

IMPLEMENTATION OF MOTIVATIONAL INTERVIEWING TO INCREASE SELF-ESTEEM ON VICTIMS OF CYBER-BULLYING

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Abstract: Self-esteem is the human basic need to fulfill self-actualization. Similarly, cyberbullying victim, he/she needs treatment and motivational interviewing to support increasing self-esteem. This research aims to test the effectiveness of motivational interviewing to increase the self-esteem of cyberbullying victims. The research method uses pre-test and multiple post-test with a control group design engaging 3 experimenters and 12 cyberbullying victims as research subjects with the subject taken through purposive sampling. Data analysis uses one-way mixed ANCOVA repeated measures. The result of this research generally shows that the application of motivational interviewing is effective to improve the self-esteem of cyberbullying victims ($F(1,9) = 8,604, p < 0,05$). Specifically, the effect which can be seen from modification when square root measurement, on the experimental group, self-esteem is getting higher while the control group is not changing at all. Furthermore, change also can be seen in the interaction result from intervention, appearing in self-esteem enhancement, the experimental group's self-esteem is higher than the control group's self-esteem. ($F(3,27) = 10,090, p = < 0,05$). Therefore, the data above emphasize that individual counseling with a motivational approach is relevant to be implemented to increase the self-esteem of cyberbullying victim students

Keywords: Self-esteem; Social Support; Motivational Interviewing; Counseling

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INTRODUCTION

Self-esteem is an evaluation made by an individual and a habit of viewing himself, especially regarding the attitude of accepting or rejecting, and an indication of the extent to which the individual believes in his abilities, significance, success, and worth (Coopersmith, 1967; Orth and Robins, 2014;

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Brummelman, Thomas, and Sedikides, 2016). Research by Patchin and Hinduja (2010) also explains that there is a moderate and statistically significant relationship between low self-esteem and experiences with cyberbullying. Cyberbullying behavior triggers a change in self-esteem in adolescents by belittling and threatening instant messages in cyberspace and then posting something online about other people to make others laugh.

Furthermore, Kraus, Stricker, and Speyer (2010) explain that in the digital era, social media is a means for a person to carry out social interaction in the form of chat communication by sending messages or video calls to be easily done by anyone at any time. Interaction through cyberspace is increasingly in demand as a way to communicate. However, not a few internet users carry out social interaction activities through cyberspace which are counterproductive such as cyberbullying. The term cyberbullying is defined as an action taken by a person or group that harms through social media activities in the form of flaming, harassment, denigration, impersonation, outing, and exclusion. . Thus causing emotional distress to victims by using electronic devices (Shariff, 2008; Patchin and Hinduja, 2012; Barlett, 2017; Watts, et al., 2017).

A survey conducted by the Ministry of Communication and Information revealed that Indonesia there are 82 million Internet users, and ranks 6th as the most Internet users in the world. As many as 80% of Internet users in Indonesia are teenagers aged 15-19 years (quoted from <https://kominfo.go.id>). While the research of Hinduja and Patchin (2016) revealed that the data on victims of cyberbullying from year to year was relatively fluctuating from 2007 to 2011 and from 2013 to 2014 it increased then the data began to stabilize with a tendency to increase in 2014 to 2016 from survey research conducted on 15,000 adolescents in America from 2007 to 2016 namely 2007 (18.8%), 2009 (24.2%), 2010 (20.8%), 2011 (29.2%), 2013 (24, 1%), 2014 (34.6%), 2015 (34.0%) and 2016 (33.8%).

Maslow (in Plummer, 2005: 17) sees self-esteem as a basic human need so that someone who can fulfill his self-esteem needs will be able to face all the challenges in his life. Guidon (2010) explains that one of the characteristics of low self-esteem is a lack of motivation. Tahir, Inam, and Raana (2015) in their research revealed that social support has an important role in shaping self-esteem so that the higher the social support, the higher the self-esteem in adolescents, and vice versa, the lower the support, the lower the self-esteem of adolescents. . So in this study social support needs to be controlled.

