

ROLE OF FAMILY AND ENVIRONMENT IN THE USE OF SOCIAL MEDIA AND THE IMPACT OF BULLYING BEHAVIOR IN JUNIOR HIGH SCHOOL

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Abstract - Structural Equation Modeling (SEM) is a statistical modeling technique that is highly cross-sectional, linear, and complex. SEM is also a combination of two multivariate techniques that confirmatory factor analysis and path analysis. In this study Structural Equation Modeling is applied to analyze the factors that influence the individual behavior of student at Junior High School. Where researchers take two latent variables, there are family and environment with intervening factors is the media. The data used in this study are primary data obtained using a questionnaire to students of class VII and class VIII with a total number of 181 students and have committed or been victims of bullying / Harassment. This study aims to determine the effect of family and environment on the individual behavior of junior high school student with intervening media variables. The results of this study notes that the model developed has been suitable to be used to identify and meet the criteria for goodness of fit. From the analysis of the model, the t-value for the family latent variable is 6.35 and the t-value for the environmental latent variable is 3.91, while for the intervening media variable is 6.98. With a critical value of 1.96 (for a real level of 5%) it was concluded that the latent variables of the family and the environment and the media had an influence on the individual behavior of a junior high school student.

Keywords: Family, Environment, Media, Individual Behavior

I. INTRODUCTION

Many experts differ in defining adolescence. According to the World Health Organization (WHO), adolescents is residents in the age range of 10-19 years. But according to the Minister of Health's Regulation R.I. number 25 of 2014 mentioned adolescents are residents in the age range of 10-18 years (LDFEBUI, 2017).

Hurlock in Herlina (2013) divides the age range of adolescents into 2 periods, namely: early adolescence (11-12 years to 16-17 years), and late adolescence (16-17 years to 18-19 years). Whereas WHO divides adolescence based on women's fertility age, namely: 10-14 years for early adolescence, and 15-19 years for late adolescence. However, this limitation also applies to young men.

Many experts argue that adolescence is a transition from children to adulthood. This transition does not only occur at his age, but also in his physical, psychological and intellectual. During this transition, a teenager usually tries to find their identity. They try to show their existence to get recognition from people around them. For that they do various things, some did positive things, such as: being active in school organizations, mosque youth, Scouts and others. But there are also those who did negative things, such as: brawls between students or between villages, speeding on the road, drug abuse, and harassment (bullying).

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According to the Big Indonesian Dictionary (KBBI), harassment is a process, method or act of someone who uses his strength to hurt or intimidate people who are weaker than himself. Meanwhile, according to the United Nations Children's Fund (UNICEF), harassment is a form of aggressive behavior that occurs intentionally and repeatedly that causes other children to be injured.

UNICEF states that harassment can take many forms, such as: spreading issues, making threats, physical or verbal attacks, and ostracizing children from a group to hurt them. Therefore, there are 3 characteristics that distinguish intimidation from unpleasant forms of behavior and practice, there are: inequality, repetition, and balance of power.

Riauskina, et al. mention harassment as someone aggressive behavior towards others weaker repeatedly with the intention to harm the person. Based on the treatment, harassment can be divided into 5 those are: (1) Direct physical harassment, such as; hit, slap, push, damage other people's things, including blackmailing. (2) Direct verbal abuse, such as; threatening, demeaning, humiliating, intimidating, and calling a bad name. (3) Direct non-verbal harassment, such as; staring, looking cynically, condescending expressions, or sticking out his tongue. (4) Non-verbal harassment indirectly, such as; silence, neglect and exclusion. (5) Sexual harassment, can be in the form of physical or verbal aggression.

Bulu, et al. stated that one of the factors that influenced the behavior of early adolescent abuse was social media. Social media has influenced various groups, both young and old, in various aspects of life. Social media is used in economic activities, education and others. But social media also spread violence, expressions of hatred and others. Therefore social media not only has a positive impact, but also a negative impact.

