



Journal of Advanced Guidance and Counseling

Vol. 2 No. 1 (2021), 1-10

DOI: <https://doi.org/10.21580/jagc.2020.2.1.6398>

[Journal Homepage](#)

## Cyberbullying behavior: A study of emotional maturity Yogyakarta students

JAGC | 1

**Chornelius Hutagaol\***

Universitas Mercu Buana, Yogyakarta, Indonesia

Email: [cornel6aol007@gmail.com](mailto:cornel6aol007@gmail.com)

### Abstract

**Purpose** - The research objective was to determine the relationship between emotional maturity and cyberbullying behavior among students.

**Method** - This research is a case study using a quantitative method based on a post-positivism approach. The sampling technique in this study using purposive sampling technique. The number of subjects in this study amounted to 60 students. The data analysis technique used product moment correlation.

**Result** - The results of the research analysis using the "product moment" correlation technique showed a correlation number of -0.720 ( $p < 0.01$ ). The correlation coefficient value shows -0.720 which means that it has a very strong relationship level. Thus, the higher the emotional maturity, the lower the cyberbullying behavior, and the lower the emotional maturity, the higher the cyberbullying behavior.

**Implications** – To define university-Students are included in the early adulthood stage which should have good emotional maturity. High emotional maturity allows individuals to have the ability to understand reality and facts and the quality of responding to situations by separating pressure and attraction for pleasant and unpleasant feelings.

**Originality** - This research is cyberbullying behavior study using a quantitative method based on a post-positivism approach.

**Keywords:** Cyberbullying, emotional maturity, students.

**For citation:** Hutagaol, C. (2021). Cyberbullying behavior: A study of emotional maturity Yogyakarta students. *Journal of Advanced Guidance and Counseling*. 2(1). 1-10. <https://doi.org/10.21580/jagc.2020.2.1.6398>.

**\*Corresponding author:** Chornelius Hutagaol ([cornel6aol007@gmail.com](mailto:cornel6aol007@gmail.com)), Universitas Mercu Buana Yogyakarta, Jl. Raya Wates-Jogjakarta, Karanglo, Argomulyo, Kec. Sedayu, Bantul, Daerah Istimewa Yogyakarta 55752.

### Abstrak

**Tujuan** - Penelitian ini bertujuan untuk mengetahui hubungan antara kematangan emosi dengan perilaku cyberbullying pada mahasiswa.

**Metode** - Penelitian ini merupakan studi kasus dengan menggunakan metode kuantitatif dengan pendekatan post-positivisme. Teknik pengambilan sampel dalam penelitian ini menggunakan teknik purposive sampling. Jumlah subjek dalam penelitian ini berjumlah 60 siswa. Teknik analisis data menggunakan korelasi product moment.

**Hasil** - Hasil analisis dengan teknik korelasi product moment menunjukkan angka korelasi sebesar  $-0,720$  ( $p < 0,01$ ). Nilai koefisien korelasi menunjukkan  $-0,720$  yang berarti memiliki tingkat hubungan yang sangat kuat. Dengan demikian, semakin tinggi kematangan emosi maka semakin rendah perilaku cyberbullying, dan semakin rendah kematangan emosi maka semakin tinggi perilaku cyberbullying.

**Implikasi** - Untuk mendefinisikan mahasiswa termasuk dalam tahap dewasa awal yang harus memiliki kematangan emosi yang baik. Kematangan emosi yang tinggi memungkinkan individu memiliki kemampuan untuk memahami realitas dan fakta serta kualitas dalam merespon situasi dengan memisahkan tekanan dan ketertarikan terhadap perasaan menyenangkan dan tidak menyenangkan.

**Originalitas** - Penelitian ini merupakan penelitian perilaku cyberbullying dengan menggunakan metode kuantitatif dengan pendekatan post-positivisme.

