Identifying the victims of workplace cyberbullying among lecturers

Ira Mirawati[*], Asep Suryana, Mien Hidayat, Herlina Agustin
Padjadjaran University
Km 21 Raya Bandung Sumedang, Jatinangor, Sumedang, Indonesia
Email: ira.mirawati@unpad.ac.id, Phone. +6222 7796954

Abstract Cyberbullying exists not only among kids and teenagers but also adults. It takes place in many work sectors, including education. This research qualitatively investigated the victims of cyberbullying among lecturers. Thirty lecturers in West Java and Banten, fifteen males and fifteen females, were in-depth interviewed in this phenomenological research. Interviews were conducted by using a semi-structured guide. The results revealed that the victims were the "minority" of their group. They are unmarried young lecturers, lecturers with "negative" physical condition, lecturers with unique or silly habits, male lecturers who feel "scared" of their wives, the "ignored" lecturers, and young lecturers with unproductive working behaviour.

Keywords: workplace cyberbullying; minority; victims; lecturers

INTRODUCTION

Cyberbullying may take place in various layers of society (Monges, 2013). All this time, studies have focused on children and teenagers as victims. However, evidently at varying levels, cyberbullying also affects adults (Randall, 2001, 2005). The aim of this study is to analyse the experience of lecturers of being a victim of communication violence, which they perceive it as cyberbullying, in WhatsApp groups.

A research conducted by Pew Research Centre, a research institute in the field of Internet and technology, states that communication violence in education through digital media does not only hit students, but also teachers or lecturers (Purcell, Heaps, Judy, & Linda Friendrich, 2016). As part of education world, especially higher education, teachers

[*] Corresponding Author

or lecturers need to adopt digital media as a means to improve learning outcomes. This is inevitable. In addition, as educated people, teachers are the bearers carrying this innovation to other communities. This is what makes their access to digital media high (Bexheti, Ismaili, & Cico: 2014). Unfortunately, the higher the level of digital media use, the more vulnerable someone is exposed to cyberbullying (Purcell, Heaps, Judy, & Linda Friendrich, 2016). Therefore, teachers, including lecturers, are vulnerable to communication violence through digital media among themselves as they belong to the initial group that adopts information technology (Llewellyn, 2013). For example, in the United States the average digital media ownership among lecturers and teachers is higher than the national average. About 94% of teachers have mobile phones while national smartphone ownership is 88%, and 93% have their own laptops while the national average is 61%. There are 78% of teachers who use social media, compared to 69% percent of national user numbers (Purcell et al., 2016). The Association of Teachers and Lecturers and the Teacher Support Network states that 15,5% teachers/lecturers have been bullied. The study in UK found that this profession is one of occupations at the highest risk of bullying and abuse (Bhatia, 2013).

Data in various countries show that teachers and lecturers are the highest assessors of digital media. They have been designed from the start by their government to be agents of change for digital media-based development. Hongkong, Singapore, Japan, South Korea, and Taiwan are countries that have started research and utilization of digital media in the world of education since 1990 (Lim, Smith, Bowmick: 2018). Not surprisingly, in these countries lecturers and teachers are classified as the majority of digital media users. In Indonesia, there is no official figure on digital media ownership among lecturers, but a study conducted by Benny A. Pribadi from the Open University of 872 respondents from 30 State Universities shows that the use of computer-based media among lecturers is very high because they need this technology not only as a tool of communication but also as a means to improve their teaching capacities (Pribadi, 2006). Lecturer, according to Indonesia's Government Regulation number 37 Year 2009, is a professional educator and scientist whose primary task is to transform, develop, and disseminate science, technology, and arts through education, research, and community service. For lecturers, the high utilization of computer and Internet-based technology is that they need it as a giant library of the world (Rusman, 2011).

Nevertheless, this advanced technology has also provided an alternative medium for its users to engage in new communication violence against others (Eastin, 2013). Communication violence is a communication that uses manipulative or coercive language to cause fear, guilt, shame, satire, burden of duty, or punishment. This behaviour may emerge intentionally and in various forms. Saying to someone that

she or he "should" or "should not" can even be categorised into a form of violence. Blaming someone publicly for what they do is a violence as well. Violence in communication is not necessarily in form of insult, hate, or humiliation message (Rosenberg, 2005). With the presence of the Internet, Donegan (2012) states that there has been an expansion of communication violence behaviour from traditional bullying to today known as cyberbullying.