For example, one of the negative effects of social media for early adolescents is harassment. Early teens can become perpetrators or victims of social media harassment (cyber bullying). Victims of cyber bullying usually feel depressed, disappointed, withdraw from their environment because of lack of confidence, feel ashamed of their environment because negative comments about themselves on social media can be seen by everyone. There were even cases of cyber bullying that ended in suicide because the victim could not help being embarrassed and sad because of the scolding.

Indeed the factors that influence abuse in early teens are not only social media but also many other factors influence this, for example the social environment. Bulu, et al. stated more that one of the factors that influenced a teenager to abuse was the environment. Bulu, et al. also mentioned that environmental factors are divided into the environment in schools and the environment with friends. However, these two factors cannot be separated explicitly because friendship of an early adolescent is more prevalent in schools. In their daily life, sometimes early teens consider to their friends more important than parents. This happens because some early teens spend more time with their friends compared to their parents.

Harassment behavior that is caused by the influence of friends can cause a negative influences for example by spreading the notion that harassment is not bad behavior. Harassment is considered a natural thing by people on their age.

This wrong view must be straightened out. Parents are required to play a more active role in conveying good behavior and bad behavior to adolescents. Families, especially parents, have a big role for adolescents in determining their social environment and social media. Aside from being a role model, parents are also required to be able to give directions to their children, so they won't do negative things, such as harassment.

II. METHODOLOGY

The subjects of this study consisted of students of Junior High Schools at Bekasi City, one of region in Indonesia consisting of 2 (two) junior high schools, with the characteristics of grade VII and grade VIII students with a total number of 181 students and had committed or been victims bullying / Harassment.

Based on the results of interviews conducted by researchers that several junior high school students in the city of Bekasi showed there are several cases of harassment among students at school. Both are done by older siblings toward their juniors or between those who feel stronger towards other classmates, but researchers used second grade students as research subjects because they have harassment behavior towards their juniors. Class I students tend to be victims of bullying. In this study, researchers used sampling technique that is purposive sampling.

Procedures and management of data collection in this study was conducted using a scale whereas using a measuring magnitudes constructs or variables that have been assigned a value which is used in research, X is the role of the family and the Environment; Y is the use of ICT, in this case how much the students take the advantages of devices in their daily life; and Z is Harassment Behavior which is an Individual Variable.

Dissemination and data collection is done directly by asking the willingness of subjects to fill out. To obtain data, the measuring instrument used in this study is a Likert scale. Before using all of the above research measuring instruments, we have gotten the reliability coefficient as a classic assumption test.

