

CYBER VIOLENCE AND BULLYING IN ONLINE GAME ADDICTION: A PHENOMENOLOGICAL STUDY

Z. HIDAYAT^{1*}, CHRISTINA BEATRIX PERMATASARI², LA MANI³

^{1, 2, 3} Communication Department, BINUS Graduate Program-Master of Communication Science, Bina Nusantara University, Jakarta, Indonesia

Email: christina.permatasari@binus.ac.id, la.mani@binus.ac.id

*Corresponding author: z.hidayat@binus.edu

ABSTRACT

Addiction to online games is increasingly widespread and even experienced by teenagers, children, and even adults. This study explores and analyzes violent content in online games and cyberbullying on social media. A qualitative approach with a phenomenological method was carried out to determine the depth of individual experiences in the student community who play online games in cafes, at home, and on mobile. Interviews and observations were conducted on 22 participants in various internet cafes in Jakarta. The semi-structured interview at the beginning of data collection aims to identify the participants' addiction levels. Then, in-depth interviews were conducted with participants who experienced high average online games addiction. The results show that adolescents with a high level of online game addiction do cyberbully and become victims of cyberbullying from others. Cyberbullying perpetrators are exposed to violence in online games and carry out verbal violence either directly or through chatting on social media to other people. Online verbal violence is carried out and received from their peers, and they even experience physical harassment and violence in their association. The implications of this study recommend solutions for educators and families to anticipate types of online games for children and adolescents.

Keywords: *Adolescence, Cyberbullying, Internet addiction, Media violence, Online games*

1. INTRODUCTION

Changes occur rapidly in the lives of individuals, groups, families, and communities. The development of communication technology has brought various conveniences and innovations in people's social life. However, in addition to the convenience and innovation, the inappropriate and unconscious use of information and communication technology poses many risks and threats to individuals and social life. It has been suggested that one of the dangers associated with internet-based communication technology is media violence and cyberbullying [1][2]. Media violence is generally faced by children, adolescents, and young adults, whereas on the one hand, this age group needs a conducive learning environment to achieve good academic achievement. Meanwhile, communication technology adoption is unavoidable in everyday life at home, at school, and in a peer play environment.

The violence which can occur at any time in a teenager's life is always accompanied by watching

through the media experience. Media violence is violence that a person carries out by imitating what he sees in the media. Cyberbullying is aggressive and dangerous behavior carried out continuously and intentionally by individuals or groups against victims who cannot defend themselves through computers, cell phones, or other electronic devices [3], [4], [5]. Children and adolescents are the most vulnerable victims of media violence, especially with the involvement of this age group in online games. Cyberbullying has serious adverse effects on adolescents' physical, social, academic, and emotional lives even though there is no direct and physical contact involved in the act of cyberbullying. Online addiction dominates the consumption of media use among teenagers, making them prone to be perpetrators and victims of violence through online games. The effects include depressive, musculoskeletal, and psychosomatic symptoms. There are also suicidal ideation, low self-esteem, anxiety, and low life satisfaction [6].

Online games and other types of social media have become a part of the daily life of children and teenagers. The home environment, peer relationships, and the availability of online media have affected students' academic life. Media messages in online games that contain violence are also distributed in their association at school. Factor analytic approach was founded to create an empirical model of adolescent motivation in online games by revealing ten sub-components of motivation grouped into three overarching components: achievement, social, and immersion [7]. Thus, it is very likely that verbal violence and possibly physical violence also occur in the school environment, at home, and outside the home due to online games and, at the same time, the cyberbullying that accompanies it [8], [9].

Various other similar studies have also been carried out but in different contexts and dimensions. For example, in Turkey, a study was conducted on the effects of victimization due to cyber violence. Anger, sadness, feelings of revenge are due to violence and cyberbullying [10]. These young people also experience depression as a psychological consequence of cyberbullying [11]. Victims also feel low self-esteem when hanging out and interacting in class and with friends [12]. An even more severe effect is the occurrence of somatization due to the psychological effect of empathy and circadian preference on cyberbullying of adolescents [13]. Previous research has also found academic failures, especially among primary school children and young cyber victims [14]. Other previous research found that adolescents addicted to violent online games had been involved in cyberbullying and were twice as likely to be victims [15], [2]. Previous findings have shown that children, youth, and young adults are involved in committing or suffering from acts of violence. The findings show that it is almost four times as many perpetrators bully others in their association.

Various previous studies were conducted with various variables or dimensions of analysis so that this research completes the context that has escaped attention. As is known, that research has shown that teenagers do cyberbullying for reasons such as improving the environment of friends, relieving anxiety, taking revenge for negative behavior or wrong attitudes, and having fun. Meanwhile, the frequency of using communication technology, especially online game addiction, tends to be higher with violent content, cyberbullying, and lack of sleep [16], [17].

Furthermore, several other similar studies have stated that there is a correlation between traditional bullying and cyberbullying. When adolescents continue to communicate in a virtual environment with friends who spend most of their time between school hours, traditional bullying events and verbal and physical violence can be transferred to a virtual environment with the same perpetrator [18], [19]. Adolescent relationships with parents and family ties can be essential factors in bullying behavior [20], [21], [22]. Warm relationships, interactions, and communication with parents followed by perceived emotional support from the family are believed to reduce acts of violence and cyberbully among adolescent peer groups.

Online games are increasingly getting longer durations in teenagers' daily lives because they are played on mobile smartphones. Wherever students go after home or school, online games are always played on mobile. Online games addiction and overuse in everyday adolescent life [23]. In the rapidly growing online gaming industry, more and more new games are emerging. The increasing use of social networks worldwide is accelerating and amplifying the effects of internet addiction to both games and social media. Studies conducted in various countries show that violence and victimization due to online game addiction are common among adolescents [24], [25], [26], [27].