Referring to the opinion above, treatment is needed that focuses on motivating victims of cyberbullying who experience low self-esteem as a form of social support. The treatment is an individual counseling service with a motivational interviewing approach, which is the counselor's effort as an authentic person in helping a counselee through a therapeutic relationship that focuses on growing the counselee's intrinsic motivation to make changes from his current difficulties to planning future improvements by including collaboration, evocation, and autonomy as components and pre-contemplation, contemplation, determinant, action, and maintenance (Seligman, 2006; Suarez in Erford, 2015; and Miller and Rollnick, 2002)

Akitson (2005) in his study explains that motivational interviewing can be done to increase self-esteem. Increasing self-esteem by using motivational interviewing begins with determining the general goal of making the counselee aware of the ability to make himself valuable, then begins with the stage of identifying the skills possessed, comparing the strengths possessed by other people known to the counselee, after that categorizing the strengths they have. Based on the rationale that has been described, this study aims to increase self-esteem in cyberbullying victims using individual counseling services with a motivational interviewing approach. cyberspace and input material for further research on similar objects.

METHOD

This study uses a pre-test and multiple post-test with a control group design involving two groups, namely the control group and the experimental group. The implementation of this research refers to the research process as shown in Figure 1. The first step in this research is the formation of experimental group participants and control groups using those from a population that has conditions by the criteria by the objectives of the research involving 12 as the experimental group and the control group. Then both groups were given a pre-test, then the experimental group was given treatment in the form of individual counseling with a motivational interviewing approach for 3 sessions with a duration of 60 minutes in each session involving 3 experimenters. After that, the post-test, follow-up I, and follow-up II were given to analyze the consistency of the increase in self-esteem that occurred in the experimental group.

The data collection technique used in this research is to use the self-esteem Inventory (SEI) scale developed by Coopersmith (1967) which consists of 58 items with 4 aspects, namely significance, strength, decency, and

competence, then the Revised Cyber-bullying Inventory scale (RCBI) which was developed by iğdem Topcu and zğür Erdur-Baker (2010) which consists of 14 items with 6 aspects, namely flaming, harassment, denigration, impersonation, outing and tracking, and exclusion.

While the social support scale developed by Reza Pahlevi (2017) is based on the concept of Timothy and Sarafino which consists of 25 items with 5 aspects, namely emotional support, appreciation, instrumental, information, and social networks.

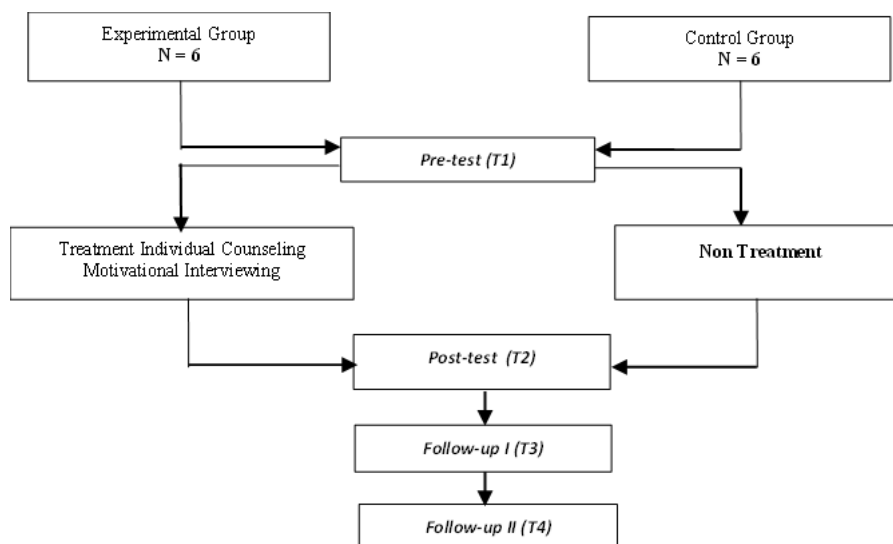


Figure 1. Research Stages

The test results of all instruments were declared valid, namely the Inventory self-esteem scale with an oxy value between 0.221 -0.545 with a reliability value of 0.836. Furthermore, the revised cyberbullying inventory scale has an oxy value between 0.335 – 0.647 with a reliability value of 0.78. Furthermore, the social support scale with an oxy value between 0.197-0.658 with a reliability value of 0.840. The data obtained were then analyzed using mixed ANCOVA repeated measures.

