INTERNATIONAL CONFERENCE
IC ON BI 2022
ON BIOPSYCHOSOCIAL ISSUES

Cyberbullying Determinants on The Behavior of Adolescents (Review of Relationship Attitudes and Family Functions)

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Abstract

This research aims to determine the relationship between attitudes toward cyberbullying behavior with cyberbullying behavior in adolescents and the relationship between family function and cyberbullying behavior in adolescents. The scale used is cyberbullying behavior, the scale of attitudes toward cyberbullying behavior, and the Family Assessment Device (FAD). The sampling technique used was purposive sampling with the number of respondents, 48 young men and young women who use social media with age criteria of 13-17 years ever conduct cyberbullying behavior. Techniques used to test hypotheses are Kendall's Tau correlation technique. The results show a relation between attitudes toward cyberbullying behavior and family function with cyberbullying behavior in adolescents, with a correlation of R= 0.898. This research also shows the relationship between attitudes toward cyberbullying and cyberbullying behavior in adolescents. There is a relationship between family function and cyberbullying behavior in adolescents.

Keywords: Cyberbullying, family, teenager

Introduction

Social media provides opportunities and makes sharing information online easier for users to share activities widely. Instagram, Facebook, blogs, WhatsApp, and Twitter, are often used. Indonesian people love to visit social media; it is recorded in a study by We Are Social and Hootsuite that at least 130 million Indonesians are active on various social media, including Facebook, Instagram, Twitter, and more (Laksamana in Techno Okezone, 2018).). These data show that social media is widespread among people in Indonesia, both among teenagers and adults.

Among school students, technology can be a medium for opportunities to carry out cyberbullying behavior (Hoff & Mitchell, 2009). Cyberbullying behavior is the behavior of abusing technology by uploading images or videos related to someone with the aim of humiliating and threatening the victim. (Disa, 2011) Cyberbullying behavior is described as deliberate and repeated harm that appears through the media in the form of electronic text (Hinduja & Patchin, 2007), the target of cyberbullying is an attack in the form of a series of messages and images that are degrading, sexually threatening by sending it through messages, telephone, email and personal online profiles (Shariff, 2006). Social media is not only a medium to share things and communicate but can also develop into an act of violence. The violence that occurs in cyberspace is generally carried out through social networks, which is known as cyberbullying behavior. The development of types of Bullying in the electronic world is divided into seven sub-categories: bullying text messages, pictures sent via cellphones, calls, emails, instant messages containing intimidation, and bullying through websites (Slonje & Smith, 2008).

According to a survey conducted by Latitude News, cases of cyberbullying occur not only in countries such as America, Britain, and Japan, but Indonesia is one of the countries with the second-highest number of cyberbullying cases in the world after Japan (Satalina, 2014). To a survey conducted by the Indonesian Ministry of Social Affairs, of those aged 12 to 17 years, 84 percent of them have become victims of Bullying. The Indonesian Child Protection Commission (KPAI) recorded that in 2016 there were

3,580 incidents, and 14 percent were cyberbullying (Oda in Tribunjogja.com, 2017).

In Surveys conducted in the UK by NCH (National Children's Home) (2005) of 770 children aged 11–19 years, 20% received results that they had experienced cyberbullying behavior or received threats, and 11% acknowledged having sent messages or made threats to someone (Slonje & Smith, 2008). UNICEF data in 2016 states that as many as 41 to 50% of teenagers in Indonesia in the age range of 13 to 15 years have experienced cyberbullying (Kumparan Style, 2016). From 2002 to 2005, there was several increases in cyberbullying cases, which was 7%, and these cases occurred mainly in girls (Slonje & Smith, 2008). The data presented shows a condition that is quite worrying because it sees the impact of cyberbullying behavior felt by teenagers.

The impact of Bullying in cyberspace causes students to experience feelings of anger, helplessness, fear, and sadness. Victims generally do not seek help or report to others for fear of retaliation from the perpetrator, shame, or the victim, assuming that adults will not act to help (Hoff & Mitchell, 2009).

