THE DESCRIPTION OF SELF CONTROL IN PERPETRATORS OF CYBERBULYING

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Abstract

The use of technology and information can increase the risk of the phenomenon of cyberbullying. One of the factors of cyberbullying is self-control. Individuals with high self-control will be able to instruct and control themselves in facing unexpected situations. In contrast, individuals with low self-control lack instruction and control for themselves; hence they tend to behave negatively. This study engaged a descriptive quantitative method using a cluster random sampling of 100 students. The instrument used in this study was a self-control scale. The data were analyzed by engaging descriptive analysis. The result shows that perpetrators of cyberbullying have moderate self-control. High self-control indicates that students can control their behavior, cognition, and decision. Thus, they can control their behavior in various situations to obtain positive consequences. Low self-control indicates that students do some unacceptable actions to their environment, especially in school. The higher self-control is, the lower the negative behavior individuals will take. Suboptimal self-control is caused by low aspects of self-control in behavior, cognition, and decision. The lowest aspect is behavior control, which means that perpetrators of cyberbullying tend to spend time with their peers. Therefore, self-control does not work optimally.

Keywords: Cyberbullying, Self-Control And Perpetrators Of Cyberbullying

Introduction

Cyberbullying is the act of sending or uploading something harmful or socially aggressive via the Internet (Willard, 2007). Cyberbullying behavior is usually carried out by superior individuals to inferior individuals and results in intimidation via the Internet such as social media. Mawardah & Adiyanti (2014) argue that cyberbullying occurs when individuals use technology intently and repeatedly, such as messages, short messages, and social media including Facebook, Twitter, and others, that harm other people.

Perpetrators of cyberbullying will control inferior children to make them look more powerful or superior; it results in perpetrators of cyberbullying becoming more popular among their peers (Li, 2005).

Cyberbullying behavior shows negative behavior and negative impacts on the perpetrators and victims. The perpetrators of cyberbullying will feel guilty, while the victims will have a bad relationship with others (Rifauddin, 2016).

One of the factors of cyberbullying is self-control (Hinduja, 2010). Hinduja (2020) argues that low self-control in perpetrators of cyberbullying makes them do deviant actions and break the norms or even the law. Hurriyati (2013) also states that aggressive behavior occurs when the self-control of individuals is low; cyberbullying is one of the kinds of verbal aggression. Self-control, according to Averill (1973), is a psychological variable that embraces self-control ability, which includes an individual's ability to modify behavior, arrange information, and choose actions based on what they believe. In addition, Hurlock (1980) also states that self-control is connected to emotion control and internal motivation control of individuals.

Individuals with high self-control will be able to instruct and control themselves when they encounter unpleasant situations. Otherwise, individuals with low self-control will not instruct and control themselves optimally, so they tend to behave negatively (Dariyo, 2004). Therefore, self-control has become important in cyberbullying. It makes individuals can control themselves by doing negative behaviors such as cyberbullying.

Literature Review

Self-Control

Averill (1973) argues that self-control is a psychological variable that embraces three different concepts, namely the ability of individuals to modify their behavior, arrange information, and choose an action based on what they believe. Besides, self-control is control over the physical, psychological, and behavioral process of individuals that creates them (Calhoun & Acocella, 1990). Hurlock (1980) states that self-control is related to the actions of individuals in controlling their emotions and internal motivation.

Aspects of self-control, according to Averill (1973), involve behavioral, cognitive, and decision control. Self-control is responses that influence or modify unfavorable situations directly. Self-control consists of regulating the execution and modification of stimuli. Cognitive control is the ability of an individual to arrange displeasing information through interpreting, evaluating, or connecting to events to decrease pressure. Cognitive control consists of obtaining information and evaluating it. Decision

control is the ability of individuals to choose the actions that they believe. The factors that influence self-control consist of internal and external factors.