There is less attention to playing online games addiction among adolescents with verbal and nonverbal violence in their daily interactions from various previous studies. Internet addiction, especially online games, has been extensively studied by various previous studies, but the studies in this paper are associated with violence, cyber victimization, and cyberbullying. In adolescence, the adverse effects of cyber victimization include anxiety, depressive symptoms, and suicidal thoughts [28], [2], [29], [30].

Most previous studies used a quantitative approach to examine various factors related to health conditions, cyber victimization, and online game addiction. In addition, several descriptive studies analyze the situation and condition of this problem. Studies with a quantitative approach have both advantages and disadvantages. Various previous studies ignore the individual experiences of perpetrators and victims of violence due to online game addiction. Individual teenagers are psychologically looking for identity and role models, while most of their time is used for online games that contain violence and sexual harassment. Therefore, a study with a qualitative approach is the

position taken in this research paper. The purpose of this research paper is to examine how adolescents experience and commit cyber violence or victimization individually and the relationship between these experiences and the consumption of online games. Therefore, this research will contribute to determining how cyber violence is experienced by individuals and is carried out among their peers addicted to online games. Examining the experience of cyber-victimization of adolescents addicted to online games is considered necessary in planning psychosocial support and intervention activities for cyberbullying and violence in general. From this perspective, this study aims to conduct an in-depth examination of the individual experiences and opinions of adolescent perpetrators and victims of violence. In line with this goal, adolescent cyber victims are first identified and then addressed to deal with the violence from the perspective of cyberbullying victims.

The uniqueness of this research paper is that it questions some of the problems adolescents face through a phenomenological approach exploration, namely: first, how is the adolescents' academic knowledge of verbal and physical violence behavior with online game addiction? Second, how are the teenagers' individual experiences in everyday life about violence in online games carried out and received from other people? Third, how do teenagers know and respond to people who abuse themselves as teenagers? Fourth, how do teenagers who are victims of violence feel, and fifth, how do teenagers share their experiences of online games addiction?

2. THEORETICAL FRAMEWORK

2.1 Media Violence Theory

Communication science perspectives place the violence theory in terms of media effects that bridge human acts of violence against each other or the environment. Violent acts witnessed in the media become part of the experience and knowledge of the audience to be imitated and may have a causal relationship with individual aggressive actions. Various researchers have focused on studying the traditional effects of exposure to media violence to contemporary theories such as cultivation research and culture studies that address the broader, long-term implications of media violence. Therefore, the philosophy of violence and non-violence has also

been used as a global theoretical framework for exploring media violence [31].

Cultural studies reveal profoundly and specifically about media violence that spreads to direct violence in the lives of young people. The empirical inquiry has shifted to a discussion of the meaning of media violence in everyday life. Some scholars question the validity of the idea of media violence, preferring to approach it not in terms of violence in real life but rather as one more element in the production of media texts. According to Juluri (2009) [31], with an interpretive approach, media violence is seen in the same terms as music, lighting, drama, or comedy and not as an object of public attention. The cultural studies approach also engages with other dimensions of media violence that are sometimes overlooked in other approaches, such as aesthetics and pleasure. At the same time, the cultural studies approach seeks to place violence in broader discussions of politics and power, particularly in terms of class, race, and gender.

The General Aggression Model proposed as another information processing model for aggression, distinguishing between short-term and long-term effects of media violence [32]. The General Aggression Model predicts that exposure to violent media can affect arousal, aggressive thoughts, and feelings of aggression, which can influence aggressive behavior. However, it is understandable that acts of violence are influenced by many factors, often acting together. We summarize the evidence on some of the principal risk factors and protective factors for adolescent violence, highlighting individual and contextual factors, which frequently interact [33].

The General Aggression Model proposes another information-processing model for aggression, distinguishing between media violence's short-term and long-term effects. In the short term, the General Aggression Model predicts that exposure to violent media can affect arousal, aggressive thoughts, and feelings of aggression, which can influence aggressive behavior. When an individual is exposed to media violence, the scripts associated with aggression are activated and amplified, making aggressive behavior more likely in situations directly [34]. In the context of long-term effects, the terms "aggression" and "aggressive behavior" are applied to mean behavior toward another person "with the direct intent to harm," and violence is defined as "aggression that has the very purpose of harming." Previous research showed that the correlational relationship between TV violence and

aggressive behavior differed depending on the type of study (longitudinal, cross-sectional, field experiment, or laboratory experiment) [35].

2.2 Cyberbullying and Online Games Addiction

Bullying is defined as aggressive behavior (a) that is repeated over time, (b) that has the intention to hurt, and (c) where there is a difference in power between the victim and the perpetrator [36]. This term is then used as the basis for concept explication in this research paper. Research has found that bullying often occurs because of the desire and motivation to increase people's status as perpetrators. Bullies often report that their bullying can make them more spontaneous; the perpetrator feels funny, famous, and influential towards the victim [37], [38]. Furthermore, using the prefix cyber- in the popular literature on intelligent artifacts, digital media, and the globalization of communications—encourages a sense of liberation from authoritarianism, technological determinism, and geographic, even physical limitations—proves how well the fruits of cybernetics are growing in contemporary culture, albeit rather superficially [39].

Cyberbullying on online gaming platforms for children and youth has been recognized as a severe social problem. Considering the diverse contexts of online engagement by children and youth, it is increasingly necessary to understand their experiences and the impact of their participation adequately. The online context that needs further attention is the gaming platform, which is very popular among boys [8], [40].

3. METHOD

This study aims to analyze individual experiences of violence and cyberbullying in online games addiction conditions. Adolescents addicted to online games can become perpetrators and victims of violence due to dependence on online media, which involves teenagers in cyberspace. The phenomenological approach allows research material to be seen from an individual perspective [41] by revealing daily experiences as consumers of online games and individual experiences in acts of violence and cyberbullying. Phenomenology with Husserlian descriptive was used to analyze the results of interviews, observation notes and content of social media interactions. The dimensions considered include 1) description, 2) reduction, and 3) the most invariant meaning for a context [42].