**Kata kunci:** Perundungan dunia maya, kedewasaan emosional, mahasiswa.

### Introduction

The development of the times increasingly triggers the development of science and technology. This development is due to the impact of globalization around the world. The emergence of the internet makes everyone able to communicate easily and freely without any limitations, space, and time (Gustiningsih & Hartosujono, 2013). The Ministry of Communication and Information stated that internet users in Indonesia have reached 82 million people (APJII in Dewi & Affifah, 2019a). The highest number of internet users by occupation are students as much as 89.7%, (Kumala & Suhana, 2018)

The use of the internet on students not only has a positive impact, but also has a negative impact. Activities carried out on the internet also make individuals more vulnerable to negative impacts. One of them is an act of verbal violence which is more familiarly called as Cyberbullying (Kumala & Suhana, 2018). Cyberbullying

term is a novelty of bullying behavior with the same characteristics and consequences (Narpaduhita & Suminar in Malihah & Alfisari, 2018). However, the method used is slightly different from bullying, cyberbullying perpetrators intimidate victims by using communication technology tools (Camodeca & Goossens in Kowalski, Limber, & Agatston, 2012).

Turan's findings (in Navarro, Yubero, & Larrañaga, 2016) stated that 60% of students had become victims of cyberbullying, 27.7% of students claimed to have been perpetrators, and 51% had been victims and perpetrators of cyberbullying. Kokkinos, Antoniadou, & Markos (in Muzdalifah & Putri, 2019) stated that 58.4% of students aged 18-35 years had been perpetrators of cyberbullying. Wangid (in Pratiwi & Kusuma, 2019) stated that 36.25% of students admitted to having done cyberbullying. In Indonesia, Febrianti & Hartana (in Muzdalifah & Putri, 2019)(Habibah & Sucipto, 2020). stated that 77% of students aged 20-25 years had experienced cyberbullying. This can show that there are still many students who experience cyberbullying.

Cyberbullying has a very bad impact on students, the impact felt by cyberbullying actors is a prolonged feeling of guilt (Permatasari in Rifauddin, 2016). The psychological impact of cyberbullying behavior is the presence of worry, stress, fear, sadness, anger or humiliation, and can extend to a more severe form, such as prolonged psychological injury that can endanger the individual's life. Cyberbullying can also cause victims to have feelings of low self-esteem, depression or suffer from stress which can end in suicide, as are cases that are rampant in all parts of the world (Rudi in Mutma, 2019).

The results of interviews with 15 Students X Yogyakarta showed that there were 14 sources who claimed to have done cyberbullying with different frequencies and forms. There was only 1 informant who said he had never done cyberbullying but she had experienced it and all of the interviewees said they had been a victim of cyberbullying. Cyberbullying behavior is most often carried out through social media such as: Facebook, WhatsApp, Line, and Instagram. The results of interviews conducted with 15 sources, as many as 10 interviewees admitted that they had commented on other people's posts with harsh and insulting words, 4 interviewees admitted that they had sent threatening messages,

3 interviewees admitted that they had removed group members without notification, 7 interviewees said often forwarding edited pictures of people to be negative, and 3 sources claiming to have created fake accounts to terrorize others, and only 1 person who claimed to have experienced other forms of cyberbullying but did not reply. The 10 sources said that the applications that are often used to carry out cyberbullying are Facebook, WhatsApp, Instagram, and Line.

One of the factors that influence cyberbullying behavior is emotional maturity. Emotional maturity is an individual's ability to express emotions appropriately and fairly with self-control, to have independence, to have self-consequences, and to have high self-acceptance (Albin in Muawanah & Pratikto, 2012). Emotions are essentially one form of one's communication. When someone is emotional, it means that person is trying to convey a message to others. Emotion is an awakening condition that appears with strong feelings and usually the emotional response leads to a certain form of behavior (Gustiningsih & Hartosujono, 2013).

