

Original Article

The relationship between personality type and self-control with cyberbullying behavior in adolescents

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ABSTRACT

Introduction: Personality type and self-control are internal factors that can determine the behaviour of adolescents, one of which is cyberbullying. Personality determines the nature of adolescents, and self-control is the control of adolescents in holding back their responses and emotions to show behaviour. This study aimed to determine the relationship between personality type and self-control with cyberbullying behaviour in adolescents at Y High School Banyuwangi Regency.

Methods: The research method used is quantitative with a cross-sectional approach design. This study was conducted on 196 adolescents using a purposive sampling technique with several inclusion criteria: active students aged 15 to 17 years, users of smartphones, email, and social media. The data were collected by using several measuring instruments: the Eysenck Personality Questionnaire (EPQ) with a reliability test value of $\alpha = 0.762$, the Brief Self Control Scale with a reliability test value using a T-test with $r = 0.18$, and the Cyber Aggressor Scale (CYB-AGS) with reliability test value $\alpha = 0.867$. Logistic regression statistical tests analyzed the data.

Results: This study revealed no relationship between personality type and cyberbullying behavior with $p\text{-value} = 0.573$ and a relationship between self-control and cyberbullying behaviour with $p\text{-value} < 0.001$.

Conclusions: There is no relationship between personality type and cyberbullying behaviour, and there is a relationship between self-control and cyberbullying behaviour at Y High School Banyuwangi Regency.

Keywords: cyberbullying; personality type; self-control

INTRODUCTION

Cyberbullying means threatening and intimidating someone through cyberspace or internet networks (Rifauddin, 2016). Cyberbullying behaviour can occur among teenagers since they have entered a period of transition from childhood to adulthood, so they experience developmental changes such as the desire to find identity, have a high curiosity to learn about the outside world, such as social media, and how to control emotions (Syena et al., 2019; Wiryada et al., 2017). Most teenagers tend not to understand that negative sentences such as innuendo, ridicule, discrimination, or threats that attack personally or personally are acts of cyberbullying. However, most were initially intended only as jokes (Riswanto & Marsinun, 2020). Cyberbullying behaviour can have a psychological and emotional impact on perpetrators and victims, such as anger, worry, stress, depression, substance abuse, and somatic symptoms of suicide (Coric & Kastelan, 2020; Selkie et al., 2016).

Cyberbullying is easier than traditional bullying because the bully doesn't have to meet the victim face-to-face and sometimes doesn't even know the victim personally. The victim and the bully can easily get on the internet, and cyberbullying victims rarely tell anyone or the police about what happened because the bully uses an anonymous account (Maisarah et al., 2018). The results of the last survey conducted in 2017 by the Anti Bullying Institute Ditch The Label in the UK, 17% of the 10,020 age group 12 to 20 years have experienced cyberbullying with the most form of cyberbullying such as sending inappropriate personal messages. A study by the Association of Indonesian Internet Service Providers (APJII) showed that cyberbullying victims reached 49% in Indonesia in 2018, and in 2019-2022 the second quartile of cyberbullying victims was 49.4%. Meanwhile, based on data from the Indonesian Child Protection Commission (KPAI) as of August 31, 2020, many complaints related to cyberbullying victims and perpetrators continue to increase yearly. In 2017 there were 221 cases, then in 2018, there were 223 cases, and from 2019 to 2020, there were 119 cases.

A preliminary study conducted by researchers on 12 students consisting of 10 female students and two male students at Y High School Banyuwangi Regency was carried out by asking several questions via a google form. The answers to these questions show that 33.3% (4 students) have spread bad information about other people online, 8.3% (1 student) have suddenly kicked someone out of an online group, 8.3% (1 student) have done bad things on the internet while pretending to be someone else, and 25% (3 students) have said bad things about someone on their social media

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account. Adolescents who engage in cyberbullying may do so out of unresolved resentment, which may motivate them to engage in piracy, retaliation, theft, defamation (denigration), impersonation (sending texts or bad statuses as someone else), or because they want to gain someone's trust by tricking them into giving up a secret or private photo (trickery) (Pandie & Weismann, 2016). Cyberbullying behaviour can be influenced by several factors, including individual characteristics, parenting patterns, family environment, school environment, and peers (Syena *et al.*, 2019).