The immersive experience and long duration of online game consumption are part of a process that shapes the view of adolescence. Thus, this design research focuses on revealing individual perspectives, experiences, and perceptions [43], [44], [45].

The study participants were teenagers (15-21 years old) in Jakarta, Indonesia, and the locations of observations and interviews were in five internet cafes adjacent to high schools and colleges or universities. The participants at metropolitan city part of South Jakarta reflect the urban adolescence group. The profiles of participants who visited the games centers were students from several high schools with two grades from each grade level (grades 9, 10, and 11 for junior high school students, and grades 12, 13, and 14 for senior high school students) and colleges, within a radius of five kilometers and beyond. In addition, researchers made direct observations of five online internet cafe locations in South Jakarta and observed students who were allowed to enter the internet cafes without hindrance even though they were sometimes found wearing school uniforms.

Before the interview, participants were asked to fill in a simple structured question that aimed to find out the types of online games played and the level of exposure to violence they have experienced. To determine the exposure to online game violence and the level of violence and cyberbullying of 22 teenage students and internet cafe customers, the researchers conducted a 20–30-minute interview with each participant. Participants' names were coded to ensure anonymity. Participants were marked as students from schools used as locations around the internet cafe; however, their identity was kept secret and only known by the researchers. It is stated to the youth that this research will be conducted for scientific purposes only, and the information they provide will be kept confidential. All the 22 adolescent participants who scored the highest had stated that they voluntarily participated in this study.

This study adopted a research instrument in the form of a cyber-bullying and violence scale developed [46] for adolescents aged between 15 and 21 years consisting of 24 items. Each item is

answered as "Yes" or "No". "Yes" is evaluated as two points, and "No" is considered as one point. There are no items with reversed scores. However, the researchers made observations at the internet cafe locations and found evidence that most respondents played online games with violent

content. The type and the name of the game generally follow the ongoing trend and the internet cafe only provides games that are top hits to attract customers. A high score indicates high levels of violence and cyberbullying and is likely to increase. Cronbach's alpha coefficient is 0.81 on a scale of 0.87 in this study. This scale is only used to identify teenagers who have been victims or perpetrators of cyber violence and bullying.

Open-ended questions are prepared by considering the concept of explication of violence, cyberbullying, online games, individual experiences, and interactions in adolescent relationships at school, home, and among peers both offline and online. In addition, interviews were developed to examine the literature related to several child psychologists' and online communication experts' opinions. Open-ended questions were asked to participants to analyze the views of adolescents who victims of violence and cyberbullying were, the types of violence and cyberbullying they experienced and might inflict on others, the people with whom they shared their experiences after acts of verbal violence and cyberbullying, and the emotions they experienced or feel.

The analysis was carried out on the results of the interviews accompanied by observation notes and document analysis. Verbal responses to interview questions were transcribed into written text and coded according to the concept explication. The data obtained are divided into meaningful parts, and the researchers attempt to determine the meaning expressed by each part conceptually. The parts that make up a meaningful whole in themselves are then named and coded by the researchers. Codes are collected and examined, and then themes are created by determining the relationships and common aspects between the codes [47].

The dimensions of the analysis are determined by specific criteria that consider validity and reliability in the context of a qualitative approach [48]. Therefore, this study adopted the criteria was proposed [49], such as credibility, dependability, confirmation, and transferability. First, credibility is carried out by observing and being involved in the location of internet cafes, schools, and colleges in the vicinity for three months and checking on the same participants several times. The researchers show a summary of the identification results and continue with interviews. Participants were then asked to state their opinion about the accuracy of the data. It also allows participants to include experiences or opinions they would like to add.

Second, triangulation ensures the internal validity of primary data collection in a quantitative format to obtain initial information, mainly qualitative data from interviews [50]. Third, the researchers were involved in the analysis and interpretation of the data in this study, using the triangulation method. In addition, the data obtained in the interviews were separately coded, and the coherence ratio was calculated by comparing the coding. Fourth, transferability is carried out through sample selection with participant characteristics, data collection tools and processes, along with clearly stated data analysis [51], [52]. Finally, confirmability is done by ensuring that participants' responses are given directly without comment, without prejudice, and without influencing the views of the researchers.

4. RESULT

The result chapter displays the analysis of the data that has been collected based on the dimensions used as indicators as explicitly and implicitly reflected in the title. First, the scale of violence experienced by participants is presented as a basis for conducting in-depth interviews. As many as 22 people who experienced cyber violence and bullying were subjectively selected as participants. The highest score of 22 adolescents who conducted semi-structured interviews was 46, and the lowest was 32. Thus, all 22 participants were interviewed to gain insight from individual experiences related to online games addiction, violence, and cyberbullying.

4.1 Online Games Addiction

Participants in this study were categorized as adolescence with an average of 24 to 30 hours a week of online games consumption, or about four to five hours a day. This duration is very long, and participants still feel that it is not excessive to sit in front of the computer in the internet cafes after school. Rud (19 years old) says:

"I know that I play too many online games at the centers after school, but I can't stop because I always want to go there and join my friends. In my mind, I imagined how I could play and express myself by screaming out. I enjoy playing online games and can't break from this habit."

Participants cannot escape their dependence on online games because they have become part of

their daily lives. They tend not to think that the habit is harmful, but instead, they feel happy and enjoy playing with their friends. Playing online games can't be done alone, but their energy increases when they gather with their peer group. Dan (15 years) says:

"My friend asked me to come to the internet cafe for the first time. Finally, I became dependent on joining peer groups, and sometimes we even had to share costs to play online games. For me, cohesiveness with my friends is important, and playing this is part of solidarity."

The ability of adolescents to control themselves is relatively low because they have a dependence on their peer group. Parents often consider playgroups as learning groups because they are in the same school. Likewise, in the view of the teachers at the school, this group of young students is still seen as a study group. This adolescent group does study together, but they spend more of their time going to online internet cafes around their school and neighborhood. For example, Bud (17 years) understands that his group activities are mostly used to have fun playing games rather than learning to do assignments from school.