Previously, there was only traditional form of interpersonal, group, and mass communication. Lately, it has been a common thing when people communicate with others via computers. It is called computer mediated communication (CMC). CMC occurs when two people or more communicate with each other or exchange information through computers connected to the Internet. CMC is a form of communication that develops in the era of technological and social change (Auter, 2019). Cyberbullying is a communication behaviour which develops in the context of CMC (Rastati, 2016). Cyberbullying is defined as the involvement of communication technology to interfere, intimidate, threaten, or harm others (Patchin & Hinduja, 2010). In other words, cyberbullying is an aggression through modern technological devices. It can be categorized as indirect verbal aggression, or through intermediaries of modern communication technology (Slonje & Smith, 2012). Basically, cyberbullying involves at least 2 persons, a bully and a victim (Donegan, 2012). Bullying is a form of abuse that is based on imbalance of power; it can be defined as a systematic abuse of power (Smith & Sharp, 2008).

The increasing human access to the Internet can certainly increase the potential for cyberbullying (Waasdorp & Bradshaw, 2015). This is a problem that must be addressed seriously because it makes the victim unable to escape or hide from the offender (Donegan, 2012). Cyberbullying is commonly committed by using social websites (MySpace, Facebook, etc.), email, chat rooms, mobile phone texting and cameras, picture messages (including sexting), and instant messages (Notar, Padgett, & Roden, 2013). Its impact is no less dangerous than traditional bullying.

Cyberbullying is considered a form of communication aggression (Grigg, 2010) due to at least four reasons: psychopathology, humiliation and degrading behaviour, social learning in forms of aggression, and defects in argumentative abilities (Littlejohn & Foss, 2009). In addition, there is the fifth reason: a character derived from the exposure to pre-birth testosterone (Shaw, Kotowski, Boster, & Levine, 2012).

The awareness of the serious effects of violence through new media on someone's future has spawned numerous studies on various aspects of it, especially in which children and adolescents are the targets (Zych, Ortega-Ruiz, & Marín-López, 2016). Because of its potentially fatal impact, verbal and nonverbal violence in this young age has been the concern of educators, counsellors, researchers, and policymakers. However, researches on violence through digital media today are not

focusing solely on children and adolescents, but also adult (Forssell, 2016; Jenaro, Frias, & Flores, 2018). Nevertheless, in Indonesia, similar attention has not been given to acts of violence through digital media in adulthood, especially in work environment or in employment relationships. Information and Electronic Transaction only regulates the act of threatening and humiliation, while the act of cyber bullying hasn't been clearly codified (Satyawati & Purwani, 2014).

Workplace cyberbullying is a behaviour that offends, humiliates, sabotages, and intimidates someone at workplace. It also includes other forms of negative messages to someone at workplace (Salazar, 2018; Privitera & Campbel, 2009). This communication violence, both face-to-face bullying and cyberbullying, is considered taking place when one or more individuals consider themselves the target of repeated negative actions. This condition is usually supported by an imbalance of power between the offender and the target; in addition, there is also an attribution of the intention of the offender to make the victim suffer or embarrassed. Due to this imbalance of power, the victim's ability to deal with systematic negative exposure becomes severely impaired (Privitera & Campbel, 2009). She or he is powerless and positioned as minority (Llorent, Ortega-Ruiz, & Zych, 2016). The term minority deserves to be examined in cyberbullying because it involves power structure relationship (Forssell, 2016). Minority does not only refer to a statistical concept and is not only formally defined. A person becomes a minority when he or she has a different physical or cultural concept from most people in his/her environment (Llorent et al., 2016; Wirth, 1954). Thus, other group members see him/her negatively that he/she has to be treated differently. And, most closely related to bullying is that he/she is often regarded as an object of mutual discrimination (Wirth, 1954).

Samuel Farley in his research entitled *"Exploring the Impact of Cyberbullying on Trainee Doctors"* mentions that as well as cyberbullying on children and adolescents in educational setting, workplace cyberbullying can have negative consequences for the physical health and emotional well-being of the victim. Communication violence at workplace can also affect the victims' relationships in their working, social, and family lives (Farley, 2015). Victims, as the minority, increasingly feel themselves marginalized and vulnerable (Llorent, 2016). They feel their future career advancements, such as job promotion, can be threatened or damaged (Privitera & Campbel, 2009).

Some studies have even shown that victims feel lonely. Thus, they become lazy to work in the long term or often take leave due to illness, either physically or psychologically. For the victims, this kind of workplace violence is a new form of intimidation that can cause dramatic economic, physical and social losses (Stojanova, 2014). Furthermore, not only to the workers, workplace cyberbullying will also be detrimental to the company because it can reduce commitments, decrease job satisfaction, and pull teamwork down. Another impact on organisational level is an increase in absenteeism, which in turn has a negative impact

on efficiency, productivity, and profitability. The costs for employees will be high due to low morale and high rates of resignation. This cost becomes expensive because it takes time and resources to recruit and train new staff. The organisation's reputation may also fall because of its poor public image as a difficult place to work. These negative consequences may come from both non-media bullying and digital-media bullying (Farley, 2015).