Cyberbullying

Cyberbullying is the act of sending or uploading something harmful or socially aggressive via the Internet (Willard, 2007). Cyberbullying behavior is usually carried out by superior individuals to inferior individuals and results in intimidation via the Internet such as social media. Mawardah & Adiyanti (2014) argue that cyberbullying occurs when individuals use technology intently and repeatedly, such as messages, short messages, and social media including Facebook, Twitter, and others, that harm other people.

Willard (2007) argues that aspects of cyberbullying involve flaming, harassment, denigration, impersonation, outing and trickery, cyberstalking, and exclusion. Flaming is online quarrel using harsh, frontal, and vulgar words; harassment is sending messages with impolite words to other individuals through email or messages on social media repeatedly; denigration is sending hoax information about an individual to ruin the dignity and reputation; impersonation is impersonating an individual and sending some contents that make the victims in a difficult and dangerous situation; outing and trickery are individuals seek other people personal information, pictures or secrets which are considered humiliating and then share the information online; cyberstalking is disturbing or defaming other people repeatedly and makes the victims scare; exclusion is an individual sends other individuals out from the group intently.

Methods

The variable used in this study is self-control. The definition of self-control is the ability of individuals to modify behavior, arrange information, and choose actions based on what they believe in to obtain positive behavior. Instruments used in this study were the self-control scale made by the researcher based on aspects of self-control from Averill (1973), which consist of behavioral, cognitive, and decision control. The instruments were developed using the Likert scale in the form of a questionnaire. The data were analyzed by engaging in univariate analysis. This study used a descriptive method. It aims to modify and describe the self-control of perpetrators of cyberbullying. The subjects

were perpetrators of cyberbullying in SMAN 5 Muara Dua, SMAN 2 Banda Sakti, and SMAN 7 Muara Satu Kota Lhokseumawe.

The population was all active students in SMAN 5 Muara Dua, SMAN 2 Banda Sakti, and SMAN 7 Muara Satu Kota Lhokseumawe, which were 1,526 students. However, the sample used in this study was 100 students consisting of 51 students of SMAN 5 Muara Dua, 21 students of SMAN 2 Banda Sakti, and 28 students of SMAN 7 Muara Satu Kota Lhokseumawe. The technique used in collecting the sample was cluster random sampling. The data were obtained by giving a questionnaire to the respondents. A questionnaire is one of the methods of collecting the data by directly asking some questions or making written statements for the respondents to answer. The questionnaire can be in the form of questions or closed and open statements given to the respondents directly or online.

Result

The respondents of this study are students in SMAN 5 Muara Dua, SMAN Banda Sakti, and SMAN 7 Muara Satu Kota Lhokseumawe. There are 100 students obtained using the sample collection technique. The following table shows the frequency and percentage of respondents.

Table 1
Characteristics of Respondents

No	School	Amount	Percentage	Major	Gender	
					Male	Female
1	SMAN 2	21	21%	Science (11) Social Science (10)	10	11
2	SMAN 5	51	51%	Language (31) Social Science (20)	20	31
3	SMAN 7	28	28%	Science (8) Social Science (20)	13	15
	Total	**100**	**100%**	**100**	**43**	**57**

After the data were analyzed using descriptive analysis, there is a comparison between hypothetical and empirical data. The self-control scale uses 4 alternative answers whose scores range from 1 – 4 (favorable) and 4 – 1 (unfavorable). The total of items is 24. The description of the data is shown in the following table.

Table 2
Data Description Xmax, Xmin, Mean and SD of Self-Control Scale

Variable	Hypothetical Data				Empirical Data			
	Xmax	Xmin	Mean	SD	Xmax	Xmin	Mean	SD
Self-Control	96	24	60	12	78	53	66.20	5.392

The following table is the result of self-control categorization scores on each subject of the study.