Individual characteristics in adolescents, such as personality type and self-control, are considered to have risks in cyberbullying behaviour (Malihah & Alfiasari, 2018). Personality type reflects the individual's personality in feelings, behaviour, way of speaking, and one's way of thinking and becomes a skill in adapting to the environment (Framanta, 2020). Based on the research results (Saragih *et al.*, 2020), students with an introverted personality type have a higher risk of cyberbullying behaviour than students with an extroverted personality type. Moreover, it was stated that social media tend to be used as an outlet (Syafira, 2021).

Self-control in adolescents is an individual's way of controlling emotions; thus, they can take effective action by the norms prevailing in society (Malihah & Alfiasari, 2018). One of the tasks of adolescent development is to increase self-control through applicable values, principles, and rules. Adolescents with better self-control tend to behave positively and be responsible for their duties (Marsela & Supriatna, 2019).

The government has tried to deal with cyberbullying through promotive actions by providing counselling. The public about the risks of bullying in cyberspace, modifying electronic information technology (ITE) laws and regulations to meet the complainant's demands and include organizations for students, students, professionals, and young people in conducting education related to cyberbullying, as well as setting sanctions and penalties for cyberbullying perpetrators in Indonesia for a minimum of 5 years and a maximum of 10 years by the laws and regulations (Sakban & Sahrul, 2019). The government also provides complaint services for victims of cyberbullying behaviour through institutions such as UNICEF Indonesia and KPAI.

Since adolescents are in an irregular period and tend to be vulnerable to cyberbullying, this study aimed to analyze the relationship between personality type and self-control with cyberbullying behaviour at Y High School Banyuwangi Regency.

METHODS

Design

This study used a quantitative analytical observational design method with a cross-sectional approach. This study aimed to obtain information from respondents and analyze the relationship between personality type and self-control in cyberbullying behaviour.

Sample and Setting

The population of this study was teenagers in grades X and XI in senior high schools in Banyuwangi Regency as many as 429 students. The sample taken in this study amounted to 196 adolescents with a sampling technique using a purposive sampling technique. In collecting data, the researchers

determined the inclusion criteria: students willing to be respondents, active students at Y High School Banyuwangi Regency, students aged 15 to 17 years, who had smartphones and email accounts, and students using social media accounts. Then the exclusion criteria were students who were not willing to be respondents in this study and students who were not present or did not attend school during the data collection process. The location of this research is one of the high schools in Banyuwangi Regency.

Variables

The independent variable in this study uses two variables, namely personality type and self-control, and the dependent variable uses cyberbullying behaviour.

Instruments

The independent variables in this study used personality type and self-control. The questionnaire used on the personality type variable is the Eysenck personality questionnaire adapted from (Wiradika, 2017) with 12 statement items with a nominal scale. Activity indicators range from 0.626 to 0.786, sociability from 0.544 to 0.765, impulsivity from 0.407 to 0.720, expressiveness from 0.493 to 0.697, and reflectiveness from 0.498 to 0.627, according to the validity test results for each indicator. While the reliability test on this questionnaire was carried out using the Cronbach alpha test with an α value of 0.762. So that the instrument used is reliable because of the value of $\alpha > 0.6$; the measurement results are calculated using the cut-off point method, which is divided into two categories of extroverts ($X \geq 16$) and introverts ($X \leq 16$), the self-control variable in this study used a Brief Self Control Scale (BSCS) questionnaire adapted from (Arifin and Milla, 2020) with 10 statement items with a Linkert scale consisting of 1 = strongly disagree, 2 = disagree, 3 = quite agree, 4 = agree, and 5 = strongly agree. The calculation results are divided into two categories, namely high ($X \geq 33$) and low ($X \leq 33$). The results of the reliability test using the t-test yield $r = 0.18$. Meanwhile, the independent variable in this study is cyberbullying behaviour using the Cyber Aggressor Scale (CYB-AGS) questionnaire, which was adapted from (Amry and Pratama, 2021) with 12 statement items with a Likert scale consisting of 1 = never, 2 = never, 3 = several times (3 – 5 times), 4 = often (6 – 10 times) and five very often (> 10 times) in a year. The results of the questionnaire calculations are divided into two categories, namely high cyberbullying ($X \geq 16$) and low cyberbullying ($X \leq 16$). The reliability test results in this study have an α value of 0.867.