"I know, my friends and I play too many online games; if we don't go to internet cafes, we play anywhere on mobile using smartphones and tablets. We are always online following the games of youth groups from other cities, even in other countries. We usually play between countries, and I interact in English with players from Australia, Japan, China, and Europe. I like playing online games, and I have no problem with this addiction even though I often feel tired and am always sleepy at school."

Addiction to online activities is not limited to playing games but watching YouTube, chatting, and talking or recording videos with several applications such as *TikTok* and other types of live streaming. These teenagers feel that their lives are always in cyberspace, and their activities must be known by their friends watching or playing. Addiction to playing games can have a more severe impact on the physical health of teenagers. Her (18 years old) revealed that in her daily life, she never feels refreshed because she is always sleepy, and when walking, she feels wobbly due to lack of sleep.

"I feel unwell to walk or think about doing my homework. I don't think I want to do

anything other than play games. Sometimes friends get into fights with other groups from other schools. Even though there are no problems, we feel like hero characters in games and feel brave to fight anyone who wants to fight. My friend also likes to make trouble by shouting harsh words to other teenagers."

Adolescence realizes that they have an addiction to online games, but they escape the knowledge of their respective parents. Their parents overlook their haggard and sleep-deprived faces. The problem of lack of parental attention is the cause of them constantly experiencing dependence. Ald (17 years) says:

"My father didn't know that I liked to play online games, but my mother did. Apparently, my mother didn't tell my father because she was worried that I would be scolded and punished. However, I also ignored my mother's advice to stop playing online games. The problem is that I can't get away from my gadget and play with friends at the internet cafe. I pay attention to the assignments from school so far, my homework is always done. Nevertheless, my body always feels unwell, and I stagger."

4.2 Acts of Youth Violence in the Natural World

The teenagers admitted that they liked the types of online games that contained violence such as combat, especially with weapons capable of destroying the enemy, investigation, snooping, chasing, paralyzing the enemy, and killing with modern heavy weapons. Dod (18 years) says:

"I like online games because of my sharpshooting skills, quick decisions I make at critical, perilous times. In this game, there are many lessons that I can take, and it makes me more confident. That violence has always become a strong attraction for me to play online games because it requires adrenaline and courage to attack other people. For me, violence has become an integral part of online games as a pulling element that greatly influenced me as a young person."

If violence in online games is continuously consumed, the experience of violence in cyberspace can be reflected in the adolescents' thoughts and actions because the reference is always close to the

memory of cyber violence. Adolescence is undoubtedly a collection of smart young people who can distinguish between the virtual world and the natural world, but they also become accustomed to the stimulants of violence and even commit violence itself. Ben (16 years old) says:

"I admit that since I like playing online games, I have become more courageous and not afraid of blood; I can laugh when my enemy is paralyzed with the visual of his head breaking and blood splattering. The violent visuals made me even more ferocious to give shots and finish off the enemy. When I finished playing games, my emotions were always carried away, and without me realizing it, I was ruder to people I considered weaker than me. However, I like this condition change in me."

The experience of violence in cyberspace is unconsciously carried over to the natural world. Individual courage increases when they gather in groups and are among many other people, such as in schools or colleges. This group of teenagers does not hesitate to carry out verbal violence against people or small groups that they view as weaker than their groups, such as groups of young girls. They hurl words and harsh sentences at others as acts of violence. Even if there is a fight between peer groups, the teenagers commit acts of violence as their reference in online games. Bam (18 years) experience reflects that:

"I often use harsh words that I found in online games to other people, especially when my friends and I met a group of online game players and got the opportunity to do verbal violence. One day my group had a physical fight with another group over trivial matters, and we were dispersed by the security guards in the shop's yard."

A teenager's courage can increase in acts of violence when he remembers references to online games or relationships in peer groups. Their selected words are based on their references in the virtual world and the natural world. Peer group members give a psychological push when a teenager lacks the courage to commit verbal and physical violence. Usually, in that peer group, there are one or several people who have a background accustomed to a life of violence, and he gets it from another group that may be more brutal in the structure of society. However, teenagers get the same reference from cyberspace because they play

relatively the same types of online games on an ongoing basis in the long term.

4.3 Juvenile Violence in Cyberspace (Cyberbullying)

Violence committed and experienced by teenagers is more common in cyberspace, especially in social media friendships. In friendship groups such as Line, WhatsApp, Instagram, Twitter, and Facebook, teenagers are more likely to experience verbal abuse than in the natural world. This fact was admitted by almost all participants in in-depth interviews and observations during the study. Cyberbullying is experienced and accepted by teenagers in internet cafes, but they also commit violence on social media. Verbal violence with harsh words and insults have become their daily experience, even though the participants are students in various schools and colleges. Their daily lives seem to be divided into school areas supervised by teachers and principals, but they become ordinary people outside the school or college buildings and often behave violently physically and on social media. Jef (18 years) relates his personal experience:

"On social media, we are used to hurling harsh words at each other in our fellow student groups or peer groups in our neighborhood. However, we don't care because we're used to being treated like that by our peers. I often write rude and obscene words to other people. Some friends are emotional, especially female students because they feel harassed, but they are back to normal after that. I also understand that this treatment is not right, but it doesn't seem to stop. It always happens. Violence on social media has become a student's personal experience."

Family supervision of acts of violence inflicted on and perpetrated by their children may concern parents. However, parents cannot always check and supervise how their children are doing in cyberspace. Even checking their children's cellphones is not as simple. Parents may always advise their children to be careful and not to commit acts of verbal violence in cyberspace, but the condition of the association of peers affects the psychological state of their children. Sil (17 years), a female student, shared her personal experience:

"I am an online games lover. The problem is that online games contain much violent and pornographic content, and they influence

young players. Male players also carried out speeches of sexual harassment and physical violence against female online game players. Sometimes women are helpless because boys in groups commit verbal violence on social media. It also often occurs physically in the real world. In social media groups, graphic violence and pornography cannot be contained. Generally, we women are only victims, and very few are perpetrators because teenage boys dominate it."

