THE RELATIONSHIP BETWEEN SELF-CONTROL AND CYBERBULLYING BEHAVIOR

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A B S T R A C T

Introduction: Self-control is an individual's ability to restrain themselves or direct themselves in a better direction with existing norms. Individuals with high self-control can control themselves well when faced with various difficult situations, such as impolite behavior, harsh words, and even aggressive behavior on social media. Cyberbullying is a negative action carried out by an individual or a group of people by sending text messages, photos, meme images, and videos to someone's social media account to mock, insult, humiliate, discriminate, or persecute that individual. Cyberbullying perpetrators are predominantly teenagers. The current increase in the use of internet technology magnifies the risk of the cyberbullying behavior phenomenon among teenagers. This research aims to determine the relationship between self-control and cyberbullying behavior among students at SMP N 2 Wedi. **Methods:** *This research employed a quantitative design with a cross-sectional study and a correlational approach. Proportionate stratified random sampling was applied as the sampling technique, with a total of 159 responses considering the predetermined inclusion and exclusion criteria. This study incorporated self-control and cyberbullying behavior questionnaires, while Spearman rank correlation was employed for data analysis.* **Results**: *the research findings indicate that students have moderate levels of self-control, accounting for 65.4%, and moderate levels of cyberbullying behavior, accounting for 67.3%. The data analysis results show that the p-value was 0.000 < 0.05, with a correlation coefficient value of -0.836. This suggests there is a significantly negative relationship between self-control and cyberbullying among female students at SMP N 2 Wedi. The higher the level of self-control, the lower the cyberbullying behavior.* **Conclusions**: *There is a relationship between self-control and cyberbullying behavior.*

INTRODUCTION

Individuals undergo development to achieve maturity, and adolescents are expected to master developmental tasks known as the adolescent period (Setiawan, 2019). The term "adolescent" is derived from a Latin word, adolescere, meaning to grow into adulthood (Marwoko, 2019). The adolescent age ranges from 12 to 21 years old and is divided into several phases: early adolescence, from 12 to 15 years old, mid-adolescence from 15 to 18 years old; and late adolescence, from 18 to 21 years old (Fakhrurrazi, 2019). The population of adolescents aged 10 to 19 years old in Indonesia is 17%, totaling 46 million individuals within the entire population. The majority of the adolescent population in Indonesia is located on Java Island, constituting 60%, with Central Java ranking third on Java with 14% (UNICEF, 2021).

Adolescents experience developmental stages to achieve emotional, social, physical, and psychological maturity. Adolescents are in a psychologically critical position as they go through the identity-searching era. They face high risks of delinquency and violence, both as perpetrators and victims of violent crimes. Social interactions at school, including bullying, contribute to problems among adolescents, underpinning the risk of

delinquency and crime (Amri, 2019). Bullying is a stage, technique, or act of intimidation used by someone to hurt or threaten a weaker victim (Seftyani et al., 2020).

Adolescents use social media as a primary means of contact in their social lives (Marsinun & Riswanto, 2020). Besides obtaining information, the emergence of social media among adolescents serves as an easily accessible means of connection and has given rise to a new social trend known as "cyberbullying" or online intimidation (Utami & Baiti, 2018). The use of social media platforms such as Facebook (FB), Instagram, Twitter, and others can be highly beneficial, offering many opportunities for communication and information access (Rachmatan & Ayunizar, 2017). Among adolescents, the widespread use of the internet has both positive and negative impacts. Positive influences include facilitating educational activities, serving as a platform for sincere relationships with others, and expanding social circles. On the other hand, negative influences include neglecting responsibilities, accessing pornography online, engaging in uncivilized behavior, vulgar conversations, and violent behavior occurring during electronic media use, referred to as cyberbullying (Mawardah & Adiyanti, 2014).

Cyberbullying is a negative action carried out by an individual or a group of people by sending text messages, photos, meme images, and videos to someone's social media account to mock, insult, humiliate, discriminate, or persecute that individual. Cyberbullying perpetrators are predominantly teenagers. The current increase in the use of internet technology magnifies the risk of the cyberbullying behavior phenomenon among teenagers.

A study conducted by Anderson in 2018 cited a survey from the Pew Research Center, indicating that 59% of adolescents in the United States have experienced at least one form of cyberbullying. Perpetrators call victims unpleasant names and are even hurtful, spread untrue stories, send unsolicited explicit images, disseminate photos without permission, and continuously inquire about the whereabouts and activities of the victim. This demonstrates how common cyberbullying is among adolescents (Ramadian et al., 2021).