Cyberbullying or Internet-based violence on adults may take place unintentionally. The offender, as the majority, may make a joke without realizing that it is a violence or abuse and what it is like to experience it all as the object of the joke. This is in line with what is revealed in D'Cruz's research on an information and technology company in India: violence through social media in an organisation may take place without limit. It is concrete and permanent, but so far not realized as violence. His study also found that the "victims" of the violence felt lonely, "haunted" and surrounded by the shadow of his image in cyberspace (D'Cruz & Noronha, 2013). Cyberbullying is possible in a wide variety of work environments. Privitera & Campbel (2009) found that 10.7 % of Australian workers in the Australian Manufacturing Workers Union (AMWU), a male-dominated corporate, were exposed to cyberbullying. Clark & Werth (2012) found cyberbullying in health institutions, specifically among nurses, in the form of impolite communication behaviour, including posting rumours or misinformation, gossip, and humiliation.

A study on cyberbullied workers from pharmaceutical, charity, and university sectors found five major themes of workplace cyberbullying (Heatherington & Coyne, 2014): the causes are violation of boundaries in peer communications on what is appropriate and inappropriate, the influence of communication media and the development of the relationships between workers, the influence of clarity and openness in communication, and the strategies to overcome workplace cyberbullying. Cyberbullying causes complexity: the victim has to organise his working relationships both physically and virtually. The attempts to organise both became the focal point of subjective experience of the workers (Farley, 2015; Heatherington & Coyne, 2014). Research on the victims of workplace cyberbullying becomes important because of its unique characteristic: they know who the perpetrator is and have the opportunity to respond, but they must consider their working relationships (West, Foster, Levin, Edmison, & Robirero, 2014).

Some people can perceive himself as a victim of cyberbullying. This is the smallest clue that can be communicated in a mediated communication, as assumed in the Cluelessness model. Cluelessness leads to psychological distances that leads to non-personal and task-oriented content that leads to certain types of intentional and non-spontaneous outputs (Rutter, 1987). The cluelessness is a model referred to social presence. This model reveals that CMC is a form of communication that loses signals that make up an interaction.

Compared to face-to-face communication, which can be viewed as more personal and richer "features" such as eye contact, touch, postures, and spontaneity, it can be said that the CMC is an interchangeable communication in the absence of instant exchange of meaning and limitations for users, especially those of personal representation (Tanis, 2003).

Nonverbal cues, such as eye gaze, dominating posture, or aggressive gestures, are undoubtedly the visible and felt parts of a conventional bullying. The parts subsequently lost in cyberbullying. This may make the informants not feel so threatened, or, instead, make the perpetrators easier to send aggressive messages because they do not need to deal directly with the limited personal representations of their victims in the CMC (Grigg, 2010). Cyberbullying is a form of intimidation and it targets one specific victim as well as carried out directly through cyberspace intermediaries, such as the Internet or cell phones. In cyberspace, many activities are biased, and sometimes offensive. To call them cyberbullying, they must meet the criteria. They must be intended to harm (by the perpetrator) and be accepted as pain (by the victim). It must also be the part of the looping of negative online and offline activity patterns (Farley, 2015). The behaviour in a power imbalance relationship, including physical, age, and/or power, is related to ICT (Smith, Bario, & Tokunaga, 2013). The victim is weak and minority and have no colleague to support them. However, the only person who can interpret whether one is victimized is him/herself.

The relationship between cyberbullying and worker performance is a firm reason for doing a research to explore this behaviour. Victim identification in this study is needed as preliminary data for further research on the influence of workplace cyberbullying on employee work performance, especially in Indonesia. Many experts state that the assessment of social behaviour of employees in an institution is important to do. This is that the presence of social media in an organisation or work environment can bring positive and negative impacts (Carlson, Harris, Zivnuska, 2016). Some negative behaviours may not look the way it should be. Cyberbullying can look like a normal behaviour or a mere joke. In addition to its undeniable positive impact, social media raises the tendency to abuse entertainment or jokes. So, it can be destructive and disruptive to one's involvement in the organisation (Creed & Zutshi, 2012).

In Indonesia, research about cyberbullying can be started with analysing State University lecturers as the research object. Lecturers should be the ones who well-understand the communication violence in social media because this often takes place among teenagers, including their students. However, educators (including lecturers) do not always communicate smoothly. Communication violence may happen because of fatigue and individual characteristics (Agung, 2009). A study conducted in Bandung, Indonesia, states that a cause of lecturers' fatigue is inharmonious interreligious relationship, either direct or

indirect (Yogisusanti, Kusnanto, Setyawati, & Otsuka, 2014). This fact becomes the basis for doing a research about cyberbullying among lecturers.