Procedure

The researcher explained the purpose and asked permission from the school to conduct the research. Then the researchers selected students who fit the research criteria to become respondents. Researchers provide the purpose, objectives, and benefits of research to respondents. Then, the study provided a consent form to obtain consent from the respondents. Respondents were given 10 to 20 minutes to complete the questionnaire.

Data Analysis

Univariate analysis is an analysis conducted to examine the quality of one variable at a time (Hardani *et al.*, 2020). Univariate analysis of categorical demographic data, personality type, self-control, and cyberbullying behaviour

Table 1. Frequency Distribution of Respondents' Demographic Characteristics by Age and Gender

Demographic characteristics	Cyberbullying Behavior				Total	
	High		Low		n	%
	n	%	n	%		
Age						
15 years	12	6.1	29	14.8	41	20.9
16 years	62	31.6	44	22.4	106	54.1
17 years	27	13.8	22	11.2	49	25.0
Total	101	51.5	95	48.5	196	100
Gender						
Male	31	15.8	22	11.2	53	27.0
Female	70	35.7	73	37.2	143	73.0
Total	101	51.5	95	48.5	196	100

Table 2. Frequency Distribution of Personality Types and Self-Control with Cyberbullying Behavior in Adolescents

Variables	Cyberbullying Behavior				Total	
	High		Low		n	%
	n	%	n	%		
Personality type						
Extrovert	59	30.1	61	31.1	120	61.2
Introvert	42	21.4	34	17.3	76	38.8
Total	101	51.5	95	48.5	196	100
Self-control						
High	32	16.3	55	28.1	87	44.4
Low	69	35.2	40	20.4	109	55.6
Total	101	51.5	95	48.5	196	100

Table 3. Relationship between Personality Type and Self-Control with Cyberbullying Behavior in Adolescents at Y High School Banyuwangi Regency (N= 196)

Variables	B	S.E	Wald	Df	Sig
Personality type	-0.172	0.305	0.317	1	0.573
Self-control	-1.075	0.299	12.942	1	0.000

is presented in terms of frequency and percentage. Bivariate analysis in this study was carried out using logistic regression analysis.

Ethical Considerations

Based on the ethical certificate No. 014/UN25.1.14/KEPK/2022, This research was carried out following research ethics which consisted of the researcher providing an explanation related to the aims and objectives of the study in detail through the consent form, the name of the respondent was written using initials to maintain confidentiality. The researcher explained what was related to the research. The researcher explained that the study carried out did not cause any harm. The researcher did not discriminate between respondents when presenting information and filling out questionnaires following applicable morals, dignity, and human rights.

RESULTS

The results of this study indicate that most respondents have an extroverted personality type total of 120 respondents (61.2%), have low self-control with a low number of 109 (55.6%), and have high cyberbullying behaviour with a total of 101 respondents (51.5%).

Table 1 shows that the majority of respondents who participated in this study were 16 years old (54.1%) with high cyberbullying behaviour of 62 people (31.6%) and were female (73.0%) with high behaviour of 70 people (35.7%).

Table 2 shows that most respondents with extroverted personality types have low cyberbullying behaviour, with 61 adolescents (31.1%), and respondents with low self-control have high cyberbullying behaviour, with a total of 69 respondents (35.2%).

