ORIGINAL ARTICLE

Relationship Between Self-Control of Smartphone Use and Cyberbullying Behaviour among University Student

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ABSTRACT

Introduction: The overuse of smartphones and social media can lead to addiction and risk to cyberbullying behaviour. It is necessary to conduct a study to analyse the phenomenon of cyberbullying. One of the factors that cause cyberbullying is self-control. This study aimed to analyse the relationship between self-control of smartphone use and cyberbullying behaviour among students at Universitas Padjadjaran. **Methods:** A descriptive correlational method was conducted, where the independent variable is smartphone use and the dependent variable is self-control. The population was 25.728 students, and 394 sample respondents were obtained using the technique fraction sampling per cluster to determine the number of respondents from each faculty, which was determined using the accidental technique. In addition, the Internet Social Interaction Questionnaire (KISI) and the Self-Control Scale were conducted. Univariate data analysis was used to describe the frequency and percentage, and bivariate to see the correlation using chi-square. **Result:** This study showed that self-control among students was 77.65% in the middle category, as the perpetrator was 3.04%, the victim was 22.08%, the perpetrator and victim was 57.11% then as perpetrator and victim was 17.77%. The relationship between self-control of smartphone use and the perpetrator has a relationship with p-value 0.000, victims have a relationship with p-value 0.017, and perpetrators and victims of cyberbullying have no relationship with p-value 0.194. **Conclusion:** Student self-control can decrease the incidence of being perpetrators and victims of cyberbullying. Therefore, university need to guide the smartphone use for students.

Keywords: Cyberbullying, Self-control, student

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INTRODUCTION

Cyberbullying is a phenomenon of delinquency risk for the development of information technology today and is having a high risk to influence suicide. The survey for the Indonesian Internet Service Providers Association (APJII) in 2014 stated that the most significant number of internet users in Indonesia was West Java Province, reaching 16.4 million users with average in Mangasi province to access the internet, smartphone use 85%, netbook 32%, PC or computer 14%, and tablet 13%. In Indonesia, most internet access using a smartphone was from Java and Bali 92% (1). The negative impacts of excessive smartphone use include insomnia, stress, anxiety, decreased health, and decreased academic and physical performance (2, 10). It can also cause addiction, laziness to study, wastefulness, and reduced social interaction (25). Rahayu (2012) found that 37% of students said that the biggest effect of cyberbullying was a victim (24). One of the feared impacts of

cyberbullying is that victims tend to commit suicide. Patchin (2012) found that 20% of respondents reported thoughts of committing suicide, and all forms of bullying are increasing suicide significantly (3). This study also found that the number of suicide attempts by victims of cyberbullying was twice higher than people who had never been victims of cyberbullying. Wardani and Fajriansyah (2017) found that medical students had a positive effect obtained by the perpetrators of cyberbullying (7). He wants to materialize, while the negative impact is lost interaction and having a stigma. In addition, perpetrators tend to behave violently, commit crimes, fight, engage in vandalism, drugs, alcohol, and promiscuity.

The results of the previous study also found the negative impact of cyberbullying and emphasised the importance of self-control factors in smartphone use for preventing the effects of cyberbullying (5). According to Aroma and Suminar (2012), low self-control can cause people to do risky things and break the rules without thinking long term (19). In addition, low self-control will make it difficult for individuals to adjust to their environment. Self-control is related to how people control their emotions and impulses within themselves so that they

can make decisions and take practical actions according to ideal standards, moral values, and social expectations. Based on the description above, the researcher focused on this research which aims to determine the relationship between self-control of smartphone use and cyberbullying behaviour among students at Universitas Padjadjaran.

MATERIALS AND METHODS

This study used a descriptive correlational method. The population in this study was students from Universitas Padjadjaran who came from 16 faculties as many as 25,728 students. Independent variable in this study is smartphone use and cyberbullying behaviour while the dependent variable is self-control. The sampling technique was sampling fraction per cluster using a margin of error of 5%, and then 394 students were obtained. The Internet Social Interaction Questionnaire (KISI) was used to measure cyberbullying behaviour. This instrument consists of nine questions divided into two parts, such as "I do" and "others do to me" so that if the respondents had never in all their answers they will receive a minimum score, namely nine. The results of the instrument were classified as perpetrators and victims of cyberbullying behaviour. Self-control was measured using the Self-Control Scale, which was divided into three categories: high self-control (100-135), moderate self-control (64-99) and low self-control (27-63) (16). Based on the content test, the instrument has good validity. Reliability test result was 0.919.

