The Relationship between Digital Empathy and Bystander Behaviour in Youth in Kupang City

Yustus D.P.S Babys
Psychology Study Program, Faculty of Public Health, Nusa Cendana University
dwiputrasepverson@gmail.com

Abstract. Communication in social media among teenagers is often found to be a process of cyberbullying and the emergence of bystander behaviour. Bystander behaviour is divided into passive Outsider, Defender of the cyber victim, and Reinforcer of the cyberbully. These three aspects can appear in someone depending on their digital empathy when they encounter a cyberbullying process. This study aimed to determine the relationship between digital empathy and bystander behaviour (passive outsider, defender of the cyber victim, and reinforcer of the cyberbully) in young people in Kupang City. The respondents in this study were 374 young people from Kupang City who used social media in their communication and were between 18 and 24 years old. This study uses correlation analysis. The results showed that there was a coefficient relationship between digital empathy and bystander behaviour (Defender of the cyber victim) of 0.230 and a significant value of p = 0.001 (p > 0.001).
Keywords: *digital empathy*, *bystander*, *passive outsider*, *defender of the cyber victim* , *reinforcer of the cyberbully*

Abstrak. Komunikasi dalam media sosial dikalangan remaja sering didapati terjadi proses *cyberbullying* dan munculnya perilaku *bystander*. Perilaku *bystander* dibagi menjadi tiga aspek yaitu; *passive Outsider*, *Defender of the cyber victim* , dan *Reinforcer of the cyberbully*. Ketiga aspek ini, dapat muncul pada seseorang tergantung pada digital empatinya ketika mendapati terjadinya proses *cyberbullying*. Tujuan dalam penelitian ini untuk mengetahui hubungan antara digital empati dengan perilaku *bystander* (*passive Outsider*, *Defender of the cyber victim* , dan *Reinforcer of the cyberbully*) pada remaja Kota Kupang. Responden dalam penelitian ini, adalah remaja Kota Kupang sebanyak 374 responden, yang menggunakan media sosial dalam komunikasinya dan berusia antara 18-24 tahun. Penelitian ini menggunakan analisis korelasi. Hasil penelitian menunjukkan bahwa, ada hubungan koefisien antara digital empati dengan perilaku *bystander* (*Defender of the cyber victim*) sebesar 0,230 dan nilai sifnikan p = 0,001 (p > 0,001).
Kata kunci: *digital empati*, *bystander*, *passive outsider*, *defender of the cyber victim* , *reinforcer of the cyberbully*

Introduction

Internet use in Indonesia, since the covid 19 pandemic, has increased. This is because all activities ranging from office work to going to school are carried out online. According to we are social-Hootsuite data, as of January 2021, the number of internet users in Indonesia has increased by 73.7% from Indonesia's population of 274.9 million or penetrated 202.6 million users. During the last year, 27 million users were added. The internet access time it is also increased, from 7 hours 59 minutes to 8 hours 52 minutes. Details of Indonesian people's internet use, namely for chat (96.5%), social networking (96.3%), shopping (78.2%), financial services (39.2%), entertainment (86.2%) and other.

According to survey data from the British Anti-Bullying Organization , out of 10,020 respondents aged between 12 to 20 years, Instagram was the social media with the first highest verbal violence in 2017, and Facebook was the social media with the second verbal violence (Mahendra & Pratiwi, 2020). In addition, data for 2018 from the Indonesian Child Protection Commission stated that the number of children who were victims of bullying reached 22.4%. This high number is due to the high consumption of the Internet by children and adolescents and the lack of direct supervision and attention from parents. The internet is an environment for teenagers to gain experience and develop their social needs. The more teenagers use the internet, the more likely they are to bully other people in cyberspace (Bella & Pratama, 2021).

Cyberbullying is a new type of bullying behaviour with the same characteristics and consequences. According to Willard, 2005 (in (Malihah & Alfiasari, 2018), cyberbullying is the activity of sending or uploading harmful material or carrying out social aggression using the internet and other technologies. According to Patchin and Hinduja, 2012 (in (Malihah & Alfiasari, 2018) explains, cyberbullying occurs when someone repeatedly harasses, insults, or mocks another person using internet media via a cellphone or other electronic device. Examples include uploading embarrassing pictures of someone and spreading them

through social media, repeatedly sending threats via text messages, and using fake accounts to insult others.