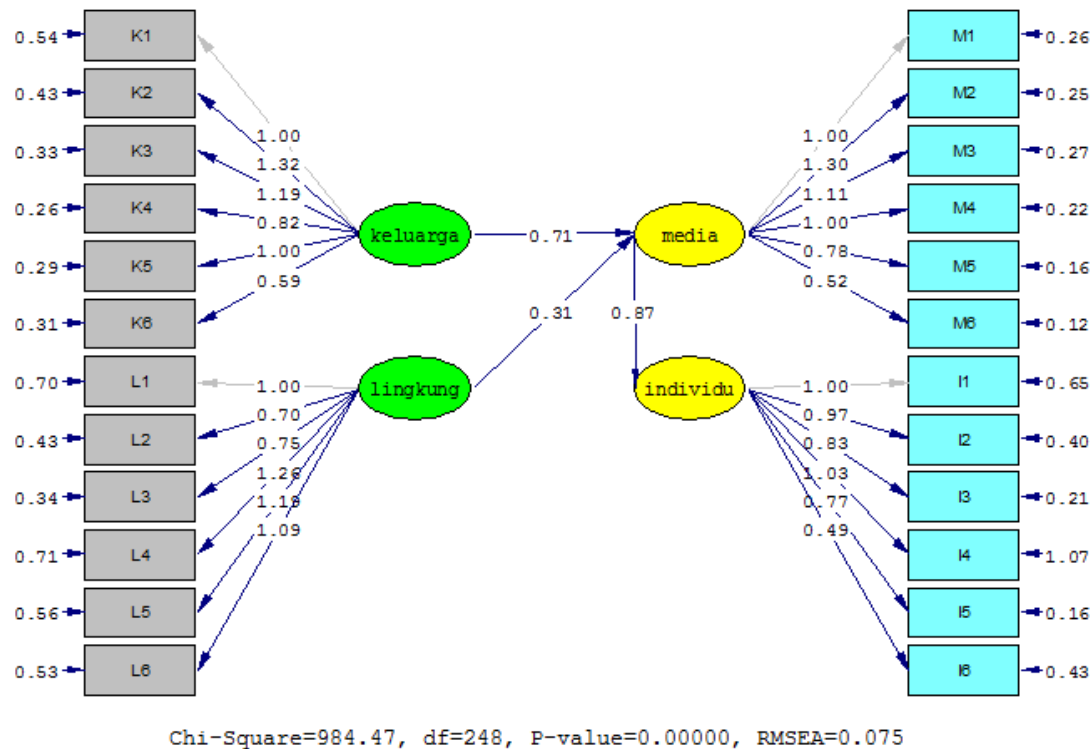
The variable used in this study is Variable X, consisting of Variable X1: Role of the Family; and X2: Social Environmental Conditions. Whereas for the Y variable is the use of ICT, and the Z variable which is an intervening variable is the individual variable.

Describing the results of the reliability on measuring instruments in this study can find out bellows;

- Environmental Reliability (X1): 0.814
- Family Reliability (X2): 0.538
- Reliability Media (Y): 0.773
- Individual Reliability (Z): 0.732

III. RESULTS

The following will discuss the contradiction of the indicator variables to each latent variable that they construct in sequence. The coefficient and diversity could be explained by each variable both for endogenous variables and exogenous variables in the picture 1.



Picture 1. Path Diagram *Estimated Model*

First indicators of paying attention, fulfilling, reminding, blaming, scolding, and hitting are reflections of family variables. All manifest changes from family have a positive influence as expected. The indicator is sufficient to provide the highest contribution of 1.32. This happens because the family always provides all the needs that their children need. The Remind Indicator is 1.19, pay attention and scold by 1.00, blaming by 0.82, and hitting by 0.59.

Next indicators of hitting, threatening, isolating, differentiating, social networking, and holding are a reflection of environmental variables. As for the distinguishing indicators have the highest contribution of 1.26. This happens because many children's social attitudes in their environment distinguish them from one another, as well as from other groups. Social networking indicators of 1.18, holding at 1.09, hitting at 1.00, ostracizing at 0.75, and threatening at 0.70.

Other indicators such as watching movies, collecting, imitating, playing, imitating, and watching scenes are a reflection of media variables. As for the collecting indicators, the highest contribution was 1.30. This happens almost from the majority of children who still like to collect and to store videos that contain pornography in their gadgets. Indicators imitate 1.11, watch movies and play at 1.00, imitate at 0.78, and watch at 0.52.

The last indicators of hitting, threatening, isolating, differentiating, social networking, and holding are a reflection of individual variables. As for the distinguishing indicators have the highest contribution of 1.03. This happens because the friendship between them still tends to discriminate with one another. Other indicators such as hitting by 1.00, threatening by 0.97, isolating by 0.83, social networking by 0.77, and holding by 0.49.

If in the structural Equation Model (SEM) in this study the latent variables of the media are influenced by the family and the environment which are extrinsic variables, then the manifest variables in the latent media variables are precisely the intervening to measure individuals of students.