Existing research results still raise differences of opinion regarding the causes of cyberbullying behavior. As in the research of Jafarkarimi, Saadatdoost, Sim, and Mei (2017), it is said that based on the Theory of Planned Behavior with variables, subjective norms, attitude, and perceived behavioral control affect the desire to cyberbully. Subjective norms refer to the ideas of people who are important to individuals and their perceptions of how they evaluate the behavior in question (Jafarkarimi, Saadatdoost, Sim & May 2017). However, in the study, it was said that significant results were shown only on the subjective norms and overall gain. According to Jafarkarimi, Saadatdoost, Sim, and Mei (2017).

In Lee and Wu's research (2018), it was shown that attitudes toward cyberbullying affect the desire to carry out cyberbullying behavior and this desire significantly affects cyberbullying behavior. Individuals who disagree with cyberbullying have a negative attitude toward their desire and behavior to engage in cyberbullying (Lee and Wu, 2018). Eslea and Smith (2012) mention that the main approach to preventing cyberbullying is changing students' attitudes towards cyberbullying. According to research by Hong, Lin, Hwang, Hu, and Chen (2014), attitudes towards cyberbullying are internal psychological desires

regarding the problem of cyberbullying behavior in adolescents. Adolescents, when they see cyberbullying behavior as wrong behavior in social ethics,

The highest influence of cyberbullying behavior on adolescent society is a peer and parental function (Chen, Ko, Lee & Lin, 2010). The family is the first and foremost environment for children, so the family's position in the psychological development of children is very dominant (Yusuf, 2012). Teenagers project their inner turmoil outward (caused by the breakdown of their own family and home environment) in the form of open conflicts and individual and mass fights. Therefore, clear information is needed to assist the family; this family environment is very related to groups at high risk for cyberbullying; for example, providing counseling to students should involve families (Lee & Wu, 2018). This is supported by research from Yusuf and Fahrudin (2012); Fithria (2016), based on the cause stated that several factors encourage cyberbullying behavior among school students, namely individual factors, family, peers, school, media, and self.

This study aims to determine the relationship between attitudes toward cyberbullying behavior and family functions with cyberbullying behavior in adolescent cyberbullies, to determine the relationship between attitudes toward cyberbullying behavior and cyberbullying behavior in adolescent cyber-bullies and the last is to determine the relation between family functions and cyberbullying behavior on teenage cyber-bullies.

Notoatmodjo (2010) describes behavior as the whole of one's understanding and activities. Meanwhile, according to the CALD dictionary (2008), Cyber is a matter related to computer equipment, especially the internet. According to the American Psychological Association (2013), the term Bullying is someone who performs aggressive behavior, is done repeatedly, and causes feelings of hurt or discomfort to others. According to Hurlock (1980), adolescence is a period in which children are considered adults when they can reproduce. Early adolescence occurs at the age of 13 to 17, the legal age of maturity.

Based on the definitions from some of the experts above, it can be stated that adolescent cyberbullying behavior is the behavior of individuals or groups aged 13-17 years in abusing technology and electronic communication tools, intentionally and repeatedly, through writing and uploading images or

videos, which are threatening. This behavior is expressed through messages, blogs, and online profiles aimed at humiliating, torturing, and making fun of someone.

The forms of cyberbullying, according to Willard (2005), Kowalski, Limber and Agatson (2008), and Chadwick (2014), are flaming, harassment, denigration, impersonation, outing and tricker, exclusion, cyber-stalking, pseudonyms, masquerading. The form of cyberbullying behavior used in this study belongs to Chadwick because the theory used is more complete than the previous one, namely, nine forms of cyberbullying behavior.

There are several factors of cyberbullying behavior experienced by teenagers, such as in the study of Disa (2011), which states that the factors that influence adolescents include traditional Bullying, personality characteristics, perceptions of victims, strains, and the role of parental interactions.

The factors that underlie the causes of cyber-bullying behavior, according to Pandie and Weismann (2016), are family predictor factors, internal factors, and exogenous factors (social environment). According to Jafarkarimi, Saadatdoost, Sim, and Mei (2017), the factors that influence cyberbullying behavior are Attitude, Subjective norms, Perceived behavioral control, Moral obligation, Perceived threat of legal punishment, and overall gain.