Teenagers' individual experiences both in the virtual world and the natural world are almost the same. Both are filled with words and acts of violence committed by themselves. Meanwhile, the vocabulary for expressing violence is obtained from various sources and media, especially online games, YouTube, cinema films, peer groups, and the wider community. The condition of the youth also reflects that they cannot avoid the violence that occurs. Adolescents seem to become accustomed in their daily lives to accept and commit acts of violence.

The habit of using social media that tends to dominate teenagers' leisure moments is also a challenge for cyberbullying because they use most of the time to access social media and online games that contain violence. When teenagers study in the classroom for an average of seven hours a day, they play online games or other activities in groups for an average of about three hours and usually with a recording or in live streaming format. After playing with the peer group, the teenagers go home, and their activities continue with online games as family members are not yet complete at home. By calculating the duration of internet access in a day, the life world for teenagers is dominated online. It makes sense if the lives of teenagers are filled with dangerous acts of online violence. The life of adolescence should have an activity balance with good physical and mental health.

Student teenagers in the age group who need guidance and education have gained experience and learned violence from the internet, online games, and peer groups. They become social learners of the violence and victims or perpetrators among their fellow teenagers. Online media has accelerated the process of negative "learning" without adequate supervision from schools and families. From these findings, it is reflected that the lives of teenagers need help to balance the natural and the virtual world and educate pro-social and ethical digital content.

5. DISCUSSION

As stated in the introduction section, this study aims to analyze individual experiences related to the habit of adolescents using online games excessively in terms of continuous duration. Addiction to online games certainly has implications for various things related to interpersonal interactions within and between peer groups at school, college, and outside of school. Addiction to online games affects participants' physical and mental conditions so that their interactions with other participants, among students at school and college, family members, and peer groups also have profound implications. Physical and mental fatigue affects the thoughts, attitudes, and actions of adolescence. However, this discussion is limited to individual experiences within the group.

This research shows that the life of adolescence is faced with a new risk factor, online game addiction, in a period that requires great attention for its education and strengthening the ability to ward off online challenges instead. This study aligns with other findings that online game addiction affects self-esteem and adolescent abuse victims [53]. If we compare male and female adolescents, it can be predicted that young women are often the victims of violence and abuse.

Aggressive behavior arises in participants who are players addicted to online games with the most popular violent content. War, murder, survival skills make the participants get used to deciding to shoot or kill other people even though it happens in cyberspace. Adolescence, in this case, are not only perpetrators of violence but also victims of it because they experience cyber victimization. The research that supports the results in this article was put forward where cyber victimization in online games is a very urgent problem because today, teenagers and young people cannot survive without gadgets and are vulnerable to online threats, intimidation, manipulation, and other types of aggression [54].

The effect of online game addiction must be observed in a longitudinal study, but in this article, researchers have categorized those involved as participants, namely adolescents who have been accustomed to playing games for a minimum of the last 12 months. Participants indicated that, on average, they started playing online games since childhood while the adolescents involved as participants were in high school and college or university. Thus, longitudinal studies have

indirectly been included in this research. Research conducted in China shows that internet gaming addiction is a big problem for education [55]. Their findings also have practical significance for improving intervention strategies that target risk factors for adolescence. The risks found are hazardous for adolescents because they are accustomed to getting content such as online chat, online games, online gambling, watching adult sex videos on the web, all of which are associated with aggressive behavior [56].

Although the participants, teenager students, considered that acts of violence and cyberbullying were inappropriate, they were often used to doing it. This habit requires courage, and that courage emerges after excessive exposure to violent online games in the daily life of adolescence. This finding aligns with what stated that cyberbullying is an uncomfortable, harmful act and behavior [16]. However, some teens find cyberbullying fun. Juvenile cyber victims prove that cyberbullying qualifies as disruptive because they experience the adverse effects of cyber victimization in many aspects.

The theme of revenge in online games is very much embedded in the adolescent participants, so it becomes the reason when questioned about the causes of cyberbullying, other types of verbal violence, and even physical violence. The finding that the cyberbully and victims knew each other is because adolescents interpret cyberbullying as an effective tool to take revenge on their friends who have problems in the virtual environment and control unwanted behavior. Some studies support the research results [16], [57], [58], [59], [60], [26].

The teenagers who were the participants realized that they should not commit violence even though they had received assault as a victim. When asked, participants, especially female ones, said they felt afraid, angry, and sad after experiencing violence. It shows that the internet provides opportunities, including the potential to expand and accelerate the frequency of violence with blatant perpetrators in the natural world or who hide their identities in cyberspace. This study also shows similarities with previous findings that intimidation exacerbates the ill effects of cyberbullying and causes victims to feel negative emotions such as fear, sadness, and anger. Teenagers who are cyberbullying victims mostly feel the emotions of sadness, anger, fear, anxiety, and disappointment [61], [60].

In the end, the discussion as a comparison of the results of this study and various previous research shows that the adolescents as a group of teenagers who are addicted to online games become accustomed to the experiences of victims of violence and acts of violence received and carried out in their daily lives. The experience has embedded itself in them continuously in the long term through online gaming violent content. Peer groups with relatively similar experiences further strengthen the cohesiveness of adolescent friendships with violent content in both the natural and virtual worlds. Other previous research also demonstrates the importance of peer relationships during adolescence by sharing experiences of cyber victimization [62], [63], [64]. It reflects that they see their friends as an effective source of technology advice because they have more technical information than their parents. This fact reveals the need to understand the determinants of cyberbullying [65] [66], the ability of decision-makers to detect them in the context of social networks [67] in schools and peer groups, and parents concern in each family.