If emotional maturity has not been achieved, then the individual is most likely unable to control his emotions effectively which in turn will hinder his social relationships with others (Nashukah & Darmawanti, 2013). Individuals who have low emotional maturity will be easily provoked by anger, stress, disappointment, depression and sadness, causing the process of channeling negative energy in the form of an urge to cyberbully others. Someone with good emotional maturity can control her emotions in dealing with certain situations (Syadza & Sugiasih, 2017). Gustiningsih & Hartosujono (2013) also said that people who have high emotional maturity will be able to control the emotions that arise and reduce the urge to do cyberbullying and can maintain good relations with their environment, including in cyberspace.

Based on the description above, the researchers were interested in examining cyberbullying behavior in students. This research study aimed to determine the relationship between emotional maturity and cyberbullying behavior of students in University X Yogyakarta.

## Research Method

This study used case studies, quantitative approaches, and the post-positivism paradigm. This study used a sampling technique that utilised purposive sampling technique. Purposive sampling was sampling based on the considerations of the researchers (Sugiyono, 2016). The characteristics of the subjects in this study were students, early adults, interacting with friends through social media. Sampling of 60 people for the research sample. The data collection technique used a cyberbullying behavior scale and a scale of emotional maturity that the researchers compiled by themselves. The two scales before being used for research were tested using the "corrected item-total correlation" technique with a cyberbullying behavior scale of 38 items and an emotional maturity scale of 38 items. The analysis in this study used a "product moment" correlation analysis to examined the relationship between emotional maturity and cyberbullying behavior. Before conducting the correlation test, a prerequisite-test was carried out which included the normality test and linearity test.

## Results and Discussion

### 1. Results

The results of the normality test used the Kolmogorov-Smirnov Test technique. The results of the normality test can be seen in table 1.

**Table 1. The results of the normality test**

	<i>Cyberbullying behaviour</i>	<i>Emotional Maturity</i>
Kolmogorov-Smirnov Z	0,983	1,297
Asymp. Sig. (2-tailed)	0,288	0,069

Based on the results of the normality test that has been carried out, the following results are obtained:

- a. The normality test of cyberbullying behavior data obtained a Kolmogorov-Smirnov z value of 0.983 and a significance value of 0.288 ( $p > 0.05$ ). These data show that the cyberbullying behavior variable in students has a normal distribution.

- b. The normality test of emotional maturity data obtained a Kolmogorov-Smirnov z value of 1.297 and a significance value of 0.069 ( $p > 0.05$ ). These data show that the emotional maturity variable in students has a normal distribution.

The results of the linearity test can be seen in the table as follows:

**Table 2. The results of the linearity test**

<b>F</b>	<b>Sig</b>
127,174	0,000

Based on the results of the linearity test in the table above, the results of emotional maturity and cyberbullying behavior have a F value of 127.174 with a significance of 0.000 ( $p < 0.05$ ), so it can be concluded that between the variables of emotional maturity and cyberbullying behavior tend to have a linear relationship.

The results of the assumption test show that the research data are normally and linearly distributed, so the data analysis for hypothesis testing in this study can be continued by using product moment correlation analysis for hypothesis testing.

**Table 3. Correlation Analysis Results of Product Moment**

	<b>Emotional Maturity</b>	
<b><i>Cyberbullying behaviour</i></b>	Pearson Correlation	-0,720
	Sig. (2-tailed)	0,000

The results of hypothesis testing, namely the relationship of emotional maturity with cyberbullying behavior in students, obtained a product moment correlation value of -0.720 ( $p < 0.05$ ). This means that the first hypothesis is accepted.

## **2. Discussion**

The results of the research analysis using the "product moment" correlation technique showed a correlation number of -0.720 ( $p < 0.01$ ). The correlation coefficient value shows -0.720 which means that it has a very strong relationship level. Sugiyono (2016) states that the coefficient interval is 0.60-0.799 including the level of a strong relationship (both variables). Thus, the higher the emotional

maturity, the lower the cyberbullying behavior, and the lower the emotional maturity, the higher the cyberbullying behavior.