To identify the victims of workplace cyberbullying among lecturers, we conducted a research on WhatsApp groups. WhatsApp is the most popular instant messaging application among workers (Lawson, 2015; Pratama, 2017). Phenomenology was employed in this research. This method allows researcher to understand the subject's language and their interpretation about cyberbullying, including the topic, the frequency, and the emotion of the informants. A study with phenomenological approach seeks the meaning of life experience of a number of people about a concept or phenomenon (Pietkiewicz & Smith, 2012). Moreover, this paradigm requires researchers to get into the conceptual world of the subjects in such a way so that they understand what and how an understanding is developed by those around everyday events (Cresswell, 1998). This means that a research with phenomenological approach sets in natural place and time (Pietkiewicz & Smith, 2012). With all these characteristics, it will get holistic data about informants' experience in regard to cyberbullying in conversation groups of the lecturers.

The subjects of this research were thirty academicians in West Java and Banten. Fifteen males and fifteen females were chosen purposively. They were the ones who had ever been the object of cyberbullying. To ensure this, we asked the lecturers and chairmen in their respective departments about who were the most often bullied. We used in-depth interview to collect data about their experience.

In acquiring participants, the researchers chose ten different departments at three universities in West Java and Banten. They found 45 lecturers who, according to their respective chairmen, were the most-bullied ones. Thirty of them met the criteria: 1) They regarded a joke as a violence; 2) They were voluntarily willing to participate in this study.

DISCUSSION

Cyberbullying investigated here was that that took place in WhatsApp groups. In Indonesia, it is the most-popular or most-used online conversation application. At the end of 2018, the number of WhatsApp's monthly active users (MAU) exceeded Facebook messenger (wearesocial, 2019). Within 24 months after January 2017, the growth of its users reached 30 percent, while Facebook only 20 percent. Indonesia is in the top five of most WhatsApp users in the World with India, Brazil, Mexico and Turkey (Comscore Media Metrix, 2019). This application is the most widely used to communicate among adults and employees (Lawson, 2015). One of the reasons is that the application focuses its service only on communication, without making it "complicated" with games, stickers and other knick-knacks. The application is not "noisy" with various notifications and ads that may disrupt the convenience of its users (Pratama, 2017). In addition, it can

operate in weak Internet signal and uses end-to-end encryption for its security (Rastogi & Hendler, 2017).

Table 1. The Profile of Participants

Name		Sex	Age	Name		Sex	Age
1	Rana	Male	29	16	Unina	Female	43
2	James	Male	37	17	Ikma	Female	45
3	Gugun	Male	42	18	Mida	Female	33
4	Arya	Male	37	19	Syifa	Female	34
5	Zaini	Male	33	20	Nian	Female	27
6	Dana	Male	38	21	Rahma	Female	31
7	Mulyadi	Male	31	22	Yani	Female	30
8	Irvan	Male	39	23	Nanik	Female	29
9	Santo	Male	38	24	Miranti	Female	33
10	Irsan	Male	32	25	Ria	Female	35
11	Yoga	Male	39	26	Lestari	Female	33
12	Budi	Male	40	27	Lala	Female	35
13	Kunadi	Male	43	28	Eli	Female	28
14	Safari	Male	35	29	Yulis	Female	29
15	Jaja	Male	34	30	Lasma	Female	35

Table 2. The number of workplace WhatsApp groups the informants joined

Number of Groups	%
1-3	23.3
4-6	26.7
7-9	30.0
10 and more	20.0

Most participants of this research join seven to nine workplace WhatsApp groups. All of them at least join one department group and one faculty group. These groups are "formal" since they are made by the chairman of the department or faculty and encompass all lecturers. However, not everyone joined university group. Only those who work at the higher level could join it. In addition to that "permanent" groups at department, faculty, and university levels, which will not be dismissed because of time, they also joined groups of committees created during an event.

In addition to the aforementioned groups, some of them admitted that they were incorporated into small groups based on close personal relationships. Not everyone can join the groups, even though they are in the same work environment. Only those who meet certain criteria can. Furthermore, they even "test" whether someone is worth joining. An example of the groups is the "Zumba" group, which consists of female lecturers at a faculty of Padjadjaran University who regularly practice Zumba. Not only Zumba is a criterion, its members must also be female lecturers who are considered able to keep the confidentiality of the talks

around important issues in the campus. Miranti, one of the informants, said *"Initially we were just a few people who love to practice Zumba. Then we formed this group. Gradually, many want to join in. We all are founding members will discuss it first before accepting or rejecting them."*

Table 3. WhatsApp groups in which informants experiencing bullying

Types of Groups	%
Department Group	40.0
Faculty Group	16.7
University Group	6.7
Committee Group	6.7
Close relation group	30.0

From various types of WhatsApp groups, most of the informants admitted that they mostly experienced bullying in department group (40%) and close relation group (30%), as shown in Table 2. Zaini, an informant, stated, *"I am often being made fun of in my department group. They do it to enliven the atmosphere".* Another informant, Kunadi stated, *"I am a bullying object in a workplace friendship group* (close relation group)*, but I am not the only one."*

Invasive and Undesirable Behaviour

We conducted open-ended interviews with informants on topics they considered invasive behaviours. We found several undesirable topics for the victims, and we classified them.