6. CONCLUSION

Violence and cyberbullying occur in online interaction conditions between one person and another person or a group. However, the frequency of this violence is accelerated to become more frequent and faster due to the involvement of teenagers in online games with violent content. Online games addiction causes teenagers to become accustomed to accepting and committing violence against others, both within their peer group and outside their social group in daily life. Excessive experience and involvement with a long duration and high intensity in the consumption of violent online games make it difficult for teenagers to distinguish between real life and online life. Teenagers like the online game genre that contains combat or battles in the war, individual abilities, skills in using heavy weapons to shoot, kill, and immobilize opponents so that if victory is obtained and they succeed in survival, then their energy to continue playing will increase. This violence is also accompanied by verbal violence such as cursing and shouting. The experience of playing online games among teenagers is carried over to the natural world in their interactions at home, among peers, and at school.

Juvenile violence in the natural world is a continuation of the virtual world or vice versa. The

experience of violence in online games gradually becomes a habit of being practiced in the natural world in daily interactions and face-to-face interactions with other people. The tendency of this habit is reflected in the expressions and observations in research, which show that teenagers are victims and perpetrators of violence in the natural world. Adolescent girls generally often receive violent behavior and actions from their peers in the form of verbal violence, symbolic violence, body shaming, and shouts that demean others. Excessive consumption of online games throughout the day makes it difficult for teenagers to separate between the virtual and the natural worlds so that expressions and acts of violence inside and outside the virtual world do not differ and become part of their habits.

Acts of violence in cyberspace (cyberbullying) are experienced by teenagers more through social media, such as friendship groups on *WhatsApp*, *Line*, *Telegram*, *Instagram*, *Facebook*, and *Twitter*, where it is easier for bullying to occur. Teenagers are easier to say abusive words to others, especially women targeted by sexual harassment bullying. Teenagers who commit cyber violence feel more potent than others by referencing harsh words they get from various sources or media, especially from peer groups and online games.

Based on the main conclusions above, this research has theoretical, methodological, and practical implications. The theory of media violence must be strengthened based on games that actively involve participants in online media use. Meanwhile, the previous media violence theory was based on conventional media, which was one-way. The activity of adolescents as participants who play and participate in hurling harsh words and visual pornography in online games is a concept that enriches and may change violence theory. Methodologically, this implies the importance of alternative quantitative approaches for future research. Moreover, from a practical point of view, this research has implications for the importance of parental involvement in the family and the significance of educators and school communities to be more concerned about the dominance of harmful social learning through online games with violent content on adolescent behaviour.

REFERENCES:

- [1] David-Ferdon, C., & Hertz, M. F. (2007). Electronic media, violence, and adolescents: An emerging public health problem. *Journal of Adolescent Health*, 41(6), S1-S5. <https://doi.org/10.1016/j.jadohealth.2007.08.020>.
- [2] Lam, L. T., Cheng, Z., & Liu, X. (2013). Violent online games exposure and cyberbullying/victimization among adolescents. *Cyberpsychology, Behavior, and Social Networking*, 16(3), 159-165.
- [3] Whittaker, E., & Kowalski, R. M. (2015). Cyberbullying via social media. *Journal of School Violence*, 14(1), 11-29. <https://doi.org/10.1080/15388220.2014.949377>.
- [4] Barlińska, J., Szuster, A., & Winiewski, M. (2013). Cyberbullying among adolescent bystanders: Role of the communication medium, form of violence, and empathy. *Journal of Community & Applied Social Psychology*, 23(1), 37-51.
- [5] Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 27(2), 157-170. <https://doi.org/10.1177/0143034306064547>.
- [6] Hellström, C., Nilsson, K. W., Leppert, J., & Åslund, C. (2015). Effects of adolescent online gaming time and motives on depressive, musculoskeletal, and psychosomatic symptoms. *Uppsala Journal of Medical Sciences*, 120(4), 263-275.
- [7] Yee, N. (2006). Motivations for play in online games. *CyberPsychology & Behavior*, 9(6), 772-775. <https://doi.org/10.1089/cpb.2006.9.772>.
- [8] McInroy, L. B., & Mishna, F. (2017). Cyberbullying on online gaming platforms for children and youth. *Child and Adolescent Social Work Journal*, 34(6), 597-607.
- [9] Chan, H. C. O., & Wong, D. S. (2017). Coping with cyberbullying victimization: An exploratory study of Chinese adolescents in Hong Kong. *International Journal of Law, Crime and Justice*, 50, 71-82. <https://doi.org/10.1016/j.ijlcj.2017.04.003>.
- [10] Yaman, E., & Peker, A. (2012). The perceptions of adolescents about cyberbullying and cybervictimization. *Gaziantep University Journal of Social Sciences*, 11(3), 819-833.
- [11] Baker, Ö. E., & Tanrikulu, İ. (2010). Psychological consequences of cyber bullying experiences among Turkish secondary school