In a bullying situation, three parties are involved: the perpetrator, victim, and bystander Sullivan (2000) (in Entenman, Murnen, & Hendricks, 2005). Padgett & Notar, 2013 (in (Rahmadani et al., 2020) define bystanders as people who are at the bullying scene and just watch or walk away without assisting the victim. Even though bystanders do not participate directly, Padgett & Notar (2013) note that the presence of bystanders has an influence, either in the form of support or rejection of ongoing bullying behaviour. Bystander is divided into several aspects, namely, Passive outsider (outsider), someone who chooses to distance themselves from bullying situations and does not take sides with anyone, either the perpetrator or the victim, defender of the cyber victim (defender), someone who directly confronts the perpetrator and defends the victim and tries to invite others to side with the victim of bullying, and reinforcer of the cyberbully (amplifier) is someone who, although he does not participate in bullying, he sees and supports the perpetrator (for example, laughs at the victim, calls other children to see the situation). These three aspects can appear in a person depending on the empathy that arises when a cyberbullying process occurs.

Empathy is "understanding and sharing another person's emotional state or context" (Eisenberg et al., 1991). Empathy refers to "an emotional response that comes from the emotional state or condition of another person and is congruent with the emotional state or condition of another person" (Llorent, 2020). According to Davis (in Stueber, 2006), empathy consists of two components, namely, the cognitive component, which consists of two aspects (fantasy, namely the tendency of individuals to involve feelings and behaviours into fictional characters and perspective taking, namely the tendency of individuals to take other people's perspectives in seeing something spontaneously) and the affective component. Empathic concern, namely feelings of pity, concern, and compassion for the misfortunes of others and personal distress, namely emphasizing personal anxiety and anxiety in dealing with unpleasant social situations (Pinasti & Kustanti, 2017).

Theoretically, this research is expected to help make a scientific contribution to understanding the relationship between digital empathy and bystander behaviour in cyberbullying in adolescents in Kupang City. It can provide an understanding of the

importance of cultivating Defender of the cyber victim behaviour (defender), who is active and responsible when he finds a bullying process occurring.

Method

Respondents in this study were youth from Kupang City who used social media to communicate and were aged 18-24 years. Respondents who took part in this study amounted to 374 people. This research is quantitative research. The type of research used is correlation research. Digital empathy is the independent variable, and bystander behaviour is the dependent variable. This study uses a scale as a measuring tool. Before the scale is distributed, a validity test is first carried out, with a validity value of 0.68 which aims to find out whether all items can provide correct and accurate data information about what is being studied and through the reliability test with a reliability value of 0.851 (Digital empathy) and 0.880 (bystander behaviour) stage to test the consistency of the answers. Then the scale is distributed randomly, with the help of Google form via social media. The scale used is the Likert scale, namely the Cognitive and Affective Empathy Scale (CAES) and the Cyberbullying Bystander Scale (CBS). Both scales have five choice questions (strongly agree, agree, neutral, disagree, strongly disagree).

Results

Table 1
Respondents by Gender

Gender	Frequency	Percentage	Cumulative Percentage
Man	101	27.0%	27.0%
Woman	273	72.0%	100.0%
Total	374	100.0%	

Data source: JASP calculation 0.16.3

Table 2
Respondents by Age

Age	Frequency	Percentage	Cumulative Percentage
18	18	4.9%	4.9%

Table 2
Respondents by Age

Age	Frequency	Percentage	Cumulative Percentage
19	35	9.0%	14.0%
20	63	16.9%	31.0%
21	72	19.0%	50.0%
22	80	21.0%	71.7%
23	55	14.8%	86.0%
24	51	13.7%	100.0%
Total	374	100.0%	

Data source: JASP calculation 0.16.3.