Table 3
Self-Control Categorization of Cyberbullying Perpetrators

Score	Categorization	Amount	Percentage
X ≤ 66-1	Low	42	50%
X ≥ 66+1	High	42	50%

Table 4
Data Description of Self-Control per Aspect

Aspect	Xmax	Xmin	Mean	SD
Behavioral Control	36	22	28.60	2.659
Cognitive Control	32	19	26.27	2.912
Decision Control	15	7	11.33	1.712

Table 5
Aspect Categorization of Self-Control

Aspect	Aspect Percentage of Self-Control	
	Low	High
Behavioral Control	55.2%	44.8%
Cognitive Control	46.4%	53.6%
Decision Control	53%	47%

Table 5 indicates that behavioral control has the lowest percentage of perpetrators of cyberbullying compared to other aspects. Based on the result of aspect categorization of self-control, 55.2% of respondents have low self-control and 44.8% of respondents have high control.

Table 6
Data Description Xmax, Xmin, Mean and SD of Self-Control Scale

Gender	Xmax	Xmin	Mean	SD
Male	75	53	66.77	5.614
Female	78	53	65.77	5.227

Table 7
Categorization by Gender

Gender	Aspect Percentage of Self-Control	
	Low	High
Male	44.4%	55.6%
Female	45.8%	54.2%

Table 7 implies that males have the highest percentage compared to females. The result in categorization by gender shows that the highest percentage of males is 55.6%, while the lowest percentage is 44.4%.

Table 8
Data Description Xmax, Xmin, Mean and SD of Cyberbullying Scale

Variable	Hypothetical Data				Empirical Data			
	Xmax	Xmin	Mean	SD	Xmax	Xmin	Mean	SD
Cyberbullying	110	86	98	4	110	71	88.86	8.906

Table 9
Cyberbullying Categorization

Score	Categorization	Amount	Percentage
X < 88 + 1	High	52	54.7%
X > 88 – 1	Low	43	45.3%

Table 9 indicates that from 100 students, 52 students with a percentage of 54.7% are in the high category. As for the low category, there are 43 students with a percentage of 45.3%.

Discussion

This study aims to determine the description of self-control in perpetrators of cyberbullying. Based on the result of self-control categorization, there are 42 students with a percentage of 50% in the

high category, while 42 students are in the low category with a percentage of 50%. That means that students in SMAN 2, SMAN 5, and SMAN 7 Kota Lhokseumawe are in the range that can lead to high or low self-control. It also indicates that students with high self-control can control their behavior, cognition, and decision. Therefore, they can control their behavior in various situations independently and adapt to the environment to have positive consequences or avoid negative consequences, according to Ghufron and Risnawita (2012). Zahara et.al (2015) states that low self-control makes teenagers do unacceptable actions in their environment, especially in school. For example, lack of courtesy to teachers, lack of ethics in spending time with friends, showing negative attitudes, and violating school rules. It also shows that students with high self-control are expected to be able to instruct their behavior on beneficial actions and socially acceptable. The higher a person's self-control, the lower the negative behavior or actions done by that person (Ghufron and Risnawita, 2012).

Suboptimal self-control is caused by aspects of self-control that have not been maximally done by individuals. There are three aspects of self-control, namely behavioral, cognitive, and decision control (Averill, 1973). Based on the finding in aspects of self-control, the lower self-control aspect is behavioral control, with the percentage in the low category at 55.2 % and the high category at 44.8%. It is due to the ages of respondents being teenagers. In addition, teenagers tend to spend time with their peers so that conformity behavior emerges. As Hurlock (2011) explains, the older the individuals, the higher the individual's ability to control themselves.

Based on the results of the descriptive test, the highest score in the aspect of self-control is cognitive control with a high categorization of 53.6% and a low category of 46.4%. According to Averill (1973), cognitive control behavior is an individual's ability to manage unfavorable information by interpreting, evaluating, or combining an event in a cognitive framework as a psychological adaptation or to reduce pressure. If an individual has an unpleasant situation, she/he can anticipate it with various considerations. Individuals can try to evaluate and interpret a situation or an event by subjectively paying attention to the positive aspects.