Table 3 shows the results of the analysis of the relationship between personality types and self-control with cyberbullying behaviour in adolescents. The results of statistical analysis tests using logistic regression on the personality type variable obtained a value of $p = 0.573$, so it can be concluded that H_a can be rejected or there is no relationship between

personality type and cyberbullying behaviour in adolescents. Meanwhile, the self-control variable obtained a value of $p < 0.001$, so it can be concluded that H_a cannot be rejected or there is a relationship between self-control and cyberbullying behaviour in adolescents.

DISCUSSION

Personality Types in Adolescents

Personality is one aspect that can be seen from a person's character with unique traits to determine how to behave and think (Beckmann & Wood, 2017; Schultz & Schultz, 2017). The results of this study show that out of 196 respondents, most respondents have an extroverted personality type, with a total of 120 respondents (61.2%) with most respondents having low cyberbullying behaviour (31.1%) and other respondents having high cyberbullying behaviour by 59 respondents (30.1%). This study's results align with the results of research Ningrum, and Estria (2020), which states that adolescents with extroverted personality types are more than adolescents with introverted personality types, with a total of 24 respondents (55.8%) of 43 respondents. Adolescents with an extrovert personality type have low cyberbullying behaviour because they have characteristics that tend to be more adaptable and happy to socialize with other people (Ningrum & Estria, 2020).

The results of other research conducted by Purba and Ramadhani (2021) explain that adolescents with extroverted personality types have characteristics such as being able to focus on an object outside of themselves, more easily accepting events that occur in themselves and liking to motivate others. Meanwhile, adolescents with introverted personality types have characteristics of being quiet, not happy to socialize with many people, often avoiding the outside environment, often lonely, easily jealous, having low self-esteem, and easily suspicious, pessimistic, and anxious (Purba & Ramadhani, 2021).

However, adolescents with extroverted and introverted personality types can have cyberbullying behaviour because it can be influenced by external and internal factors such as genetic factors that lead to being angry, patient, polite, stubborn, and having a strong will as well as family factors and environmental factors such as friends, neighbours, and also education (Dewi & Affifah, 2019).

Therefore, the researcher believes cyberbullying can occur in adolescents with extroverted and introverted personality types. This can happen because teenagers with both personality types can access social media, leading to deviant behaviour if the teenager cannot use social media correctly. In addition, this can also be influenced by other factors such as family factors, peers, parenting, and education.

Self-Control in Adolescents

This study's results indicate that most respondents have high cyberbullying behaviour (35.2%). The results of this study are in line with research (Ramadani, 2020), which states that out of 100 respondents, the majority of respondents (53.3%) almost all have cyberbullying behaviour (92.6%).

Adolescents are still lacking in controlling themselves and managing themselves as much as possible to avoid doing bizarre things. Adolescents with low self-control can see a relationship as a conflict because they have negative emotions that cannot control their desires in life (Malihah & Alfiasari, 2018).

The results of other studies also show that adolescents with low self-control can trigger aggressive and selfish

actions without thinking about the comfort and feelings of others, which can lead to destructive behaviour. However, if a teenager has high self-control, he can restrain himself from doing bad behaviour and divert his emotions that should not be placed in cyberspace (Rukmi & Lisnawati, 2020).

Therefore, the researcher argues that good or high self-control is needed in adolescents to control themselves so as not to behave defiantly and harm others, such as through cyberbullying. This is because self-control is one of the internal factors in adolescents to determine good or bad behaviour. Adolescents with low self-control cannot control themselves in managing their emotions and actions, so they cannot change the negative emotions that arise into positive ones. Meanwhile, adolescents with high self-control are more able to control themselves and their emotions to manage the information received before committing wrong actions.