FINDINGS AND DISCUSSIONS

In this study, measurements were made on repeated measures. The hypothesis test used in this study used a mixed ANCOVA repeated measures analysis technique using SPSS (Statistical Product and Service Solutions) version 19. The hypothesis in this study is that the level of self-esteem in the experimental

group is higher than the control group when social support is controlled. The results of the analysis can be seen in table 1.

Table 1
Repeated Measures Table Statistics

Parameter	Group				t	p
	Eksperimental		Control			
	\bar{X}	SD	\bar{X}	SD		
Pre-test	100,91	8,14	105,00	8,05	-	> 0,05
Post-test	147,75	6,89	136,74	8,82	2,371	< 0,05
Follow up I	168,67	11,79	151,83	12,51	2,391	< 0,05
Follow up II	176,00	10,99	146,19	12,84	4,298	< 0,05
Between	F	7,438	0,639			
	p	< 0,05	>0,05			
Within	F	8,604				
	p	< 0,05				
Interaction	F	10,090				
	p	< 0,05				

Referring to table 1, shows that both groups are in a condition of low self-esteem (<115) with a mean pre-test value in the experimental group of 100.91 (SD = 8.14) and the control group of 105 (SD = 8,05). Then in the post-test measurement, the experimental group experienced a higher increase in self-esteem with a mean value of 147.67 (SD = 6.89) than the control group with a mean value of 136.83 (SD = 8.82). Furthermore, the increase in self-esteem in the experimental group was increasingly seen as higher than the control group in the follow-up measurement with a mean value of 168.67 (SD = 11.79) while the mean value of the control group was 146.19 (SD = 12.84). . Then in the last measurement, namely follow-up II, the increase in self-esteem in the experimental group with a mean value of 176.00 (SD = 10.99) but the condition of self-esteem in the control group decreased with a mean value of 146.19 (SD = 12.84) so that the results of the study show that the experimental group continues to increase consistently, while the control group tends to fluctuate.

Based on the results of the calculation of data analysis using the mixed ANCOVA repeated measures technique, there was an increase in self-esteem in the experimental group after being given individual counseling services with a motivational interviewing approach ($F(2.8) = 7.438, p < 0.05$). While in the control group there was no increase in self-esteem ($F(2.8) = 0.639, p > 0.05$). It can be concluded that the application of individual counseling services using a motivational interviewing approach is effective in increasing self-esteem in

cyberbullying victims at SMA 1 Batik Surakarta ($F(1.9) = 8.604$, $p < 0.05$), so H_a is accepted. Furthermore, changes were also seen in the interaction results of the intervention which appeared to increase self-esteem that occurred in the experimental group which was higher than the control group ($F(3.27) = 10.090$, $p = < 0.05$). The group that benefits from this interaction is the experimental group which is confirmed in the second follow-up measurement. The experimental group experienced a consistent increase in self-esteem while the control group's self-esteem condition tended to fluctuate.

Based on the data that has been obtained, it can be understood carefully that the condition of self-esteem in students who are victims of cyberbullying at SMA Batik 1 Surakarta belongs to the low category and some do not get social support to help increase self-esteem victims cyberbullying. Cyberbullying victims tend to experience inferiority. Wachs, Jiskrova, Vazsonyi, Wolf, and Junger (2016) via His research also explain that there is a significant relationship between high self-esteem and low cyberbullying victims who experience a crisis of confidence and feel meaningless in life.