First, unmarried status

There are 7 (23,3%) informants, five male and two female lecturers, who felt uncomfortable when their friends in WhatsApp groups alluded to their unmarried status. The age of the males is between 30 and 45. Marital status is a sensitive issue for men over 30. They are usually bombarded with questions about marriage, both in the real world and in cyberspace. However, according to their acknowledgment, if the single is above 45, people will not dare to mention it. They also rarely make fun of singles that are still under 30, because in that age men are considered normal for being unmarried. One of the informants said: *"There were two single men in my group. Both of us used to be the topic of conversation in the group. But then, I became the only one bullied. Well, that may be due to the displeasure my friend once showed to the group."*

However, all lecturers do not dare to make a negative statement about unmarried female group members. Even if they do, they only make a joke on those whose age is still under 30. This fact is in line with Sya, an unmarried young informant: *"For my friend, it is only a joke. But, for me, it hurts. I really, really want to get married. But God has not sent the one for me. I will not be angry with my friends who make me the object of our group conversation. Instead, I send a smile or*

laughing emoticon". Another informant, Rani stated*, "Before 25, I was still feeling fine to be the object of jokes and bullying. But, by 30, I feel sad and miserable whenever the topic of marriage is lifted, especially when it seems to force me to get married soon."*

Marital topic is considered offensive, for example, when a younger friend gets married, then in the group someone post, *"Well, A got married, and when will you (mentioning one's name)?"* Another example is when an informant bought a car, then a member of his/her group said, *"Wow, new car! But it is incomplete. There must be someone beside you. Then perfect!"*

Second, "negative" physical condition

Twenty per cents of informants claimed that physical condition was one of bullying topics. However, in this case, it is not about disability. There are some differences in "negative" physical conditions for men and women. For men, they are black (dark) skin colour, fat body, hair condition (bald or hoar), and big belly. One male informant said, "*We took a group photo in a studio. One of us posted it in our group. Then they laughed on me because my hair is bald. They said that my head reflected the light from the lamp. They laughed, wrote "hahaha" or "wakaka" or sent laughing emoticon. I also laughed, but deep in my heart I feel hurt*".

For male lecturers, many physical conditions, as long as not physical disabilities, may become the bullying topic. Another example came from Dan. He said his friends always made fun of his dark skin colour: *"We're in the department room. All of a sudden when Dan came, the room instantly went dark. Haha."*

Meanwhile, for women, overweight is the only physical condition that can be the topic. The members of the group only dare to make a joke about a woman's physical condition if she herself laughs about it. *"My skin is black, but it's only Iwan (a male lecturer) who becomes the object of laughter. Nobody dares to make a joke about mine,"* said Maya, one of the informants.

Third, photo/video about unique/silly habits

Another bullying topic in WhatsApp groups is someone with unique/silly behaviours, both in real world and cyberspace. Ten per cents of informants experienced it. Examples of silliness in the real world are sleeping during a meeting, yawning with mouth wide open, and bad parking. Yulis, an informant, said, "*There were times when my group friends laughed at my bad parking. They posted the photo or wrote in the group 'there are people who are not professional in parking the car.' I knew it referred to me*"

Another informant told his experience, *"Once, my senior posted a photo of me yawning at one event. He often did that to me and others. Taking photos of people with strange poses and posted them in the group. Usually nobody went mad. They even laughed at the photos, too. But once I was very angry. I asked him to remove it from the group because I did not like it. After which he and other friends never posted*

photos about me. I think they are now more careful. But some lecturers also told me directly that I should not be angry because he's just kidding. For him, it's only a joke, but for me, it's an embarrassment and it hurts me".

Fourth, domestic affair

Two male lecturers (6,7%) experienced bullying in domestic affair topic. *"Well, we can understand you being late to campus. You must help your wife, washing cloth hahaha"* Mario gave an example of him being the object of laughter. For many male lecturers, there are jobs that men are deemed unfit to do, such as drying clothes, mopping floors, or feeding babies.

In Indonesia, husband helping wife doing domestic affair is still a thing considered contemptible. This is proven by a slang term *Ikatan Suami Takut Istri* 'Association of Husbands Who Feel Scared of Their Wives.'