The latent variables of the family and the environment have a positive influence on the media used by students in their school activities. Similarly, the influence expected by individual students of the intervening media variables has a positive influence. The results obtained show that the influence of family and environment has a positive influence on the use of media with the influence of the family having an efficiency of 0.71 higher than the effect of the environment with a coefficient of 0.31. That is, the role of the family in this case the parents have a more active role in delivering good behavior teenagers or students. The family also has a major role for teenagers or students in determining the social environment and their social media. Aside from being a role model, families are also required to be able to give direction to children so that they do not do negative things, such as harassment.

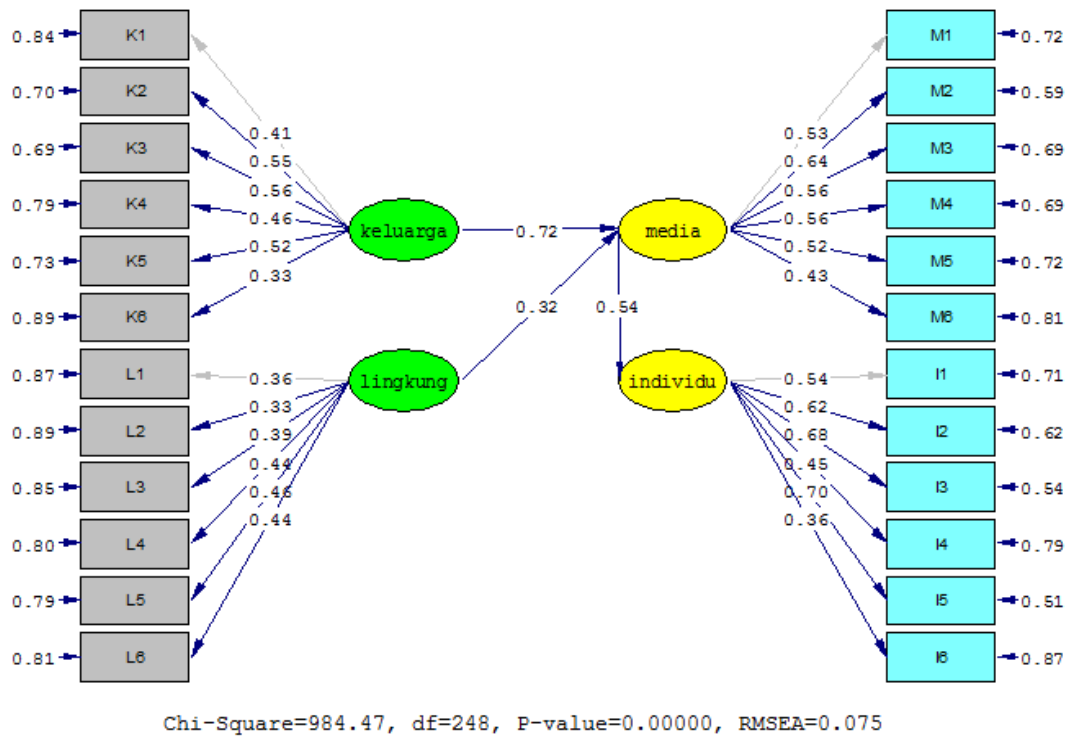
For the coefficient of social media on individuals has a coefficient of 0.87, meaning that most teenagers or students have and need social media to support their activities, especially to establish communication between them for group learning, communication between class groups with class teachers. This is also possible by the use of media to support learning process in the classroom, because there are some teachers who sometimes allowed students to use their media to explore many sources of material obtained from the internet.

Next is the evaluation of the SEM model. The SEM evaluation is based on an absolute measure (used to assess the goodness of the model in question and not to be used for comparison of goodness between models). The results of SEM processing using Lisrel can be seen in table 1 to test the SEM model as a whole.