Cyberbullying behavior is the act of repeatedly harassing, molesting, or making fun of others through online platform or while using cell phones or other electronic devices (Patchin & Hinduja, 2012). Cyberbullying behavior can be categorized as verbal bullying because the perpetrators do bullying indirectly such as mocking, insulting, making fun of, criticizing, gossiping, spreading rumors, and even threatening using electronic media (Zahrotunnisa & Hijrianti, 2019). Based on age, University-students are the group that uses the internet and social media more often. So that students have a greater chance of committing and experiencing cyberbullying behavior (Dewi & Affifah, 2019b).

Cyberbullying occurs because the strain or pressure or emotional tension felt by the perpetrator is not able to be processed by the perpetrator itself in the form of adjustment to emotional stress in her interactions with other individuals. The tension experienced by a person often causes feelings of anger, frustration or depression which can lead to negative behavior (Gustiningsih & Hartosujono, 2013). University-Students are included in the early adulthood stage which should have good emotional maturity. High emotional maturity allows individuals to have the ability to understand reality and facts and the quality of responding to situations by separating pressure and attraction for pleasant and unpleasant feelings. Emotional maturity also makes individuals have the ability to express emotions appropriately and fairly with self-control, have independence, have self-consequences, and have high self-acceptance (Albin in Muawanah & Pratikto, 2012).

If emotional maturity has not been achieved, then the individual is most likely unable to control his emotions effectively which in turn will hinder his/her social relationships with others (Nashukah & Darmawanti, 2013). Individuals who have low emotional maturity will be easily provoked by anger, stress, disappointment, depression and sadness, causing the process of channeling negative energy in the form of an urge to cyberbully others. Someone with good emotional maturity can control her emotions in dealing with certain situations (Syadza & Sugiasih, 2017). Gustiningsih & Hartosujono (2013) also said that people who have high emotional

maturity will be able to control the emotions that arise and reduce the urge to do cyberbullying and can maintain good relations with their environment, including in cyberspace.

University-Students with low emotional maturity are unable to adjust to emotional stress in their interactions with other individuals, causing feelings of anger, frustration or depression which can then lead to negative behavior. This negative behavior is a process of channeling negative energy in the form of an urge to cyberbully others because students are easily provoked by anger, stress, disappointment, depression and sadness. Students with low emotional maturity are not able to control their emotions in dealing with situations. The inability to control the emotions that arise and reduce emotional impulses makes students unable to maintain good relations with their environment, including the virtual world.

This research supports previous research, namely research by Aulina (2019), Bertiana (2019), Syadza & Sugiasih (2017), and Gustiningsih & Hartosujono (2013) which stated that there was a negative relationship between emotional maturity and cyberbullying behavior. The higher a person's emotional maturity, the lower his cyberbullying behavior will be. Conversely, the lower a person's emotional maturity, the higher their cyberbullying behavior will be.

## **Conclusion**

The conclusion in this study is that a negative relationship is represented between emotional maturity and cyberbullying behavior in University X Yogyakarta students. The relationship between emotional maturity and cyberbullying behavior has a highly profound level of relationship.

## **Acknowledgement**

University-Students are expected to avoid cyberbullying behavior such as increasing emotional maturity by: expanding themselves, trying to have warm relationships with others, increasing skills and knowledge, and self-understanding. It is hoped that the university will evaluate and provide training that can support increasing emotional maturity and decreasing conformity in order to reduce



cyberbullying behavior such as training on ways to avoid conflict with others, training to be open, providing education aimed at increasing student self-understanding.