Cyberbullying behaviour in adolescents

The results of this study indicate that most respondents have high cyberbullying behaviour, with a total of 101 respondents (51.5%), and the least respondents have low cyberbullying behaviour, with a total of 95 respondents (48.5%). The previous study revealed that out of 277 adolescents, most had high and moderate cyberbullying behaviour (Abdullah et al, 2022).

The high level of cyberbullying behaviour among adolescents can be caused by internal and external factors, such as adolescents with characteristics that tend to be temperamental. Then, gender, both male and female, personality type, emotional regulation, social skills, parenting patterns of parents, and peers, school environment, and intensity of social media use (Adawiyah, 2019; Jalal et al., 2020).

The results of another study conducted by Nugraha and Rinawati (2021) stated that media users have an active role in choosing and using social media applications related to the amount of time spent accessing social media. The intensity of the use of social media is carried out based on the willingness of social media users to obtain self-pleasure. Therefore, the high intensity of the use of social media can affect adolescents' behaviour (Nugraha & Rinawati, 2021).

Teenagers have extensive experience in interaction that causes delinquency, such as cyberbullying. Teenagers often use social media for cyberbullying: YouTube, Facebook, and Instagram. The three social media have features that cyberbullying perpetrators, such as features can utilize to upload and edit images to humiliate the victim. Social media also has a comment feature that allows someone to make aggressive, demeaning, or hurtful comments to others (Riyayanatasya & Rahayu, 2020).

Antama, Zuhdy, and Purwanto (2020) revealed that cyberbullying behaviour also differs from bullying behaviour carried out directly, namely by means that the perpetrator does not need to show his identity directly. The high behaviour of cyberbullying in adolescents can also be caused by the frequency of teenagers imitating the behaviour of others seen on social media, even though this behaviour is negative behaviour such as spreading photos of victims that are not following existing norms in society and weakening social control in refraining from committing acts of violence or actions that violate applicable norms (Antama et al., 2020). In addition, the experience of being a victim of bullying also influences cyberbullying behaviour. As a result of the abusive behaviour obtained by the victim of bullying, the victim may have a grudge and anger that he can vent to others, one

of which is through social media (Arif & Wahyuni, 2017). The research results in the field also showed that out of 196 respondents, 81 (41.3%) had been victims of bullying.

The researcher believes that as technology develops rapidly, cyberbullying behaviour will be higher, especially among teenagers. The high intensity of social media use can cause teenagers to follow negative behavior that teenagers should not do easily; besides that, cyberbullying behaviour can also be influenced by other things, including internal and external factors that exist within adolescents, such as age, gender, and parenting patterns, school environment, and peers.

Relationship between Personality Type and Self-Control with Cyberbullying Behavior in Adolescents

Based on the hypothesis test results, the significance value for the personality type variable is 0.573, which means a significant value > 0.05 , so H_a is rejected with the conclusion that there is no relationship between personality type and cyberbullying behaviour. The results of this study are in line with research (Maisarah et al., 2018), which states that there is no relationship between personality type and cyberbullying behaviour ($0.524 > p$ -value).

This is also reinforced by the results of research conducted by Rahmawati (2019), which reveals that the extroverted personality type does not significantly influence cyberbullying behaviour because the extroverted personality type has dominant characteristics, is cheerful, likes to socialize, and is disciplined. In addition, extrovert personality types prefer direct interaction rather than social media (Rahmawati, 2019).

The results of other studies conducted by Saragih, Windarwati, and Merdikawati (2020) also explain that personality type has no relationship with cyberbullying behaviour because extrovert and introvert personality types have each other's dominant character (Saragih et al., 2020). Furthermore, following their developmental tasks, adolescents with an extrovert and introvert personality types experience the process of searching for identity so that adolescents do more activities with peers and experience an increase in interpersonal relationships, one of which is being a social media user having more than one social media account.

If the teenager cannot deal with and manage the information on social media, it will cause the teenager to have cyberbullying behaviour. Therefore, personality type is not an essential factor in determining adolescents to engage in cyberbullying. Resett Gamez-Guadix (2017) also revealed that cyberbullying actors have personalities that tend to be less concerned about others and have low self-awareness, especially in cyberspace (Resett & Gamez-Guadix, 2017).