Furthermore, the percentage of the third aspect of self-control, namely decision control, is 47% in the high categorization and 53% in the low categorization. According to Averill (1973), decision control is the ability to choose a result of action based on what the individuals believe or agree to. Self-control in making choices will function effectively if the individuals have opportunity, freedom, or possibility. Students with high self-control will be able to interpret any given stimulus, consider it, and

choose an action by minimizing unfavorable consequences or impacts. Otherwise, students with low self-control will have difficulties instructing and regulating their behavior. Thus, they tend to postpone the demands of assignments as students and shift them to more enjoyable activities.

Additional data on the results of cyberbullying categorization, the majority of subjects have high categorization cyberbullying, namely 52 students with a percentage of 54.7%, while there are 43 students with a percentage of 45.3% in the low category. The majority of students at SMA Negeri 2, SMA Negeri 5 and SMA Negeri 7 Kota Lhokseumawe have cyberbullying in the high category. (Wang, 2009) states that the subjects had done cyberbullying, such as mocking their friends in the group, uploading some posts about the appearance of their friends by posting ugly photos, and giving rude comments on social media. The subjects lack empathy, which provokes them to cyberbully the victims around the school. A research conducted by Wang (2009) shows that parental support for children can inhibit or prevent cyberbullying in physical, verbal, social, and electronic forms. This is also supported by research conducted by Malihah and Alfiasari (2008) that more communication between parents and adolescents will reduce cyberbullying behavior in adolescents.

The level of self-control of teenagers who cyberbully based on gender is that those male teenagers have the highest percentage compared to females. From the result of self-control categories by gender, males have self-control with a high percentage of 55.6% and a low of 44.4%. Gottfredson & Hirschi (1990) suggested that there are level differences in self-control between males and females. Females have a lower level of self-control than males. Thus, many females do negative and deviant actions. In theory, these negative actions are related to criminal behavior and delinquency, but in this study, the researcher connects them to another negative behavior named cyberbullying. Putri, Nauli, & Novayelinda (2015) state that males tend to use physical bullying more than females, but females use verbal bullying more than males.

Conclusion

Based on the results, the number of students with high self-control categorization is 42 and the percentage is 50%. Similarly, the number of students with low self-control categorization is 42 and the percentage is 50%. That means that students in SMA Negeri 2, SMA Negeri 5, and SMA Negeri 7 Kota Lhokseumawe are in a range that can lead to high or low self-control. Based on the three aspects of self-control, which are behavioral, cognitive, and decision control (Averill, 1973), the lowest aspect is behavioral control with 55.2% in low self-control categorization and 44.8% in high categorization.

From the level of self-control of teenagers who cyberbully based on gender, males have a higher percentage than females. Self-control categorization based on gender shows that males have 55.6% in high categorization and 44.4% in low categorization. Additional data on the finding of cyberbullying categorization, most students of SMA Negeri 2, SMA 5, and SMA Negeri 7 Kota Lhokseumawe possess cyberbullying in the high category.

Suggestion

Suggestions for subjects of the study are that students expected to be able to self-control by setting a time limit for behaving so that it can prevent cyberbullying and prioritize the main needs. Students are also expected to be able to do other positive activities, such as reading books in the library, exercising, and participating in extracurricular activities at school and outside of the school. To related institutions, namely Counseling Guidance Teachers at SMA Negeri 2, SMA Negeri 5, and SMA Negeri 7 Kota Lhokseumawe, hope this research can strengthen psychoeducation and counseling programs about cyberbullying behavior in the school to improve student's behavior so that the students have good self-control.

Suggestions for parents are to motivate students naturally and to foster self-confidence and self-respect. Sufficient attention and affection from parents will impact the child that is obedient to not doing cyberbullying behavior. For researchers, other factors that cause cyberbullying behavior can be examined further. Thus, it can be used as continuous and sustainable data to provide appropriate interventions to overcome problems following the phenomena occur.

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