Based on the experts above, it was found that the factors that influence cyberbullying behavior include strain, perception of victims, personality characteristics, traditional Bullying, the role of parental inter-action, internal factors (self-control system failure), exogenous factors (social environment), attitude (attitude), subjective norms, perceived behavioral control, moral obligation, the perceived threat of legal punishment, overall gain.

Attitude toward a behavior is a person's judgment that is not consistently absolute to react or respond to an attitude object, in the form of objects, people, events, or other things. Attitudes can determine the assessment of a person to like or not like (favorable/unfavorable) the object of the attitude (Yogatama, 2013). According to Ramadhani (2011), belief is related to the individual's understanding of himself and his surroundings which is carried out by connecting certain behaviors with the benefits or losses obtained if the individual does or does not do it.

Based on some of the experts above, it can be stated that attitude toward cyberbullying is a person's

judgment or judgment inconsistent in responding to an object, event, or phenomenon regarding cyber-bullying. Attitudes put people in a frame of mind about liking or disliking something, about approaching or staying away from it. Depends on the individual's assessment of the trusted beliefs.

Attitude components, according to Ajzen (2005), Luthfi, Ikhwan, Gazi, Hamdan (2009), and Hawkins and Mothersbaugh (2010), are cognitive components, affective components, and conative components. The attitude component belongs to Ajzen because cyber-bullying behavior is carried out non-verbally through the media and is harmonized with response categories (cognition, affection, and conation).

According to Families (2010), a family function measures the operation of the family as a unit and the interaction between family members. Parents who often argue with each other or fight tend to make children at risk of being more aggressive. According to Istiati (2010), Children who get less affection and have a slightly deviant upbringing have the potential to become bullies (Yusuf & Fahrudin, 2012).

Family functioning can be assessed through the Family Assessment Device (FAD). According to Epstein, Baldwin & Bishop (1983), the instrument consists of seven scales: Problem Solving, Communication, Roles, Affective Responsiveness, Affective Involvement, and General functioning. The assessment of family functions used in this study is the Family Assessment Device (FAD) because the instrument has good validity and reliability with Alpha for the sub-scale ranging from 0.72 to 0.92 (Epstein, Baldwin, and Bishops, 1983).

Attitudes towards behavior are determined by a combination of individual beliefs about the positive and negative consequences of performing a behavior with the individual's subjective value of the consequences of that behavior (Ajzen, 2005). Based on research by Hong, Lin, Hwang Hu, and Chen (2014), the attitude of teenagers when they see cyberbullying as wrong behavior in social ethics will decrease the desire to cyberbully people. Conversely, the attitude of adolescents when they see cyberbullying behavior as correct behavior in social ethics, the desire to cyberbully others will increase. A study by Barlińska, Szuster, and Winiewski (2018), showed that people with higher affection or emotionality were more likely to intervene in cyberbullying behavior. According to research by Hong, Lin, Hwang, Hu, and Chen (2014), a

person's attitude when he sees cyberbullying behavior as wrong behavior in social ethics will not carry out cyberbullying behavior.

Social influence is considered as the opinions or expectations of other people who are important in one's thoughts or life and the surrounding environment (Tan & Hung, 2006). Individual behavior tends to be constant for individuals who grow up surrounded by different groups. Influenced by parents, friends, and colleagues. When individuals disagree with cyberbullying, their attitude towards cyberbullying is more negative, which affects their intention and behavior to engage in cyberbullying.

Adolescence is a period of change, a period of troubled age, a period of searching for identity, and a period of threshold to maturity ranging from 10 to 22 years of age. They are more easily influenced by their surroundings, especially friends, than when they were children. The influence of parents is getting weaker. Teenagers behave, have different pleasures, and even conflict with family behavior and pleasures (Jatmika, 2010).