Fifth, being ignored

One of the most painful bullying behaviours, according to the informants, was being ignored by other members. There are 16,7% informants who experienced it. Ria said, *"It really breaks my heart. It is already more than three times. Whenever they were busy talking in the group, when I joined in, there would be no chat anymore."* Another informant said, *"If other members post something, they all respond. Some laugh, comment, or give emoticons. However, when I post a thing, they do not respond at all. It's so sad. I don't feel appreciated. I think I'm not expected to be in this group."*

Sixth, unproductive work behaviour

There were 10% of informants who thought that they had received an unpleasant message in the group because of their "unproductive" behaviour. Prima, an informant, said, *"My department head clearly mentioned my name in the group and said that I rarely join meetings. He also said that I was always late for student final thesis exam. I think, others often did so as well, but he never mentioned it in the group"* Yani, another informant, said, *"They mention my mistake in the group because I am still young. There will be no friends who dare to defend me. The seniors also often make mistakes, but no one dare to mention them in the group."*

Table 4. The Category of Minorities/Victims

The Minorities/Victims Are:					
Unmar-ried young lectu-rers (male between 30-45, female between 28–40)	Lecturers with "Negative" Physical Conditi-ons, such as black/dark skin colour, curly or bald hair, fat or skinny body	Lecturers with unique/ silly habit like sleep-ing while meet-ing	Male lectu-rers who feel scaredof their wives	The ignored lecturers. Other mem-bers do not give any response when she/he post some-thing	Young lecturers with unproduc-tive working behavi-our
Junior lecturers					

There are 13,3% of respondents who stated that whatever the situation and condition is, you will always be the object of bullying if you are a young lecturer. The group needs something to be discussed. The informants considered themselves the victims because they felt that they received invasive and undesirable treatment. It takes place repeatedly, not only once. They hardly respond because there is an imbalance of power—they are junior or young lecturers. In fact, this violent communication behaviour is perceived by other members. However, because it is in the form of joke, they make it as a stock of laughter. From the findings, it can be seen that non-physical violence is more experienced by informants. They very often get humiliated by non-physical conditions.

Based on their experience, there are three types of violence against the minority: 1) work-related violence, including alluding unproductive work behaviour to force the lecturers to do their job perfectly. 2) Communication-related (personal-related) violence, including gossip or rumours about personal relationships, jokes, and isolation. 3) Physical intimidation, including scolding the target, and mocking the target's physical conditions.

A WhatsApp group in lecturer environment is created to facilitate communication related to work, hobby and other activities. Actually, this group does not bind its members. They have the freedom to leave the group if they feel it is no longer suitable for them. However, considering their working relationship and negative label they may receive, instead of leaving the group, they choose to stay even though they will only be a silent reader or receive various forms of violent messages.

Why do people remain in a WhatsApp group even though they receive violent messages which they perceive as cyberbullying? First, they experience a 'fear of missing out' or *fomo* pressure. Fomo is a fear of being abandoned, forgotten, and not knowing information circulating among his/her friends (Milyavskaya, Hope, Saffran, & Koestner, 2018). Being in a group can lead to a sense of belonging and a positive encouragement for someone because they feel valuable. Second, they try to get links or networks. Third, they also feel comfortable being in a group because they can do social surveillance or social supervision. If they are not in the group, they are worried of not knowing what other people may talk about them. Joining a group helps them monitor the discussions in it. In any group, there is always a potential to gossip and talk about other people outside the group. Fourth, leaving the online group also increases the risk of breaking away from the offline group and all future interactions (Matzat, 2010). In the end, staying in a group is considered better even though they receive messages that they consider cyberbullying.

Although the number of adults who experience cyberbullying turns out to be quite large, and it has a negative impact on their emotional side (Nycyk, 2015), but they are only exposed to a few negative behaviours derived from cyberbullying. Compared to children and

teenagers, adults are not directly responsive to the emotional side. They think and consider many aspects of life. They do not act impulsively. However, cyberbullying among adults, including lecturers, cannot be underestimated. These victims are in a weaker position and cannot retaliate (Dordolo, 2014). They are minority and powerless. However, it may be different if the power is balanced. They will not consider a message a form of cyberbullying but rather, for example, a joke. Thus, balance of power also determines whether a message perceived as cyberbullying.

CONCLUSION

The lecturers apparently receive messages they perceived as cyberbullying. The messages are a mock about unmarried status, a joke about "negative" physical conditions, a photo/video about a unique/silly habit, a satire of domestic affairs, and a mention of unproductive work behaviour as well as indifference to the victims' posts. Cyberbullying among lecturers takes place when the victim is "minority" or has a weaker power. Sadly, almost all bullying messages are covered in a joke. The number of male victims is greater than of female. Junior-senior relationship is the source of the imbalance of power. The victims have no ability to deal with systematic negative exposure. They are powerless and positioned as the minority. Lecturers experiencing cyberbullying do not necessarily decide to leave the group because they believe that it is better to be in the group than be an outsider.