- children. *Procedia-Social and Behavioral Sciences*, 2(2), 2771-2776.
- [12] Ayas, T. (2016). An examination of the relationship between students involved and not involved in cyberbullying incidents and self-esteem and extroversion. *Egitim Ve Bilim*, 41(186).
- [13] Horzum, M. B., Ayas, T., Randler, C., & Düşünceli, B. (2021). The effects of empathy and circadian preference on cyberbullying of adolescents in Turkey. *Biological Rhythm Research*, 52(5), 781-794.
- [14] Dilmaç, B., & Aydoğan, D. (2010). Parental attitudes as a predictor of cyber bullying among primary school children. *International Journal of Computer and Systems Engineering*, 4(7), 1667-1671.
- [15] Ybarra, M. L. (2015). Can clans protect adolescent players of massively multiplayer online games from violent behaviors? *International Journal of Public Health*, 60(2), 267-276. <https://doi.org/10.1007/s00038-014-0637-8>.
- [16] Vandebosch, H., & Van Cleemput, K. (2008). Defining cyberbullying: A qualitative research into the perceptions of youngsters. *CyberPsychology & Behavior*, 11(4), 499-503.
- [17] Kharisma, A. C., Fitryasari, R., & Rahmawati, P. D. (2020). Online Games Addiction and the Decline in Sleep Quality of College Student Gamers in the Online Game Communities in Surabaya, Indonesia. *International Journal of Psychosocial Rehabilitation*, 24(7), 8987-8993.
- [18] Roberto, A. J., & Eden, J. (2010). Cyberbullying: Aggressive communication in the digital age. In *Arguments, Aggression, and Conflict* (pp. 220-238). Routledge.
- [19] Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073.
- [20] Elsaesser, C., Russell, B., Ohannessian, C. M., & Patton, D. (2017). Parenting in a digital age: A review of parents' role in preventing adolescent cyberbullying. *Aggression and Violent Behavior*, 35, 62-72. <https://doi.org/10.1016/j.avb.2017.06.004>.
- [21] Chan, H. C., & Wong, D. S. (2019). Traditional school bullying and cyberbullying perpetration: Examining the psychosocial characteristics of Hong Kong male and female adolescents. *Youth & Society*, 51(1), 3-29. <https://doi.org/10.1177/0044118X16658053>.
- [22] Schneider, L. A., King, D. L., & Delfabbro, P. H. (2017). Family factors in adolescent problematic Internet gaming: A systematic review. *Journal of Behavioral Addictions*, 6(3), 321-333. <https://doi.org/10.1556/2006.6.2017.035>.
- [23] Griffiths, M. D. (2015). Online games, addiction and overuse of. *The International Encyclopedia of Digital Communication and Society*, 1-6.
- [24] Lemmens, J. S., Valkenburg, P. M., & Peter, J. (2009). Development and validation of a game addiction scale for adolescents. *Media Psychology*, 12(1), 77-95. <https://doi.org/10.1080/15213260802669458>.
- [25] Tone, H. J., Zhao, H. R., & Yan, W. S. (2014). The attraction of online games: An important factor for internet addiction. *Computers in Human Behavior*, 30, 321-327. <https://doi.org/10.1016/j.chb.2013.09.017>.
- [26] Pereira, F., Spitzberg, B. H., & Matos, M. (2016). Cyber-harassment victimization in Portugal: Prevalence, fear and help-seeking among adolescents. *Computers in Human Behavior*, 62, 136-146. <https://doi.org/10.1016/j.chb.2016.03.039>.
- [27] Brochado, S., Soares, S., & Fraga, S. (2017). A scoping review on studies of cyberbullying prevalence among adolescents. *Trauma, Violence, & Abuse*, 18(5), 523-531. <https://doi.org/10.1177/1524838016641668>.
- [28] Bonanno, R. A., & Hymel, S. (2013). Cyber bullying and internalizing difficulties: Above and beyond the impact of traditional forms of bullying. *Journal of Youth and Adolescence*, 42(5), 685-697. <https://doi.org/10.1007/s10964-013-9937-1>.
- [29] Ybarra, M. L., Strasburger, V. C., & Mitchell, K. J. (2014). Sexual media exposure, sexual behavior, and sexual violence victimization in adolescence. *Clinical Pediatrics*, 53(13), 1239-1247. <https://doi.org/10.1177/0009922814538700>.
- [30] Chang, F. C., Chiu, C. H., Miao, N. F., Chen, P. H., Lee, C. M., Huang, T. F., & Pan, Y. C. (2015). Online gaming and risks predict cyberbullying perpetration and victimization in adolescents. *International Journal of Public Health*, 60(2), 257-266. <https://doi.org/10.1007/s00038-014-0643-x>.
- [31] Juluri, V. (2009). Violence and Nonviolence in Media Studies. In *Encyclopedia of*