This research was conducted in 4 countries, namely the United States, the Netherlands, Germany, and Thailand with 2162 adolescents aged 11-19 years. The results of the study also explain that teenagers in Southeast Asia are more commonly cyberbullied than in western countries. The relevance of this research is that there must be serious attention to victims of cyberbullying who experience low self-esteem, especially in Southeast Asia including Indonesia so that alternative solutions are needed in overcoming the problem of cyberbullying that causes a decrease in self-esteem in a person. Relevant to the research of Wachs, Jiskrova, Vazsonyi, Wolf, Junger, Patchin, and Hinduja (2012) describe the characteristics of negotiation cyberbullying include feeling insecure, angry, feeling sad, frustrated, self-esteem low, and low self-esteem. Then Shariff (2008) explains too explained almost the same that the characteristics of victims of bullying cyber problems include psychosomatic problems, depression, low self-esteem, and overall feeling of lacking appearance physically and mentally.

A state of low self-esteem due to students being bullied cyber experiences meaninglessness in the face of life, then no one has the power to resist environmental conditions that make it pressured conditions, and his mind assumes that he is always there in the wrong position so that it fosters aloof behavior, feels sad, dissatisfied with life and experiencing anxiety to socialize with the environment even feel less confident, especially in social life media to

cause a person to feel that he is no longer valuable. Meanwhile, Maslow (in Plummer, 2005) suggests that the price Self is a basic human need so that someone who can fulfill the need for self-esteem will be able to face all challenges in his life. Referring to this opinion, someone who is in deep conditions of low self-esteem needs to be treated so that they can gradually increase his self-esteem. Providing treatment/treatment to victims of cyberbullying who experiencing low self-esteem is needed to increase self-esteem under normal conditions so that it can support adolescent development optimally. One of the efforts made to increase self-esteem in victims of cyberbullying is through the implementation of motivational counseling services and interviewing.

Based on the results of this study, the application of individual counseling services with a motivational interviewing approach has an impact on victims of bullying cyber in increasing self-esteem through the process of identifying the counselee with basic techniques of OARS (Open-ended questions, Affirmation, reflecting skills and Summaries). So that it can recognize the counselee in this context is a victim of Cyberbullying who experiences low self-esteem and has been at readiness to make changes in solving problems (contemplation) or are still in the absence of readiness to do changes (pre-contemplation) that can be made with scale questions change 1-10 or identify strengths. After the counselee is in contemplation and then assisted by the counselor, the counselee plans changes to get out of the problem at hand. Therefore, in this research measurements are not only carried out in a short time but through repeated measurements within a certain period as described above before because the plan that has been prepared with the counselee has a routine that cannot be measured in the short term.

Alizadegani, Zaini, and Delavari (2014) revealed that giving motivation can increase self-esteem and reduce stress. Through If the motivation is given, someone will feel meaningful in his life to be able to identify and understand the advantages and disadvantages of within himself and the will to change and improve himself, then motivational interviewing is considered appropriate to increase self-esteem in cyberbullying victims. Akitson (2005) in his study explains that motivational interviewing can be done to increase self-esteem. Increasing self-esteem by using motivational interviewing begins with determining The general goal is to make the counselee aware of the ability to make himself is valuable, then begins with the stage of identifying skills

possessed, comparing the strength possessed with others who known to the counselee, after that categorize the strength it has.

Furthermore, Rosengren (2009: 139) explains that with motivational interviewing, the counselee will find competence in himself so that feels more meaningful, exemplified in financial problems because the high salary low causes a person to experience self-esteem eroded and then perform contradictory behaviors such as being alone and choosing silence and speaking as necessary with minimal communication and even apathy towards the environment. Through motivational interviewing, counselors seek to make the counselee aware through several techniques in MI counseling that the counselee has advantages in addition to the disadvantages it has so that the counselee does not only focuses on the shortcomings that have caused him to experience low self-esteem but also needs to realize that the counselee has he can use to achieve something better than focusing on shortcomings.