ACKNOWLEDGMENTS

REFERENCES

Agung, A. (2009). Hubungan Kepemimpinan Transformasional, Kelelahan Emosional, Karakteristik Individu, Budaya Organisasi, dan Kepuasan Kerja dengan Komitmen Organisasional Guru SMA di Kota Denpasar. Retrieved May 15, 2017, from *karya-ilmiah.um.ac.id/index.php/disertasi/article/view/2014*

Bathia, M.S. (2013). Teacher Abuse. *Delhi Psychiatry Journal Vol 16 No 2*

Bexheti, L., Ismaili, B.E., & Cico, B. (2014). An Analysis of Social Media Usage in Teaching and Learning: The Case of SEEU. *Recent Advances in Electrical and Computer Engineering, 90-94*

Carlson, J.R., Harris, R.B., Zivnuska, S. & Harris, K.J. (2016) Social Media Use in the Workplace: A Study of Dual Effects, *Journal of Organizational and End User Computing 28(1)*

Clark, C., & Werth, L. (2012). Cyber-bullying and Incivility in the Online Learning Environment, Part 1: Addressing Faculty and Student Perceptions. *Nurse Educator Journal*, 150–156.

Comscore (2019). Indonesia Digital and Mobile Audience Measurement.

retrieved from *https://www.comscore. com/Insights/Presentations-and-Whitepapers/2016/Indonesias-Digital-and-Mobile-Audience-Measurement-Gameplan*

Creed, A., & Zutshi, A. (2012). Social Media: Does It Generate the Continuum of Transparency in Organisation. In A. Z. Andrew Creed. In *Public Interest and Private Rights in Social Media* (p. 129). Oxford: Chandos Publishing Social Media Series.

D'Cruz, P., & Noronha, E. (2013). Navigating The Extended reach: Target Experiences of Cyberbullying at Work. *Journal of Information and Organization*, 324–343.

Donegan, R. (2012). Bullying and Cyberbullying: History, Statistics, Law, Prevention and Analysis. *The Elon Journal of Undergraduate Research in Communications*, *3*(1), 33–42.

Dordolo, N. (2014). The Role of Power Imbalance in Cyberbullying, *Inkblot: The Undergraduate Journal of Psychology Vol 3*

Eastin, M. S. (Ed.). (2013). Internet Violence, Influence on Society. In *Encyclopedia of Media Violence* (p. 209).

Farley, S. (2015). Exploring the Impact of Cyberbullying on Trainee Doctors. *Medical Education*, 438–443.

Forssell, R. (2016). Exploring cyberbullying and face-to-face bullying in working life – Prevalence, targets and expressions. *Computers in Human Behavior*, *58*, 454–460.

Grigg, D. W. (2010). Cyber-Aggression: Definition and Concept of Cyberbullying. *Australian Journal of Guidance and Counselling*, *20*(2), 143–156.

Heatherington, W., & Coyne, I. (2014). Understanding Individual Experiences of Cyberbullying Encountered Through Work. *International Journal Of Organization Theory And Behavior*, *17*(2), 163–192.

Lawson, C. (2015). Makin populernya "chat online" di tempat kerja. Retrieved August 28, 2018, from http://www.bbc.com/indonesia/majalah/2015/11/151127_majalah_chat_tempatkerja

Lim, C.P., Smith, M.L., & Bhowmick, M.K. (2018). *Digital Learning for Developing Asia Countries: Achieving equity, quality, and efficiency in education*, Oxon: Routledge

Littlejohn, S. W., & Foss, K. A. (2009). *Encyclopedia of Communication Theory*. California\: Sage Publication.

Llewellyn, C. (2013). Cyber Bullying Of Teachers – A Growing Problem For Schools? Retrieved from September 23th 2018 *https://www.teachingtimes.com/articles/cyber-bullying-teachers.htm*

Llorent, V. J., Ortega-Ruiz, R., & Zych, I. (2016). Bullying and Cyberbullying in Minorities: Are They More Vulnerable than the Majority Group? *Frontiers in Psychology*, *7*.

Matzat, U. (2010). Reducing problems of sociability in online communities: Integrating online communication with offline

interaction. *American Behavioral Scientist 53 (8). DOI: 10.1177/0002764209356249*

Milyavskaya, M., Hope, N.H., Saffran, M. & Koestner, R. (2018) Fear of missing out: prevalence, dynamics, and consequences of experiencing FOMO. *Motivation and Emotion. DOI: 10.1007/s11031-018-9683-5*

Monges, S. (2013). Bullying permeates every aspect of our social interaction. Retrieved October 12, 2018, from *http://www.globeslcc.com/2013/10/09/bullying-permeates-every-aspect-of-our-social-interaction/*

Notar, C. E., Padgett, S., & Roden, J. (2013). Cyberbullying: A Review of the Literature. *Universal Journal of Educational Research*, *1*(1), 1–9.

Nycyk, M. (2015). *Adult-to-Adult Cyberbullying: An Exploration of a Dark Side of the Internet*. Brisbane: Michael Nycyk Publishing

Patchin, J. W., & Hinduja, S. (2010). Cyberbullying and Self-Esteem. *Journal of School Health*, 614–621.