Cyberbullying is behavior that abuses technology by writing text, and uploading pictures or videos about certain people to humiliate, torture, make fun of or threaten the victim (Disa, 2011). According to her, unwanted behavior, such as Bullying, results from the dynamics of interactions within the family. According to Istiati (2010), the role of the family describes the pattern of interpersonal behavior, traits, and activities related to individuals in certain situations and positions. Adolescents who receive less affection, an imperfect upbringing, and a lack of positive reinforcement have the potential to become bullies or victims (Yusuf & Fahrudin, 2012).

Based on Epstein, Baldwin & Bishop's (1983) research, the instruments for assessing family function are problem-solving, communication, roles, affective responsiveness, affective involvement, and behavior control. Families who can solve problems (problem-solving) effectively can help their family members positively solve cyberbullying behavior problems. Good communication with family members can minimize cyberbullying behavior because they know the problems they are facing by communicating with fellow family members. Adolescents raised with good family roles tend to have no problems in social interaction (Yusuf & Fahrudin, 2012). Children who are not rewarded (affective responsiveness) in the family

and lack positive reinforcement have the potential to become bullies (Yusuf & Fahrudin, 2012). Regarding behavior control, parents who often argue or argue with each other or fight tend to form children at risk of becoming more aggressive (Istiati, 2010).

From the different opinions above, the hypotheses that can be submitted are as follows:

H1: There is a relationship between attitudes towards cyberbullying behavior and family functioning with cyberbullying behavior in adolescents

H1: There is a positive relationship between attitudes towards cyberbullying and cyberbullying behavior in adolescents. The higher the attitude towards cyberbullying behavior, the stronger the cyberbullying behavior.

H2: There is a negative relationship between family function and cyberbullying behavior in adolescents. The lower the family function, the stronger the cyberbullying behavior.

Methods

This research is quantitative correlational research. This study has three variables: adolescent cyberbullying behavior as a dependent variable, attitudes towards cyberbullying behavior as an independent variable (X1), and family function as a variable (X2). Data analysis methods using Kendall's Tau and regression analysis of 2 predictors.

Before collecting data, the researcher formulates the problem to be studied, then conducts a literature study to see the problem from a theoretical point of view. After getting the theory related to the issues raised, the researcher began to make all the necessary preparations, from the research subject to the research location. In this study, researchers will involve adolescents as research subjects.

The subjects in this study were teenagers who carried out cyberbullying behavior. The fact that the subject is a cyberbully is seen from the scale data shared via Google Form. Google Form is an innovation from Google Docs to create questions through a questionnaire or an online event registration form through Google. The subject is an active social media user, namely, using social media in the past month.

Data retrieval through scale distribution on Google Forms. The scale is distributed through social media such as (Whatsapp, Instagram, LINE, and email). The scale is also distributed through class groups in several high schools. Trial data collection involved 45

subjects consisting of 29 young women and 16 young men, while data collection for hypothesis testing involved 48 subjects consisting of 26 young women and 22 young men.

Subjects in this study are teenagers who have done cyberbullying behavior with an age range of 13-17 years and social media users who are still active for the last month. The fact that the subject is a cyberbully is seen from the scale data shared via Google Form. The subject is an active social media user, namely, using social media in the past month. The scale in the online form (google form) is given to subjects that the researcher cannot meet directly. The researcher distributes the online scale to the subject by sharing the online scale link via the WhatsApp application.

The data collection method used a scale: cyber-bullying behavior, attitude scale towards cyberbullying behavior, and family function scale. The cyberbullying behavior scale was developed based on the forms of cyberbullying behavior. The cyberbullying behavior scale contains 21 items. The attitude scale toward cyberbullying behavior was developed based on the components of attitudes towards cyberbullying behavior. The attitude scale toward cyberbullying behavior contains seven items. The family function scale was developed based on an assessment of family function. The family function scale contains 28 items. The scales are presented as a rating scale with four answer choices ranging from 1 to 4. The scale used in this study is the Cyberbullying Behavior Scale, Attitude Scale towards Cyberbullying Behavior, and Family Assessment Device (FAD) for Family Function. Based on the validity and reliability of the instrument obtained, the cyberbullying behavior scale with the number of valid items is 21 items and 15 items that fail, the attitude scale towards cyberbullying behavior, the number of valid items is seven items, and the falling scale is three items, the family function scale is the number of items which is valid is 23, and the scale that falls is five items.

