**Table 6.** Hypothesis test results of the influence of moral disengagement on cyberbullying behavior of adolescent social media users in Makassar City.

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **p** | ***R Square*** | **Desc.** |
| *Moral Disengagement* | 0.000 | 0.383 | Sig |
| *Cyberbullying Behavior* |

 The results of hypothesis testing using simple regression analysis techniques showed that the significance result was 0.000 (p <0.05) which means that there is a moral disengagement effect on cyberbullying behavior in adolescent social media users in Makassar, so the hypothesis of this study can be accepted. R Square value of 0.383 which means moral disengagement gives an effect of 38.3% on cyberbullying behavior and 61.7% is influenced by other factors not included in this study.

 The correlation direction possessed by the two variables is positive, so it can be concluded that the higher moral disengagement, the higher the cyberbullying behavior of adolescent social media users in Makassar and vice versa the lower the moral disengagement, the lower the cyberbullying behavior possessed by adolescent social media users in Makassar City.

 In line with the longitudinal research conducted by Wang, et al (2016), it is suggested that moral disengagement has an important relationship with bullying and aggressive behavior among adolescents. Paciello, et al (2008) suggested that a high level of moral disengagement affects the likelihood of individuals involved in cyberbullying. Adolescents who exhibit high levels of moral disengagement are more likely to be involved in physical and verbal aggression and other acts of violence and show low guilt. Cyberbullying perpetrators will reframe aggressive actions carried out as harmless behavior (Kowalski, et al, 2014).

 This study uses additional tests to determine differences in cyberbullying behavior and moral disengagement in terms of gender and education level. The results of the T-test, namely:

**Table 7**. Moral disengagement differences in adolescent users of social media in terms of gender.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **Gender** | **N** | **Mean** | ***Sig. (2 tailed)*** |
| *Cyberbullying behavior* | Male | 17 | 47.35 | 0.270 |
| Female | 24 | 44.79 |
| *Moral disengagement* | Male | 17 | 26.18 | 0.993 |
| Female | 24 | 26.17 |

 Based on the results of the T-test above, obtained an average value of cyberbullying behavior in adolescent boys by 47.35 and women by 44.79. The results of the Sig. (2 tailed) on the cyberbullying behavior variable is 0.270 (> 0.05) which means there is no influence of gender differences on cyberbullying behavior. This is in line with research conducted by Hinduja et al (Kowalski et al, 2014) suggesting that there are no significant differences between men and women in becoming perpetrators and victims of cyberbullying.

 In the moral disengagement variable, the average value obtained in adolescent boys is 26.18 and women is 26.17. The results of the Sig. (2 tailed) the moral disengagement variable is 0.993 (> 0.05) which means there is no influence of gender differences on the level of moral disengagement.

**Table 8**. Differences in moral disengagement and cyberbullying behavior in adolescents in terms of education level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **Educational Level** | **N** | ***Mean*** | **F** | ***Sig*** |
| *Moral disengagement* | Student | 5 | 26.20 | 0.138 | 0.872 |
| College Student | 34 | 26.09 |
| None | 2 | 27.50 |
| *Cyberbullying behaviour* | Student | 5 | 45.80 | 0.001 | 0.999 |
| College Student | 34 | 45.85 |
| None | 2 | 46.00 |

 Based on the above table, the One-way Anova test results show that there is no difference in moral disengagement and cyberbullying behavior in adolescents in terms of education level, with sig. 0.872 and 0.999 (> 0.05).

**CONCLUSIONS AND RECOMMENDATIONS**

 Based on the results of research and discussion, it can be concluded that there is a positive influence of moral disengagement on cyberbullying behavior in adolescent social media users in Makassar City. The higher moral disengagement, the higher the cyberbullying behavior of adolescent social media users in Makassar.

 As for some suggestions that can be considered, namely:

1. For Youth Social Media Users

 It is expected that adolescents in Makassar City will be more careful and wise in using social media by controlling their self-control in order to avoid being a perpetrator or victim of cyberbullying, and can be responsible for themselves.

1. For Parents

 It is hoped that parents will increase their supervision and control their children in playing the internet, especially on social media. Parents need to guide children in playing the internet to avoid the adverse effects arising from the internet and social media.

1. For further researchers

 Further researchers are advised to conduct research with a greater number of subjects. Future studies are also suggested to consider other factors that can influence cyberbullying behavior. Other factors include personal factors consisting of gender, age, motives, personality, psychological conditions, socioeconomic status and use of technology, and maladaptive behavior and situational factors consisting of provocation and perceived support, parental involvement, school climate, and anonymity. In addition, in this study using quantitative research methods that only carry out the distribution of the scale of research without in-depth interviews, so that the information obtained is still minimal.

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