Pietkiewicz, I., & Smith, J. A. (2012). A practical guide to using Interpretative Phenomenological Analysis in qualitative research psychology. *Czasopismo Psychologiczne (Psychological Journal)*, *18*(2), 361–369.

Pratama, A. H. (2017). Laporan comScore: WhatsApp Adalah Aplikasi Mobile Terpopuler di Indonesia. Retrieved December 12, 2017, from *https://id.techinasia.com/comscore-whatsapp-adalah-aplikasi-terpopuler-di-indonesia.*

Pribadi, B. A. (2006). Ketersediaan Dan Pemanfaatan Media Dan Teknologi Pembelajaran Di Perguruan Tinggi. Retrieved April 23, 2017, from *http://pk.ut.ac.id/jp/52sept04/52benny.htm*

Privitera, C., & Campbel, M. A. (2009). Cyberbullying: The New Face of Workplace Bullying. *Journal of CyberPsychology and Behavior*, 395–400.

Purcell, K., Heaps, A., Judy, B., & Linda Friendrich. (2016). How Teachers Are Using Technology at Home and in Their Classrooms. Retrieved April 24, 2017, from *http://www.pewInternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/.*

Randall, P. (2001). *Bullying in Adulthood: Assessing the bullies and their victims*. New York: Routledge.

Randall, P. (2005). *Adult bullying: perpetrators and victims*. (T. & F. E-Library, Ed.). New York.

Rastati, R. (2016). Forms Of Cyberbullying In Social Media And Its Prevention For Victims And Perpetrators, *Jurnal Sosioteknologi vol 15 no 2.*

Rastogi, N., Hendler, J. (2017). *WhatsApp security and role of metadata in preserving privacy*. New York: Rensselaer Polytechnic Institute.

Rosenberg, M. B. (2005). *Speak Peace in a World of Conflict: What You Say Next Will Change Your World*. San Fransisco: PuddleDancer

Press.

Rusman. (2011). *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Jakarta: Rajawali Pers.

Rutter, M. M. D. (1987). Psychosocial Resilience and Protective Mechanisms. *American Journal of Orthopsychiatry*, 316–331.

Salazar, L. R. (2018). Workplace Bullying in Digital Environment: Antecedents, Consequences, Preventions, and Future Directions. In *Social Issues in the Workplace: Breakthroughs in Research and Practice* (p. 804). Hershey: IGI Global.

Satyawati, I.A.D. & Purwani, S.P.M. (2014). Pengaturan Cyber Bullying dalam Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik. Kerta Wicara Volume 3 No 2

Shaw, A. J., Kotowski, M. R., Boster, F. J., & Levine, T. L. (2012). The Effect of Prenatal Sex Hormones on the Development of Verbal Aggression. *Journal of Communication*, *62*(5), 778–793.

Slonje, R., & Smith, P. K. (2012). Cyberbullying: another main type of bullying? *Scandinavian Journal of Psychology*, 147–154.

Smith, P. K., Bario, C. Del, & Tokunaga, R. S. (2013). Definition of Bullying and Cyberbullying. In *Principles of Cyberbullying Research: Definitions, Measures, and Methodology*. New York: Routledge.

Smith, P. K., & Sharp, S. (2008). Cyberbullying: Another main type of bullying? *Scandinavian Journal of Psychology*, *49*, 147–154.

Stojanova, N. (2014). The regulation of workplace bullying in Victoria: is legislation required? *Labour & Industry: A Journal of the Social and Economic Relations of Work*, 146–160.

Tanis, M. (2003). *Cues to Identity in CMC: The Impact on Person Perception and Subsequent Interaction Outcomes*. Amsterdam: Universiteit van Amsterdam.

Waasdorp, T. E., & Bradshaw, C. P. (2015). The Overlap Between Cyberbullying and Traditional Bullying. *Journal of Adolescent Health*, (56), 483–488.

Wearesocial (2019). Digital 2019: Indonesia. retrieved from *https://datareportal.com/reports/digital-2019-indonesia.*

West, B., Foster, M., Levin, A., Edmison, J., & Robirero, D. (2014). Cyberbullying at Work: In Search of Effective Guide. *Laws*, *3*, 598–617.

Wirth, L. (1954). *The Problems of Minority Groups. In The Science of Man in The World Crisis (p. 347)*. New York: Columbia University Press.

Yogisusanti, G., Kusnanto, H., Setyawati, L., & Otsuka, Y. (2014). Faktor penyebab kelelahan kerja pada dosen (studi kualitatif pada dosen sekolah tinggi ilmu kesehatan swasta di Jawa Barat). *Jurnal Ilmu Kesehatan*, *7*(7), 1–13.

Zych, I., Ortega-Ruiz, R., & Marín-López, I. (2016). Cyberbullying: a systematic review of research, its prevalence and assessment issues in Spanish studies. *Psicología Educativa*, *22*(1), 5–18.