Normality Test

The normality test results obtained based on testing with the help of JSP 0.16.3 calculations are as follows:

Table 3
Normality Test Table

	Digital Empathy	Passive outsiders	Defender of the cyber victim	Reinforcer of the cyberbully
Shapiro-Wilk	0.965	0987	0967	0.838
P-value of Shapiro-Wilk	< .001	0.002	< .001	< .001

Source: JASP calculation 0.16.3.

From the test results, the P-value of Shapiro-Wilk digital variable empathy p <0.001 and the bystander variable (passive p = 0.002; defender p < 0.001; reinforcers p < 0.001). These results indicate that the data is not normally distributed, so the hypothesis testing uses a non-parametric test. Relations between Variables: this test is conducted to determine whether there is a relationship between variables or not. The relationship between digital empathy and passive outsiders can be seen in the following table:

Table 4
Spearman Correlation

Variable		Digital Empathy	Passive	Defenders	Reinforcers
1. Digital Empathy	Spearman's rho	—			
	p-values	—			
2. Passive outsiders	Spearman's rho	-0.039	—		

Table 4
Spearman Correlation

Variable		Digital Empathy	Passive	Defenders	Reinforcers
3. Defender of the cyber victim	p-values	0.457	—		
	Spearman's rho	0.230 ***	-0.223 ***	—	
	p-values	< .001	< .001	—	
4. Reinforcer of the cyberbully	Spearman's rho	-0.013	0.251 ***	0.025	—
	p-values	0.809	< .001	0.628	—

*p < .05, **p < .01, ***p < .001
  Data Source: JASP 0.16.3.

The relationship between digital empathy and the defender of the cyber victim can be seen in the following table:

Table 5
Spearman Correlation

Variable		Digital Empathy	Passive	Defenders	Reinforcers
1. Digital Empathy	Spearman's rho	—			
	p-values	—			
2. Passive outsiders	Spearman's rho	-0.039	—		
	p-values	0.457	—		
3. Defender of the cyber victim	Spearman's rho	0.230 ***	-0.223 ***	—	
	p-values	< .001	< .001	—	
4. Reinforcer of the cyberbully	Spearman's rho	-0.013	0.251 ***	0.025	—
	p-values	0.809	< .001	0.628	—

*p < .05, **p < .01, ***p < .001
  Data Source: JASP 0.16.3.

The relationship between digital empathy and the reinforcer of the cyberbully can be seen in the following table:

Table 6
Spearman Correlation

Variable		Digital Empathy	Passive	Defenders	Reinforcers
1. Digital Empathy	Spearman's rho	—			
	p-values	—			
2. Passive outsiders	Spearman's rho	-0.039	—		
	p-values	0.457	—		
3. Defender of the cyber victim	Spearman's rho	0.230 ***	-0.223 ***	—	
	p-values	< .001	< .001	—	
4. Reinforcer of the cyberbully	Spearman's rho	-0.013	0.251 ***	0.025	—
	p-values	0.809	< .001	0.628	—

*p < .05, **p < .01, ***p < .001
Data Source: JASP 0.16.3.

Hypothesis testing

Hypothesis testing in this study used Spearman 's hypothesis test using an ordinal scale to see the relationship between two or more variables. The results can be seen in the table.

Table 7
Spearman Correlation Hypothesis Test

Variable		Digital Empathy	Passive	Defenders	Reinforcers
1. Digital Empathy	Spearman's rho	—			
	p-values	—			
2. Passive outsiders	Spearman's rho	-0.039	—		
	p-values	0.457	—		
3. Defender of the cyber victim	Spearman's rho	0.230 ***	-0.223 ***	—	
	p-values	< .001	< .001	—	

Table 7
Spearman Correlation Hypothesis Test

Variable		Digital Empathy	Passive	Defenders	Reinforcers
4. Reinforcer of the cyberbully	Spearman's rho	-0.013	0.251 ***	0.025	—
	p-values	0.809	< .001	0.628	—

*p < .05, **p < .01, ***p < .001
  Source: JASP calculation 0.16.3.

Based on the table, it can be explained as follows:

1. In the first hypothesis, the value of digital empathy and Passive Outsiders is obtained, p = 0.457 (p > 0.05) and the value of Spearman rho is -0.039 so that the null hypothesis is accepted, meaning that there is no relationship between digital empathy and Passive Outsiders.