The data collected were analysed using univariate analysis by percentage and frequency distribution and bivariate analysis by chi-square correlation test. This study has received ethical approval from the Health Research Ethics Commission, Faculty of Medicine, Universitas Padjadjaran, Bandung with No 405/UN6. KEP/EC/2019.

RESULTS

The results of this study are divided into three tables. The first table shows the self-control of smartphone, the second shows the cyberbullying behaviour, and the third shows relationship between both variables. Based on Table I, it can be seen that most respondents are in the moderate self-control category, with 306 respondents (77.67%). Table II shows the higher category was perpetrators and victims of cyberbullying with 225 respondents (57.11%). In Table III, the p-value of self-control of smartphone use with perpetrators of cyberbullying and self-control of smartphone use with victims of cyberbullying was 0.05. In contrast, the p-value of self-control of smartphone use with perpetrators and victims of cyberbullying is >α (0.05).

Table I: Description of self-control of smartphone use among student at Universitas Padjadjaran (n=394)

Category	f	%
High self-control	62	15.73
Medium self-control	306	77.67
Low self-control	26	6.6
Total	394	100

Table II: Description of cyberbullying behavior among student at Universitas Padjadjaran (n=394)

Category	f	%
Perpetrators	12	3.04
Victims	87	22.08
Perpetrators and victims	225	57.11
Non-perpetrators and non-victims	70	17.77
Total	394	100

Table III: The relationship between self-control of smartphone use and cyberbullying behavior among student in Universitas Padjadjaran

	Self-control			Total	Chi Square	P Value
	High	Medium	Low			
Perpetrators	3	9	0	12	25,608ª	0.000
Victims	15	64	8	87	8.092ª	0.017
Perpetrators and Victims	31	183	11	225	3.279ª	0.194
Not Perpetrators & Not Victims	13	52	5	70	-	-
Total	62	308	24	394	-	-

0 cells (0.0%) have expected count less than 5

DISCUSSION

Each individual has a mechanism for directing and regulating himself or commonly called self-control. This self-control is divided into low, medium and high (Risnawita & Ghufron, 2014).

The self-control of smartphone use among students at Universitas Padjadjaran is divided into three categories: high self-control, moderate self-control, and low self-control. Based on the results of this study, it is known that the most significant percentage of respondents (77.67%) at Universitas Padjadjaran have moderate self-control of smartphone use, meaning that respondents have tried to control their desire to play with smartphones. However, self-control is not always done because the respondents still take advantage of playing with the smartphone when there are influences from outside or themselves. The difference between students who have high self-control and moderate self-control over smartphone use can be seen from the initiative to seek information from various sources and ownership of correct information.

The results showed that students at Universitas

Padjadjaran had been perpetrators of cyberbullying, had been victims of cyberbullying, had been both perpetrators and victims of cyberbullying, and were neither perpetrators nor victims of cyberbullying. Zalaquett and Chatters (2012) found that 19% of 613 students had experienced cyberbullying while at university.

The number of students who become perpetrators and victims is more than those who have never been perpetrators and victims of cyberbullying. In addition, the number of victims who have been victims was more significant than those who have been perpetrators of cyberbullying. Most of the respondents were female students. Zalaquett and Chatters (2012) found that female students tend to be more likely to report themselves as victims of cyberbullying than male students (8, 26). Selkie, Cities, and Moreno (2016) also showed that female students involved as perpetrators or victims were higher than male students (9). This is different from the results of research conducted by Fatria (2018) that male students are more likely to engage in cyberbullying (10).

The forms of cyberbullying usually carried out were: flaming, harassment, cyberstalking, denigration, impersonation, outing and trickery, exclusion, happy slapping, and slander (11, 16). In this study, it was found that 124 students at Universitas Padjadjaran did flaming (31.47%), while harassment was the most owned by 221 students at Universitas Padjadjaran (56.09%). Students express their feelings and anger through social media so that it will be the cause of online quarrels.

Respondents in this study were 18-25 years old, and most of the 293 students were in the 20-25 year age group (74.4%). Judging from the age range, the respondents of this study were from late adolescence to early adulthood. According to Goleman (2009) at that stage of development, emotion refers to a feeling and typical thoughts, a physical and psychological state (4). The types of emotions in adolescents are generally about love or affection, joy, anger, anxiety or fear, jealousy, etc. Meanwhile, a student at Universitas Padjadjaran refers to a typical feeling and thought that could cause online fights because they can vent their feelings and anger.