This scale is based on several experts' cyber-bullying behaviors: flaming, harassment, denigration, impersonation, outing, and tricker, exclusion, cyber-stalking, pseudonym, and masquerading. The total number of items is 36. There are 18 favorite items and 18 unfavorable items. This scale is a Likert scale with answer choices Very Often (VO), Often (O), Rarely (R), and Very Rarely (VR). Scoring on VO favorable (positive) items is indicated by number 4, O with number 3, R with number 2, and VR with number 1. Unfavorable (negative) items have a VO score indicated by number 1, O with number 2, R with number 3, and VR with number 4.

Table 1. Distribution of the Number of Drop Items on the Cyberbullying Behavior Scale

No.	Dimension	Items		Amount of Valid Items
		Favorable	Unfavorable	
1.	*Flaming*	1.2	3.4*	3
2.	*Harrasment*	5.6	7*,8	3
3.	*Denigration*	9.10	11*,12*	2
4.	*Impersonation*	13.14	15*,16*	2
5.	*Outing & Trickery*	17.18	19*,20*	2
6.	*Exclusion*	21.22	23*,24	3
7.	*Cyberstalking*	25,26	27*,28*	2
8.	*Pseudonyms*	29.30	31*,32*	2
9.	*Masquerading*	33.34	35*,36*	2
	Amount of Valid Items	**18**	**3**	**21**

*Source: Primary Data processed in 2020; *: Dropped item*

Attitude scale towards cyberbullying behavior. According to the experts, this scale is based on the conclusions of the attitude components, namely the cognitive component, the affective component, and the conative component. The total number of items is 10. There are five favorite items and five unfavorable items. This scale is a Likert scale with answer choices of Very Appropriate (VA), Appropriate (A), Not Appropriate (NA), and Very Inappropriate (VI). Scoring on favorable (positive) VA items is indicated by number 4, A with number 3, NA with number 2, and VI with number 1. Unfavorable (negative) items have a VA score indicated by number 1, A with number 2, NA with number 3, and VI with number 4.

Table 2. Distribution of Attitudes towards Cyberbullying Behavior

No.	Dimension	Items		Amount Items
		Favorable	Unfavorable	
1.	Components of Cognition	1	2.3	3
2.	Affective Component	4.5	6.7	4
3.	Conation Component	8.9	10	3
	Amount	**5**	**5**	**10**

Source: Primary data processed in 2020

Family function scale on cyberbullying behavior This scale is based on an assessment of family functions that influence cyberbullying behavior with a Family Assessment Device (FAD) scale consisting of Problem Solving, Communication, Roles, Affective Responsiveness, Affective Involvement, Behavior Control, and General Functioning. The total number of items is 28. There are 14 favorite items and 14 unfavorable items. This scale is a Likert scale with the answer choices Very Appropriate (VA), Appropriate (A), Not Appropriate (NA), and Strongly Disagree (VI). Scoring on favorable (positive) VA items is indicated by number 4, A with number 3, NA with number 2, and VI with number 1. Unfavorable (negative) items have a VA score indicated by number 1, A with number 2, NA with number 3, and VI with number 4.

Table 3. Distribution of Family Function Scale on Cyberbullying Behavior

No.	Dimension	Items		Amount Items
		Favorable	Unfavorable	
1.	*Problem-Solving*	1.2	3.4	4
2.	*Communication*	5.6	7.8	4
3.	*Roles*	9.10	11.12	4
4.	*Affective Responsiveness*	13.14	15,16	4
5.	*Affective Involvement*	17.18	19,20	4
6.	*Behavior Control*	21.22	23.24	4
7.	*General Functioning*	25,26	27.28	4
	Amount	**14**	**14**	**28**

Source: Primary data processed in 2020

After testing the validity and reliability, the item numbers were rearranged. The scale with the new item number is then used to collect data. Data collection is done through scale distribution on Google Forms. Data collection for data analysis was conducted from July 25, 2019, to August 14, 2019. This data collection also involved 48 subjects consisting of 26 young women and 22 young men. Data collection is done by distributing a scale or measuring instrument to the subject via social media such as (Whatsapp, Instagram, LINE, and email) and asking the subject's willingness to be able to fill it honestly. The collected data is then tabulated.