The Association of Indonesian Internet Service Providers (APJII) in 2018 stated that 49% of internet users had experienced cyberbullying in the form of ridicule or harassment, while 47.2% of people using the internet had not experienced cyberbullying. Internet users reported various forms of bullying, with 31.6% of those harassed being indifferent to the incidents, 7.9% responding to them, and 5.2% deleting insults. Only 3.6% of internet users who experienced bullying reported the incidents to authorities (Imani et al., 2021). The high prevalence of cyberbullying indicates its rapid growth in Indonesia and warrants examination due to the negative effects, such as when individuals are subjected to bullying.

In 2012, cyberbullying in Central Java and Yogyakarta involved 363 respondents from junior high and high school students aged 12 to 19 years. The results showed that 28% of adolescents admitted experiencing cyberbullying, and 1% frequently encountered cyberbullying. Furthermore, 29% of students reported having ever experienced or frequently received online bullying. Evidence also indicated that 70% of students had encountered cyberbullying once or twice. This suggests that cyberbullying happens to students in Central Java and Yogyakarta (Orizani & The, 2020).

Cyberbullying is a negative action carried out by an individual or a group of people by sending text messages, photos, meme images, and videos to someone's social media account to mock, insult, humiliate, discriminate, or persecute that individual. Cyberbullying perpetrators are predominantly teenagers. The current increase in the use of internet technology magnifies the risk of the cyberbullying behavior phenomenon among teenagers. This research aims to determine the relationship between self-control and cyberbullying behavior among students at SMP N 2 Wedi.

Each adolescent has varying levels of self-control; high self-control leads to good behavior and a sense of responsibility for tasks. Conversely, adolescents with low self-control may engage in undesirable behaviors, such as neglecting studies or failing to complete assignments (Rianti & Rahardjo, 2014). Factors influencing the occurrence of cyberbullying include psychological conditions, age, empathy, gender, motivation, socioeconomic status, and technology usage (Kowalski et al., 2014). Calhoun and Acocella define self-control as an individual's ability to master and manage behavioral, psychological, and bodily processes—a series of interconnected processes. To achieve something, an individual must learn to control themselves and interact with others (Nurhaini, 2018).

Adolescents who become perpetrators of cyberbullying often exhibit high levels of aggression, and a lack of self-control is one of the triggers. The inability to regulate the use of social media can result in identity theft, harassment, online intimidation (such as spreading false stories about someone), and other malicious behaviors. Victims unable to control themselves and experiencing cyberbullying may suffer negative impacts, including depression, anxiety, discomfort, decreased academic performance, and social withdrawal (Krisnowati, 2017). This research aims to determine the relationship between self-control and cyberbullying behavior among students at SMP N 2 Wedi.

MATERIALS AND METHODS

The study employs a quantitative research design, specifically utilizing a cross-sectional research approach (Sugiyono, 2017). A correlational approach was adopted in the current study. The population consists of eighth-grade students at SMP N 2 Wedi, comprising 8 classes. Inclusion criteria for this study include students from the eighth grade at SMP N 2 Wedi aged 13-14 years, students capable of verbal communication, and students with mobile phones and social media accounts. Exclusion criteria involve students who are currently ill or unavailable during the research. The sampling technique utilized was proportionate stratified random sampling, with a total sample size of 159. Data collection was carried out in June 2023. Data collection was conducted through questionnaires covering demographic information, a self-control questionnaire, and a cyberbullying behavior questionnaire. These questionnaires are modifications from a previous study (Maulidar, 2021) and have undergone validity and reliability tests conducted by the researcher. The self-control questionnaire consists of 17 questions with a Likert scale of 1-4. High self-control with a score ≥ 55,5, moderate 42,7- 55,3, and low with a score < 42,7. A cyberbullying questionnaire with 28 items. The assessment score is in the low category <47,5, medium 47,5-<64,5, and high ≥ 64,5. The self-control and cyberbullying questionnaire has been tested for validity with the results of r calculated > r table (0,361). The results of the reliability test of the self-control questionnaire with a Cronbach alpha value of 0,783 and the cyberbullying questionnaire ith a value of 0,877. The data analysis employed Spearman Rank Correlation.

Ethical approval for the research was granted by the Health Research Ethics Commission (KEPK) at the Faculty of Medicine, Universitas Muhammadiyah Surakarta on July 11, 2023.

RESULTS

Table 1. Average Age of Respondents at SMP N 2 Wedi (n=159)

Variable	Min	Max	Mean	SD
Age	13	14	13,45	0,499

Based on the research findings presented in Table 1, the average age of the respondents in this study was 13.45 years, with a standard deviation of 0.499. The youngest participant was 13 years old, while the oldest was 14 years old.