The category of perpetrators and victims of cyberbullying has an online duration of more than 21 hours a week, internet access at home, and favourite activities like interacting with friends, discussing in online communities or groups, browsing, playing online games, and online shopping, and doing assignments (20). According to Pandie (2016), causes of cyberbullying are piracy, revenge, theft or just for fun (5). His research states that the average respondent has electronic media and internet access, so that piracy, revenge, and just for fun are carried out on social media (17). According

to Malihah (2018), the activities carried out online can trigger cyberbullying as both perpetrators and victims (12). According to Goleman (2005), cyberbullying occurs due to the active use of the internet and social media on devices such as smartphone and other devices such as computers and accompanied by an internet connection (4). So with the facilities and opportunities to carry out online activities for the students at Universitas Padjadjaran,, it will lead to cyberbullying.

One of the effects of cyberbullying victims is psychological. According to Rahayu (2012) some students say that cyberbullying victims have more effect than cyberbullying perpetrators (24). The effects felt were not only hurt feelings but also damage to the soul and psychological state so that victims can feel sad, depressed, and frustrated. One of the feared impacts of cyberbullying was committing suicide. According to Patchin (2012), 20% of respondents reported having thoughts of committing suicide and all forms of bullying (3, 23). This study also found that suicide attempts by victims of cyberbullying were almost twice as many compared to people who had never been victims of cyberbullying. Not only has it an impact on the victim, but the perpetrator also has an impact; namely, they will be arrogant and have psychological problems. Although the impact is significant for victims, there are several ways to avoid the occurrence of cyberbullying. Researchers suggest ignoring the words of the perpetrators and controlling themselves so that what they do does not hurt other people (14, 21).

Based on the results, correlation used chi-square to measure self-control of smartphone use towards cyberbullying among students at Universitas Padjadjaran; it was divided into three, namely self-control of smartphone use towards perpetrators of cyberbullying, self-control of smartphone use towards victims of cyberbullying, and self-control of smartphone use towards perpetrators and victims of cyberbullying. The self-control of smartphone use with perpetrators is cyberbullying has p-value of 0.000. So there is a relationship between self-control of smartphone and perpetrators of cyberbullying $\leq \alpha$ (0.05) so that the higher the self-control in the students then becoming perpetrators of cyberbullying will decrease. In contrast, the lower the self-control in the students, becoming perpetrators of cyberbullying will increase.

The p-value of self-control of smartphone use and victims of cyberbullying is (0.05), so it can be concluded that there is a relationship between self-control of smartphone use and victims of cyberbullying. It can also be concluded that, with higher self-control, the number of victims of cyberbullying will decrease. In contrast, with the lower self-control in students, the victims of cyberbullying will increase, while the p-value of self-control of smartphone use and perpetrators and victims of cyberbullying is (p = >0.05), so there is no

relationship.

According to Malihah (2018) self-control in adolescents was also significantly negative related to cyberbullying (12). It also shows that the more optimal self-control in adolescents, the more cyberbullying will also decrease. That was the same with the explanation that self-control has an essential role in juvenile delinquency. People who have low self-control will make an individual unable to regulate and direct their behaviour. High self-control will be associated with better relationship quality, increased empathy, and willingness to forgive other people's mistakes (6). At the same time, the results from Emilia and Leonardi (2012) stated that social competence had a significant negative relationship with cyberbullying (22). In addition, Sari et al. (2014) stated that there was a negative relationship between self-adjustment and cyberbullying because, in this study, respondents who had low adjustment were in the high category for tendencies of cyberbullying (13). Likewise, respondents who have high self-adjustment are in the high category for the tendency of cyberbullying.

All behaviour carried out must have an impact on minimising the impact of cyberbullying; not only students are involved, but interprofessionals are also involved in handling the case. One of the interprofessionals involved in handling is a nurse, so nurses must apply ethical principles so that no one is harmed (15). The principles are justice; namely, a nurse will give the same treatment to her clients regardless of ethnicity, race, and economy (6, 23). In this case, the researcher as a nursing student, if someone is involved in a case of cyberbullying because he cannot control himself, they must be able to respond reasonably. In addition, there is the principle of maintaining confidentiality. That means that the client must be kept confidential so that if someone admits that he has been involved in cyberbullying, then the statement does not need to be shared with other people who are not entitled to know it (13). These ethical principles can be applied from the lecture period to form habits well (18).

CONCLUSION

Research on the relationship between self-control of smartphone use and cyberbullying behaviour among students at Universitas Padjadjaran concludes that there was a relationship between self-control of smartphone use and perpetrators of cyberbullying. Furthermore, there was a relationship between self-control of smartphone use and victims of cyberbullying. The relationship between self-control of smartphone use in perpetrators and cyberbullying victims among students at Universitas Padjadjaran was absent. It is hoped that the university can improve existing services to guide and provide appropriate information about smartphone use to avoid its negative impact so that forms of cyberbullying behaviour are reduced.

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