In addition to personality types, self-control also has a relationship with adolescents in cyberbullying behaviour. Self-control is one of the developmental tasks in adolescents who have a role in controlling themselves from behaviour that can violate the rules that apply in society. Self-control is a psychological factor that includes a person's ability to change behaviour, a person's ability to manage unwanted information by interpreting it, and person's ability to choose actions that are believed by himself (Budi & Nusantoro, 2022).

Self-control also has a role in self-adjustment, so when self-control in individuals or adolescents is low, it can cause behaviour that tends to deviate. The teenager cannot direct and regulate behaviour and identify the stimulus received into appropriate behaviour,

leading to cyberbullying (Marsela & Supriatna, 2019).

The results of the hypothesis test of this study indicate that the significance value of the self-control variable is 0.000, which means the significance value is < 0.05 , so H_a is accepted, and it can be concluded that there is a relationship between self-control and cyberbullying behaviour in adolescents. This study's results align with the previous result research, which states that there is a relationship between self-control and cyberbullying behaviour with a significance value of $0.000 < 0.05$ (Devia & Pratama, 2021). Self-control is a predictor that can help adolescents to reduce the desire to carry out cyberbullying behaviour by paying attention to the rules, norms, and negative impacts experienced by bullying behaviour in cyberspace (Wulandari & Sakti, 2022).

Self-control controls adolescents in restraining their responses and emotions in determining behaviour. Teenagers who cannot control themselves can behave negatively, such as through cyberbullying. Meanwhile, adolescents with high self-control can decide how to display their behaviour, such as when socializing on social media (Ramadani, 2020).

According to Marsela and Supriatna (2019), high and low self-control in adolescents can be influenced by various internal and external factors such as age, cognitive abilities, and parenting patterns that can cause adolescents to be less able to control themselves if they are educating them in a harsh and authoritarian manner. Then, environmental factors that cause cultural differences affect the formation of adolescent self-control (Marsela & Supriatna, 2019).

Therefore, related to personality type, the researcher argues that adolescents with an extrovert and introvert personality types do not have a relationship with cyberbullying behaviour. Although both adolescent personality types use social media, personality types cannot be a determinant in cyberbullying. This is because other factors outside the individual can influence it. Meanwhile, related to the high and low self-control of adolescents can affect the occurrence of cyberbullying behaviour. Self-control has a significant role in determining the good or bad behaviour that adolescents will display, such as cyberbullying, because self-control controls adolescents through the ability to manage information and control emotions and behaviours they believe. In addition, self-control can help adolescents to respond or behave following social norms that exist in society, even though each teenager has different self-control and is influenced by other factors such as age, gender, and parenting patterns.

CONCLUSION

This study aims to determine whether there is a relationship between personality type and self-control with cyberbullying behaviour in adolescents at Y High School Banyuwangi Regency. The results of the measurement of personality types in adolescents found that most adolescents had extroverted personality types, with as many as 120 respondents (61.2%) and had low self-control among as many as 109 respondents (55.6%) and had high cyberbullying behaviour with 101 respondents (51.5%).

The results of the statistical analysis test using logistic regression on the personality type variable obtained a value of $p > (p = 0.573 > 0.05)$, so H_a was rejected with the conclusion that there was no relationship between personality type and cyberbullying behaviour. Meanwhile, in the self-control variable, the value of $p < (p = 0.000 < 0.05)$ was obtained, so H_a failed to be rejected the conclusion that there was a relationship between self-control and cyberbullying

behaviour. Further researchers can conduct research with a broader scope and are expected to be able to use other factors that can affect cyberbullying. In addition, they can conduct research related to appropriate interventions to reduce cyberbullying behaviour in adolescents.

Declaration of Interest

There is no conflict of interest.

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Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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