Table 2. Frequency Distribution of Respondents' Gender (n=159)

Gender	Frequency (f)	Percentage (%)
Male	70	44,0
Female	89	56,0
Total	**159**	**100**

The research results indicate that based on gender, the portion of the female respondents comprises 56%.

Table 3. Frequency Distribution of Self-Control and Cyberbullying (n=159)

Self-Control	Frequency (f)	Percentage (%)
High	26	16,4
Medium	104	65,4
Low	29	18,2
Cyberbullying	**Frequency (f)**	**Percentage (%)**
High	27	17.0
Medium	107	67.3
Low	25	15.7
Total	**159**	**100.0**

Based on the table below, it is evident that the majority of respondents have a moderate level of self-control, accounting for 104 (65.4%), and fall into the moderate category of cyberbullying behavior, also at 65.4%.

Table 4. Results of the Analysis of the Relationship Between Self-Control and Cyberbullying (n=159)

Self-control	Cyberbullying								P-Value	Correlation coefficient
	High		Medium		Low		Total			
	f	%	f	%	f	%	f	%		
High	18	11.3	9	8.7	0	0.0	27	17.0	0.000	-0.836
Medium	8	5.0	86	54.1	13	8.2	107	67.3		
Low	0	0.0	9	5.7	16	10.1	25	15.7		
Total	**26**	**16.4**	**104**	**65.4**	**29**	**18.2**	**159**	**100.0**		

According to Table 4, it is observed that there is a tendency for respondents with high self-control to exhibit low-level cyberbullying behavior (11.3%). In comparison, respondents with low self-control may engage in high-level cyberbullying behavior (10.1%). The Spearman Rho test yielded a correlation coefficient of -0.836, categorized as very strong, and a p-value of 0.000 < 0.05. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected, indicating that self-control has a significant and negative influence on cyberbullying behavior. These results suggest that an increase in the level of self-control among respondents leads to a decrease in cyberbullying behavior. The research demonstrates a significant and negative relationship between self-control and cyberbullying behavior, as evidenced by the highly significant p-value of 0.000 (p < 0.005) and a correlation coefficient (r) of -0.836, confirming a negative relationship in the moderate category.

DISCUSSION

The average age of the respondents in this research was 13.45 years. This age corresponds to the early adolescence phase, typically spanning ages 12 to 15, which usually includes students in Junior High School (SMP). Adolescence is marked by rapid physical changes,

intense intellectual growth, and an increased curiosity about the outside world. It is a time when teenagers may resist being perceived as children, even if their actions may still reflect some childishness. Adolescents often experience loneliness, impulsivity, instability, dissatisfaction, and disappointment during this period (Ahyani & Astuti, 2021). The Latin term "adolescent" translates to growing or maturing into adulthood. This phrase encompasses physical, emotional, social, and mental development. Adolescents exist in a phase that is distinct from childhood yet not fully adult, emphasizing a period of clear transition (Putri et al., 2016).

The research findings indicate that the majority of students were female (56%). Generally, women are stereotyped or perceive themselves as sentimental, emotional, easily influenced, passive, subjective, lacking sexual drive, and physically weak. Women undergoing menstrual cycle changes are often perceived differently from men in terms of unpredictable personality traits. The hormonal cycle experienced by women during menstruation contributes to the perception that women are emotional, unstable, and prone to mood swings. Women's capacity to participate in various disciplines is limited by the perception that women are weak and unstable due to hormonal instability affecting mood and emotions. This situation leads women to make choices about whether they are considered suitable or not. Women are consistently marginalized and exploited, depicted as flawed and insignificant due to their appearance (Nurhayati, 2018).

Most respondents have moderate self-control, accounting for 104 (65.4%). This research aligns with Nurhanifa et al. (2020), indicating that many respondents fall into the category of moderate self-control. Moderate self-control suggests that an individual can still manage actions deemed inappropriate or burdensome to others. Individuals with moderate self-control can navigate various challenging situations, handle problems wisely, and avoid actions that may harm themselves or others. Before taking any action, statements or messages are first assessed; everyone possesses behavior control directed toward positive actions, considering all matters to be addressed, ultimately influencing behavior control and decision-making (Maulidar, 2021). Difficulty in controlling emotions arises when self-control is low, leading to problems. Individuals with poor self-control often engage in criminal activities without considering the consequences. Adolescents with low self-control exhibit high aggression (Marsela & Supriatna, 2019). Those with high self-control can better regulate their behavior, think before acting, and make wise judgments. Adolescents with good self-control tend to have lower aggression levels.