## References

- Aulina, N. (2019). Konsep diri, kematangan emosi, dan perilaku bullying pada remaja. *Cognicia*, 7(4), 434-445. <https://doi.org/10.22219/COGNICIA.Vol7.No4.%25p>.
- Bertiana, D. (2019). *Hubungan antara kematangan emosi dengan perundungan media sosial instagram pada remaja*. Naskah Publikasi. Fakultas Psikologi Universitas Muhammadiyah Surakarta.
- Dewi, N. K., & Affifah, D. R. (2019a). Analisis perilaku cyberbullying ditinjau dari kemampuan literasi sosial media. *Journal Empathy Couns*, 1(1), 55-63.
- Dewi, N. K., & Affifah, D. R. (2019b). Analisis perilaku cyberbullying ditinjau dari big five personality dan kemampuan literasi sosial media. *Jurnal Bimbingan dan Konseling*, 9(1), 79-88. <http://doi.org/10.25273/counsellia.v9i1.4301>.
- Gustiningsih, S., & Hartosujono. (2013). Hubungan kematangan emosi dengan kecenderungan perilaku cyberbullying pada pengguna Twitter di Universitas Sarjanawiyata Tamansiswa Yogyakarta. *Jurnal Spirits*, 4(1), 1-84. <http://dx.doi.org/10.30738/spirits.v4i1.1033>.
- Habibah, U., & Sucipto, A. (2020). Building peer social support as a mental disorder solution for the blind. *Journal of Advanced Guidance and Counseling*, 1(1), 68-81. <https://doi.org/10.21580/jagc.2020.1.1.5774>.
- Kowalski, R. M., Limber, S. P., & Agatston, P. W. (2012). *Cyber bullying: bullying in the digital age*. Second edition. Australia: Blackwell Publishing.
- Kumala, N., & Suhana. (2018). Hubungan antara kematangan emosi dengan konformitas pada cyberbullying mahasiswa di Kota Bandung. *Prosiding Psikologi*, 4(1), 323-330.
- Malihah, Z., & Alfiasari. (2018). Perilaku cyberbullying pada remaja dan kaitannya dengan kontrol diri dan komunikasi orang tua. *Jurnal Ilmu Keluarga & Konsumen*, 11(2), 145-156. <https://doi.org/10.24156/jikk.2018.11.2.145>.
- Mutma, F. S. (2019). Deskripsi pemahaman cyberbullying di media sosial pada mahasiswa. *Komunikasi*, 12(2), 165-182. <https://doi.org/10.21107/ilkom.v13i2.5928>.

- Muzdalifah., Putri, T. T. (2019). Pengaruh keterlibatan ayah terhadap cyberbullying remaja pengguna Instagram. *Jurnal Psikogenesis*, 7(1), 1-12. <https://doi.org/10.24854/jps.v7i1.871>.
- Muawanah, L. B., & Pratikto, H. (2012). Kematangan emosi, konsep diri dan kenakalan remaja. *Jurnal Psikologi*, 7(1), 490-500. <https://doi.org/10.30996/persona.v1i1.9>.
- Nashukah, F., & Darmawanti, I. (2013). Perbedaan kematangan emosi remaja ditinjau dari struktur keluarga. *Jurnal Psikologi: Teori & Terapan*, 3(2), 93-102. <http://dx.doi.org/10.26740/jppt.v3n2.p93-102>.
- Navarro, R., Yubero, S., & Larrañaga, E. (2016). *Cyberbullying across the globe: Gender, family, and mental health*. Switzerland: Springer International.
- Patchin, J. W., & Hinduja, S. (2012). *Cyberbullying prevention and response: Expert perspectives*. New York: Routledge.
- Pratiwi, S. K. P., & Kusuma, R. S. (2019). Perilaku cyberbullying mahasiswa dengan teman sebaya. *MediaTor*, 12(2), 165-177. <https://doi.org/10.29313/mediator.v12i2.4793>.
- Rifauddin, M. (2016). Fenomena cyberbullying pada remaja. *Jurnal Ilmu Perpustakaan, Informasi, dan Kearsipan Khizanah Al-Hikmah*, 4(1), 35-44. <https://doi.org/10.24252/kah.v4i1a3>.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Syadza, N., & Sugiasih, I. (2017). Cyberbullying pada remaja smp x di kota pekalongan ditinjau dari konformitas dan kematangan emosi. *Proyeksi*, 12(1), 17-26. <http://dx.doi.org/10.30659/jp.12.1.17-26>.
- Zahrotunnisa, A., & Hijrianti, U. R. (2019). Online disinhibition effect dan perilaku cyberbullying. *Psikologi Pendidikan*, 93-101.