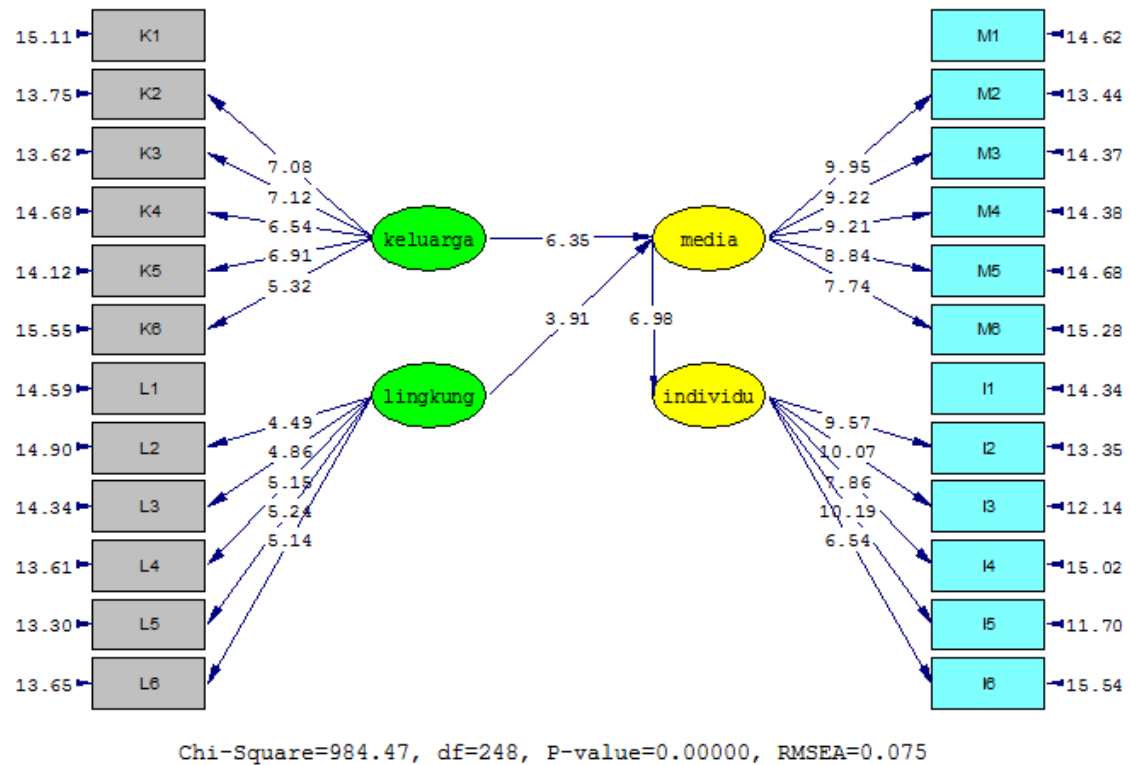
Table 1. **Output Lisrel**

Overall Model Match Test Size	Benchmark Values for Model Match	Fit Model to Data
Probabilitas dari $\chi^2_{hitung} = 0,000$	$\geq 0,05$	No
RMSEA = 0,075	$\leq 0,08$	Yes (<i>Good fit</i>)
NFI = 0,821	$\geq 0,9$	Yes (Marginal Fit)
NNFI = 0,847	$\geq 0,9$	Yes (Marginal Fit)
CFI = 0,862	$\geq 0,90$	Yes (Marginal Fit)
IFI = 0,863	$\geq 0,9$	Yes (Marginal Fit)
RFI = 0,801	$\geq 0,9$	Yes (Marginal Fit)
RMR = 0,035	$\leq 0,05$	Good fit
SRMR = 0,065	$\leq 0,05$	Yes (Marginal Fit)
GFI = 0,865	$\geq 0,9$	Yes (Marginal Fit)
AGFI = 0,837	$0,8 \leq AGFI < 0,9$	Yes(<i>Good Fit</i>)

Based on table 1 above, the results are obtained that the SEM model as a whole has a moderate ability and good fit in terms of matching data. In other words, the covariance matrix of the SEM model estimation does not differ statistically from the covariance matrix of the sample data. After the fit of the model and the overall data is good, the next step is to test the suitability of the measurement model by evaluating each latent variable with several indicators. Figure 2 is a standardized solution path diagram and Figure 3 is a t-value path diagram.