2. In the second hypothesis, digital empathy and Defender of the cyber victim have a positive relationship, with a value of p = 0.001 (p > 0.001) and a Spearman rho value of 0.230. In conclusion, there is a relationship between digital empathy and defender of the cyber victim with a moderate effect size.

3. In the third hypothesis, namely, there is a relationship between digital empathy and the reinforcer of the cyberbully, which gets a value of p = 0.809 (p > 0.05) and the Spearman rho value is -0.013 so that the null hypothesis is accepted, meaning that there is no relationship between digital empathy and the reinforcer of the cyberbully. cyberbullies.

Discussion

This study aims to determine the relationship between digital empathy and bystander behaviour in cyberbullying in adolescents in Kupang City. This relationship can be known based on the hypothesis test that there is a relationship between digital empathy and bystander behaviour (Defender of the cyber victim) with a correlation coefficient of 0.230 and a significance value of 0.001 (p <0.001) which indicates that the relationship between the two variables is excellent and positive, with a moderate effect size. Respondents at the age of

22 years were the most respondents in this study, namely 80 people. Female respondents were more dominant than male respondents, with a ratio of 273 and 101.

Based on the analysis conducted between digital empathy and passive outsiders, a significant p-value was obtained = 0.457 (p > 0.05), and the Spearman rho value is 0.039. So, it can be concluded that there is no relationship between digital empathy and passive outsiders in Kupang City youth. The analysis results conducted between digital empathy and Defender of the cyber victim , obtained a significant p-value = 0.001 (p <0.001), and the Spearman rho value is 0.230. So, it can be concluded that there is a relationship between digital empathy and the Defender of the cyber victim in young people in Kupang City. The analysis results conducted between digital empathy and the reinforcer of the cyberbully, obtained a significant p-value = 0.809 (p > 0.05), and the Spearman rho value is -0.013. So, it can be concluded that there is no relationship between digital empathy and the reinforcer of cyberbully in adolescents in Kupang City.

The results of this study are supported by research by (Lesmono et al., 2020)concerning the relationship between empathy and prosocial behaviour in bystanders to help victims of bullying. This study uses a quantitative approach with descriptive research methods, while the type of research is correlational research. Using the Pearson correlation test, the correlation coefficient between empathy and prosocial behaviour is 0.326 with a significance value of 0.003 (p <0.05), which means there is a positive and significant relationship between empathy and prosocial behaviour. This means if empathy is higher, then prosocial behaviour (defending) will also be higher and vice versa.

Another study on empathy training to improve anti-bullying attitudes in SMP 10 Surabaya bystander students was conducted by Yudha (2017). This study used a quantitative and qualitative approach in data collection and analysis. The significance of the results of different tests on cognitive aspects α = 0.18, affective aspects α = 0.18, and conative aspects α = 0.655, so that researchers can conclude it, that providing empathy training can increase anti-bullying attitudes towards bystanders, especially on cognitive and affective aspects that then it can be increased.

Conclusion

Based on the research results, it can be concluded that there is a good relationship between digital empathy and bystander behaviour (defender of the cyber victim), with the results of data analysis showing a correlation coefficient of 0.230 and a significant value of p = 0.001 (p > 0.001), in contrast to Passive Outsiders and Reinforcer of the cyberbully, which have no significant relationship with digital empathy. So, the higher a person's digital empathy, the higher the defender's behaviour, conversely, the lower a person's digital empathy, the lower the defender's behaviour and the passive outsider and reinforcer behaviour appear.

It is hoped that teenagers can increase their empathy and concern for others. If they get bullying behaviour on social media, teenagers are expected to be braver to rebuke firmly and become active and responsible defenders. Parents are also expected to pay more attention to and control their children's habits when they are on social media, teach children to use social media properly and advise them to become defenders when bullying occurs. For further research, to be able to examine other factors that cause cyberbullying behaviour in adolescents and it is hoped that there will be a collaboration with related parties, such as parents and schools, for handling and preventing cyberbullying behaviour.

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