Implementation in this study, giving treatment with the application of individual counseling with motivational interviewing conducted in 3 sessions of effective counseling to increase self-esteem in cyberbullying victims with the principles of motivational interviewing that have been put forward by Miller and Rollnick (2002), namely expressing empathy to get more understand the counselee regarding the problems faced, then develop the counselee's discrepancy that the reality experienced by ideal conditions that need to be done need to be made aware that the counselee needs change from the point of the problem towards the solution of self-development goals, then accept resistance from the counselee to carry out self-defense and support self-efficacy that reinforces that the counselee can freely make a change for the better than before.

Through motivational interviewing, counselors seek to make the counselee aware through several techniques in MI counseling that the counselee has advantages in addition to the shortcomings that are owned so that the counselee does not only focuses on the shortcomings that have caused him to experience low self-esteem but also need to realize that the counselee has he can use to achieve something better than focusing on shortcomings.

Providing treatment with the application of individual counseling with motivational interviewing conducted in 3 sessions with a duration of 60 minutes every session is done to increase self-esteem in the victim of cyberbullying with the principles of motivational interviewing that have been proposed by Miller and Rollnick (2002) that is expressing empathy for can better understand the counselee regarding the problems faced, then develop the counselee's

discrepancy that the reality experienced by ideal conditions that need to be done need to be made aware that the counselee needs change from the point of the problem towards the solution of self-development goals, then accept resistance from the counselee to carry out self-defense and support self-efficacy that reinforces that the counselee can freely make a change for the better than before.

The results showed that individual counseling with a motivational interviewing approach is effective to increase self-esteem in students who are victims of cyberbullying. Construction of motivational interviewing that built on the concept of Stephen Rollnick and William R. Miller as the right counseling approach to increase self-esteem in students who are victims of cyberbullying. Application of individual counseling with a motivational interviewing approach is carried out in a structured manner in this experimental research as an effort to help students who experience cyberbullying to improve self-esteem, so that this research can contribute theoretically which is currently quite limited, especially in the field of education in Indonesia regarding individual counseling with a motivational interviewing approach. Implications for guidance and counseling teachers, namely the need to be aware of the role of social support as a variable related to self-esteem so that social support that can be done by guidance and counseling teachers as a curative measure to help students who are victims of cyberbullying who have a low level of self-esteem in the form of service delivery individual counseling with a motivational interviewing approach.

Referring to research results that prove the effectiveness of the service of individual counseling with a motivational interviewing approach for increasing self-esteem in students who are victims of cyberbullying, then the implications. For further researchers, this research can be used as one of the alternatives used by subsequent researchers as a basic understanding for continued research on individual counseling services with an approach of motivational interviewing to help solve student problems, especially regarding increasing self-esteem in students who are victims of cyberbullying.

CONCLUSION AND RECOMMENDATION

Based on the research results "Effectiveness of Individual Counseling with Motivational Interviewing Approach to Increase Self-esteem in Cyber Bullying Victims, it can be concluded that the level of Self-esteem in cyberbullying victims is obtained through the distribution of a self-esteem inventory scale, it is known that the majority of low category. Then there is a significant relationship between self-esteem with social support for students

who are victims of cyberbullying. Recommendations for Counselors need to identify the problems faced by students, especially in the case of cyberbullying which is quite rampant among today's teenagers it can affect a person's self-esteem. Next Counselors are expected to perform services individual counseling with a motivational interviewing approach to assist the counselee in solving problems experienced.

Through individual counseling with a motivational approach interviewing, the counselor can identify the counselee's awareness of change so that students' interests can be known to improve. Self-esteem strengthening touch in the process of counseling grown through motivation can have an impact on the counselee have meaning and increase self-efficacy to be able to improve oneself. Individual counseling with a motivational interviewing approach requires basic skills using the acronym OARS (open-ended questions, affirmations, reflecting skills, and summaries) as a characteristic of counseling with a motivational interviewing approach. Then the counselor is expected to learn basic skills in counseling with a motivational approach to interviewing. Counselors also need to approach parents by regularly communicating about student progress when at home to detect problems from an early stage.

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