Testing the validity and reliability of the two measuring instruments was carried out through the Statistical Package Social Sciences (SPSS) program with the Pearson correlation technique corrected by Part-Whole, while the reliability test was carried out by Alpha Cronbach technique. Testing of measuring instruments was carried out by asking for help and the willingness of the subject to fill out the scale that the researcher had prepared beforehand. The test results will not be used for data collection for hypothesis testing analysis.

Results and Discussion

The normality test results showed that the cyberbullying behavior scale score showed the Kolmogorov-Smirnov Z value of 0.304 with $p < 0.05$. This shows that the cyberbullying behavior scale item score is not normally distributed. The attitude scale score towards cyberbullying behavior shows the Kolmogorov-Smirnov Z value of 0.208 with $p < 0.05$. This shows that the score on the attitude scale item towards cyberbullying behavior is not normally distributed. The family function scale score shows the Kolmogorov-Smirnov Z value of 0.200 with $p < 0.05$. This shows that the family function scale item score is not normally distributed.

The data analysis method used in this research is Kendall's Tau. Results that can be known value of τo for the relationship between attitudes towards cyberbullying behavior and cyberbullying behavior is 0.526 >o table 0.288; it can be concluded that there is a relationship or correlation between the attitude variable towards cyberbullying behavior and cyberbullying behavior. The calculation value of the τo relationship between family functions and cyberbullying behavior is -0.440 > r table 0.288; it can be concluded that there is a relationship or correlation between family function variables and cyberbullying behavior.

Based on the significant correlation between attitudes towards cyberbullying behavior and cyberbullying behavior, it can be stated that one factor that plays a role in the formation of cyberbullying behavior is the attitude towards cyberbullying behavior. The more positive the attitude toward cyberbullying behavior of a teenager on cyberbullying behavior, the more teenagers tend to carry out cyberbullying behavior. Adolescents, when they see cyberbullying behavior as wrong behavior in social ethics, the desire to carry out cyberbullying behavior to others will decrease (Hong, Lin, Hwang, Hu & Chen, 2014). This is by the research of Lee and Wu (2018),

The relationship between family function and cyberbullying behavior in this study showed results of -0.440 (p< 0.05). The level of closeness of the relationship between the variables was moderate/fair, which means a significant negative correlation. The lower the score obtained by the subject, the higher the family function on cyberbullying behavior. Vice versa, if the score obtained is high, then the family function on cyberbullying behavior in subjects is low in adolescents. These results are by the opinion of Chen, Ko, Lee & Lin (2010) that the highest influence of cyberbullying behavior on adolescent society is a family function. According to Istiati (2010), parents who often argue or argue with each other or fight tend to form teenagers who have to be more aggressive.

Conclusion

Based on the results of the research that has been done, it can be concluded that: There is a relationship between attitudes towards cyberbullying behavior and family functions with cyberbullying behavior in adolescents. There is a positive relationship between attitudes toward cyberbullying and cyberbullying behavior in adolescents. The higher the attitude toward cyberbullying behavior, the stronger the cyberbullying behavior. Thus, H1 is accepted. There is a negative relationship between family function and cyberbullying behavior in adolescents. The lower the family function, the stronger the cyberbullying behavior. Thus, H2 is accepted. Based on the results of the study and the limitations of the study, there are several suggestions for parents and further research. It is hoped that parents can maintain good functions and relationships with children, such as guiding children to be wiser in socializing on social media and using gadgets to avoid cyberbullying behavior. Future research is expected to research cyberbullying behavior which is expected to deepen other factors that can influence cyberbullying behavior.

Acknowledgment

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