Cyberbullying is influenced by several factors, including psychological conditions, gender, empathy, social status, motivation, and age (Kowalski et al., 2014). Hinduja and Patchin define cyberbullying as a criminal act carried out when an individual is threatened, humiliated, frightened, or physically harmed to create

problems for them. Sending texts with harmful or insulting content falls into this category (Tripriantini et al., 2019). From this definition, there are three characteristics of cyberbullying: (1) intentional actions with a predetermined purpose; (2) harm, as the actions can be instantly shared worldwide via the internet, reducing the risk posed by this type of intimidation; and (3) repetition, meaning repeated aggressive actions causing the victim to be continually anxious about what the online harasser might do next (Dwipayana et al., 2020). Forms of cyberbullying include: (1) Flaming: sending angry or vulgar messages; (2) Harassment: repeatedly sharing disruptive texts via email, SMS, and other social media. (3) Cyberstalking: disturbing and defaming others intensely to create fear; (4) Denigration: spreading someone's disgrace online to tarnish their image and reputation; (5) Impersonation: sending offensive texts or statuses while impersonating someone else; (6) Outing and trickery: revealing someone's privacy without consent, tricking someone into divulging secrets, or compromising images; (7) Exclusion: deliberately excluding someone from an online community (Hidayat, 2017).

Self-control can influence cyberbullying behavior due to several factors, including age and gender. In this research, the average age of students was 13.45, and females constituted the majority at

56%. This aligns with Malihah and Alfiasari's (2018) study on cyberbullying behavior in adolescents and its relationship with self-control and parental communication. This research indicates that the characteristics of adolescent age range from 13 to 14 years, with an average age of 14.1 and a larger proportion of female adolescents (50.8%) compared to males (Malihah & Alfiasari, 2018). Additionally, cyberbullying mostly occurs during middle school years, consistent with the findings of Williams and Guera (2007) and Kowalski et al., (2014), who found that cyberbullying incidents increase after the 5th grade and peak in the 8th grade. This implies that age and gender influence the relationship between self-control and cyberbullying (Kowalski et al., 2014).

There are three aspects of self-control: Cognitive control, behavior control, and decisional control (Nofitriani, 2020). According to the research findings, the average aspect of cognitive control is higher than the others. Cognitive control involves analyzing, assessing, or connecting an issue within a cognitive framework for psychological adjustment or stress reduction. Individuals can handle unwanted knowledge and do cognitive control. This aspect includes two components: receiving a message and making judgments. If an individual receives a message about an undesirable situation, they can anticipate the conditions by considering various factors. The findings of this study align with Nurhanifa et al., (2020) research, indicating that participants have extensive information about the use and impacts of social media and a good understanding of preventing excessive social media use. Participants can connect their

information and make judgments regarding social media use (Nurhanifa et al., 2020).

Self-control is an individual's decision-making process through cognitive considerations to align behaviors built to enhance specific expected goals. Individuals with strong self-control pay close attention to appropriate behavior in various situations. Well-evaluated information allows teenagers to use social media wisely, understand media content before commenting, respond to messages with polite language, and not spread the weaknesses of others. Conversely, if teenagers have low self-control, it becomes challenging to control themselves in various situations and act according to their desires without considering the consequences. For instance, social media users may give comments with harsh language, upload content that can embarrass others, or even make violent comments or messages.

There are seven forms of cyberbullying: flaming, harassment, cyberstalking, denigration, impersonation, outing and trickery, and exclusion (Hidayat, 2017). According to the results of the current research, the flaming aspect has a higher value than the others. Flaming involves sending angry or vulgar messages, with the term "flame" implying that the message being sent is fiery. The findings of this study are consistent with Hidayat's) research, proving that the majority of subjects engage in flaming, giving negative comments, using offensive language, and hurting feelings, accounting for 41.7% of the participants (Hidayat, 2017).

High self-control in cognitive control, behavior control, and decisional control when using social media can prevent individuals from engaging in abnormal behavior, such as cyberbullying. Weak self-control is closely related to aggressive and irrational behavior. Individuals with specific personality traits can become perpetrators of cyberbullying. Adolescents who are temperamental tend to be violent towards others. Poor self-control is usually associated with low self-control abilities. Individuals with low self-control are prone to impulsivity, choose simple tasks, take risks, act selfishly, and easily lose control. Without self-control, this can lead to engaging in cyberbullying behaviors.

CONCLUSIONS

Cyberbullying behavior is rapidly becoming a crucial issue among adolescents. This form of behavior can lead to various negative impacts that hinder the development and growth of teenagers. This study demonstrates a relationship between self-control and cyberbullying behavior. Self-control ability in adolescents is highlighted as a crucial aspect that deserves attention. Teenagers are expected to possess positive self-control, enabling them to manage negative behaviors effectively.

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