Picture 2. Path Diagram *Standardized Solution*



Picture 3. Path Diagram *t-value*

In the t-value estimation results, there are variables that have no trajectories, there are family to K1, environment to L1, media to M1, and individuals to I1. This is because the variable has been set to be the variance reference, which means that the indicator variable is significantly related to the latent variable.

In the suitability test of the measurement model an evaluation of the validity and an evaluation of the reliability of the model will be carried out.

A variable is said to have good validity for its latent variable if the factor loading value (loading factor) is greater than the critical value (or for a 5% significance level) and the standardized loading factor (ized0.05). And reliable if the value of CR (construct reliability) ≥ 0.70 and VE (variance extracted) ≥ 0.50 .

Based on Table 2. there are 24 indicators with 4 latent variables with each indicator passing the validity test because it has a standardized loading factor ≥ 0.05 and t-value ≥ 1.96 , and all latent variables CR ≥ 0.70 and VE ≥ 0.50 it can be said that respondents' answers to the questions given to measure each indicator are consistent and the indicator is reliable / reliable.

Table 2 Evaluation Results of Validity and Reliability

Latent variable	Indicator code	Standardized Loading Factors ($\geq 0,05$)	t-value ($\geq 1,96$)	Com	CR $\geq 0,70$	VE $\geq 0,50$	Com
Family	K1	0,41	-		0,83	0,63	Reliable
	K2	0,55	7,08	Valid			
	K3	0,56	7,12	Valid			
	K4	0,46	6,54	Valid			
	K5	0,52	6,91	Valid			
	K6	0,33	5,32	Valid			
Environment	L1	0,36	-		0,74	0,56	Reliable
	L2	0,33	4,49	Valid			
	L3	0,39	4,86	Valid			
	L4	0,44	5,15	Valid			
	L5	0,46	5,24	Valid			
	L6	0,44	5,14	Valid			
Media	M1	0,53	-		0,91	0,70	Reliable
	M2	0,64	9,95	Valid			
	M3	0,56	9,22	Valid			
	M4	0,56	9,21	Valid			

	M5	0,52	9,84	Valid	0,94	0,73	Reliable
	M6	0,43	7,74	Valid			
Individual	I1	0,54	-				
	I2	0,62	9,57	Valid			
	I3	0,68	10,07	Valid			
	I4	0,45	7,86	Valid			
	I5	0,70	10,19	Valid			
	I6	0,36	6,54	Valid			

Table 3 Structural Equation Analysis Results

Latent variable	<i>Standardized</i>	t-value	<i>R</i> ²
Exogenous	<i>Coefficient</i>		
Family	0,72	6,35	0,79
Environment	0,32	3,91	
Media	0,54	6,98	0,29

An evaluation of the structural model includes an examination of the estimated coefficients. Based on the data analysis output, structural equation results are obtained in Table 3. From the research results obtained structural equations, as follows:

$$\text{Media} = 0.72 * \text{family} + 0.32 * \text{environment}$$

$$\text{Individual} = 0.54 * \text{Media}$$

Based on Table 3, regarding structural equations, the value of R2 (coefficient of determination) is obtained which serves to show how much influence between the independent and dependent variables. So it can be concluded that 79% of the variation of Media variables can be influenced by the Family and the Environment, while 54% of the individual variables are influenced by the media.

IV. CONCLUSION

Based on the analysis and discussion that has been described previously, then obtained some conclusions as follows;

1. Based on the results obtained in Figure 3, the t-value obtained for the Family variable is 6.35 (> 1.96). So it can be concluded that the Family variable has an influence on the Media.
2. The t-value for the latent environment variable is 3.91 so it can be concluded that the latent variable of the family has an influence on the media.
3. The t-value for the Intervening Media variable is 6.98 so it can be concluded that the latent variable of Media has an influence on the Individual.

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