- Communication Theory*, S. W. Littlejohn & K. A. Foss. Thousand Oaks, CA: Sage, 997-1001.
- [32] Anderson, C. A., & Bushman, B. J. (2002). The effects of media violence on society. *Science*, 295(5564), 2377-2379.
- [33] Bushman, B. J., Newman, K., Calvert, S. L., Downey, G., Dredze, M., Gottfredson, M., ... & Webster, D. W. (2016). Youth violence: What we know and what we need to know. *American Psychologist*, 71(1), 17. <https://doi.org/10.1037/a0039687>.
- [34] Gentile, D. A., Coyne, S., & Walsh, D. A. (2011). Media violence, physical aggression, and relational aggression in school age children: A short-term longitudinal study. *Aggressive Behavior*, 37(2), 193-206.
- [35] Hopf, W. H., Huber, G. L., & Weiß, R. H. (2008). Media violence and youth violence: A 2-year longitudinal study. *Journal of Media Psychology*, 20(3), 79-96. <https://doi.org/10.1027/1864-1105.20.3.79>.
- [36] Hollingdale, J., & Greitemeyer, T. (2014). The effect of online violent video games on levels of aggression. *PLoS One*, 9(11), e111790. <https://doi.org/10.1371/journal.pone.0111790>.
- [37] Mishna, F., Cook, C., Gadalla, T., Daciuk, J., & Solomon, S. (2010). Cyber bullying behaviors among middle and high school students. *American journal of orthopsychiatry*, 80(3), 362-374.
- [38] Ballard, M. E., & Welch, K. M. (2017). Virtual warfare: Cyberbullying and cyber-victimization in MMOG play. *Games and Culture*, 12(5), 466-491. <https://doi.org/10.1177/1555412015592473>.
- [39] Krippendorff, K. (2009). Cybernetics. In *Encyclopedia of communication theory*, S. W. Littlejohn, K. A. Foss (eds.), Thousand Oaks, CA: SAGE, 285-290.
- [40] Huang, J., Zhong, Z., Zhang, H., & Li, L. (2021). Cyberbullying in social media and online games among Chinese college students and its associated factors. *International Journal of Environmental Research and Public Health*, 18(9), 4819. <https://doi.org/10.3390/ijerph18094819>.
- [41] Paley, J. (2016). *Phenomenology as Qualitative Research: A Critical Analysis of Meaning Attribution*. Routledge.
- [42] Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure. *Journal of Phenomenological Psychology*, 28(2), 235-260.
- [43] Rivituso, J. (2014). Cyberbullying victimization among college students: An interpretive phenomenological analysis. *Journal of Information Systems Education*, 25(1), 71. <https://jise.org/volume25/n1/JISEv25n1p71.html>.
- [44] Chan, N. N., Ahrumugam, P., Scheithauer, H., Schultze-Krumbholz, A., & Ooi, P. B. (2020). A hermeneutic phenomenological study of students' and school counsellors' "lived experiences" of cyberbullying and bullying. *Computers & Education*, 146, 103755. <https://doi.org/10.1016/j.compedu.2019.103755>.
- [45] Cilesiz, S. (2011). A phenomenological approach to experiences with technology: Current state, promise, and future directions for research. *Educational Technology Research and Development*, 59(4), 487-510. <https://doi.org/10.1007/s11423-010-9173-2>.
- [46] Aricak, O. T., Tanrikulu, T., & Kinay, H. (2012). Initial psychometric findings of cyber victimization scale. *Mediterranean Journal of Educational Research*, 11, 1-6.
- [47] Maher, C., Hadfield, M., Hutchings, M., & Eyto, A. (2018). Ensuring rigor in qualitative data analysis: A design research approach to coding combining NVivo with traditional material methods. *International Journal of Qualitative Methods*, 17(1), <https://doi.org/10.1177/1609406918786362>.
- [48] Lub, V. (2015). Validity in qualitative evaluation: Linking purposes, paradigms, and perspectives. *International Journal of Qualitative Methods*, 14(5), <https://doi.org/10.1177/1609406915621406>.
- [49] Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *ECTJ*, 30(4), 233-252.
- [50] Natow, R. S. (2020). The use of triangulation in qualitative studies employing elite interviews. *Qual. Research*, 20(2), 160-173. <https://doi.org/10.1177/1468794119830077>.
- [51] Sharts-Hopko, N. C. (2002). Assessing rigor in qualitative research. *The Journal of the Association of Nurses in AIDS Care: JANAC*, 13(4), 84-86.
- [52] Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. *International Review of Sport and Exercise Psychology*, 11(1), 101-

121. <https://doi.org/10.1080/1750984X.2017.1317357>.
- [53] Kim, J. Y., Lee, J. S., & Oh, S. (2017). A path model of school violence perpetration: introducing online game addiction as a new risk factor. *Journal of Interpersonal Violence*, 32(21), 3205-3225. <https://doi.org/10.1177/0886260515597435>.
- [54] Makarova, E. A., & Makarova, E. L. (2019). Aggressive Behavior in Online Games and Cybervictimization of Teenagers and Adolescents. *International Electronic Journal of Elementary Education*, 12(2), 157-165.
- [55] Su, P., Yu, C., Zhang, W., Liu, S., Xu, Y., & Zhen, S. (2018). Predicting Chinese adolescent internet gaming addiction from peer context and normative beliefs about aggression: a 2-year longitudinal study. *Frontiers in Psychology*, 9, 1143. <https://doi.org/10.3389/fpsyg.2018.01143>.
- [56] Ko, C. H., Yen, J. Y., Liu, S. C., Huang, C. F., & Yen, C. F. (2009). The associations between aggressive behaviors and Internet addiction and online activities in adolescents. *Journal of Adolescent Health*, 44(6), 598-605. <https://doi.org/10.1016/j.jadohealth.2008.11.011>.
- [57] Varghese, M. E., & Pistole, M. C. (2017). College student cyberbullying: Self-esteem, depression, loneliness, and attachment. *Journal of College Counseling*, 20(1), 7-21.
- [58] Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49(4), 376-385.
- [59] Rafferty, R., & Vander Ven, T. (2014). "I hate everything about you": A qualitative examination of cyberbullying and on-line aggression in a college sample. *Deviant Behavior*, 35(5), 364-377.
- [60] Udris, R. (2015). Cyberbullying in Japan: An exploratory study. *International Journal of Cyber Society and Education*, 8(2), 59-80.
- [61] Topçu, Ç., Erdur-Baker, Ö., & Çapa-Aydin, Y. (2008). Examination of cyberbullying experiences among Turkish students from different school types. *CyberPsychology & Behavior*, 11(6), 643-648.
- [62] Price, M., & Dalgleish, J. (2010). Cyberbullying: Experiences, impacts and coping strategies as described by Australian young people. *Youth Studies Australia*, 29(2), 51-59.
- [63] Ybarra, M. L. (2015). Can clans protect adolescent players of massively multiplayer online games from violent behaviors? *International Journal of Public Health*, 60(2), 267-276. <https://doi.org/10.1007/s00038-014-0637-8>.
- [64] Zhu, X. W., Chu, X. W., Zhang, Y. H., & Li, Z. H. (2020). Exposure to online game violence and cyberbullying among Chinese adolescents: Normative beliefs about aggression as a mediator and trait aggressiveness as a moderator. *Journal of Aggression, Maltreatment & Trauma*, 29(2), 148-166. <https://doi.org/10.1080/10926771.2018.1550830>.
- [65] Jafarkarimi, H., Saadatdoost, R., Tze Hiang Sim, A. L. E. X., & Mei, J. H. (2017). Determinant Factors of Cyberbullying: An Application of Theory of Planned Behavior. *Journal of Theoretical & Applied Information Technology*, 95(23).
- [66] Talpur, K. R., Yuhani, S. S., & Amir, N. N. B. (2020). Cyberbullying detection: Current trends and future directions. *J. Theoretical. Appl. Inf. Technol.*, 98, 3197-3208.
- [67] Tulkarm, P. (2021). Approaches To Cyberbullying Detection on Social Networks: A Survey. *Journal of Theoretical and Applied Information Technology*, 99(13).