

Emotional Intelligence in Students with Tendency to Involve in Cyberbullying

Tiara Ronella¹, Indah Sukmawati^{2*}, Ifdil Ifdil³, Miftahul Fikri⁴

^{1,2,3,4} Department of Guidance and Counseling, Universitas Negeri Padang

*Corresponding author, e-mail: i.watsan@gmail.com

Abstract

Various factors influence students' cyberbullying behavior, one of which is emotional intelligence. This study aims to describe the emotional intelligence of students who tend to commit cyberbullying in terms of: (1) aspects of recognizing oneself, (2) aspects of managing emotions, (3) aspects of motivating oneself, (4) aspects of recognizing other people's emotions, (5) aspects of building relationships. The research method used is a quantitative method with a descriptive approach. The sample of this study was students in grades were identified as tending to commit cyberbullying as many as 111 people. Sampling was determined by the total sampling technique. Data were obtained with a research instrument in the form of an emotional intelligence questionnaire with a Likert scale model. Data were analyzed using descriptive statistics. Based on the results of this study, data on the emotional intelligence of students who tend to commit cyberbullying is in the high category, namely (59.16%%). It is hoped that related parties such as teachers and counselors can provide direction for students who commit cyberbullying with the hope that they still have emotional intelligence.

Keywords: Emotional Intelligence, Cyberbullying

Introduction

Emotional intelligence is a set of personal, emotional and social skills that can influence a person's ability to succeed. This provides an explanation that one's success is not only influenced by intellectual intelligence. Emotional intelligence also allows individuals to be able to feel and understand correctly, which in turn can use emotional power and sensitivity as informational energy and influence learning outcomes (Sulastri, 2022). Emotional intelligence is the most important thing in determining student success because unstable emotions reflect poor behavior in students. Emotional development is something that really needs attention in adolescence, because during this period there are emotional changes that include feelings of shame, self-consciousness, loneliness, and depression, especially at the age of 12-15 years (Nasrudin, 2013). Without emotional intelligence, students will not be able to use their cognitive abilities according to their potential. It causes, that intellectual is not the only factor that can find student success, but there are other factors that can influence, namely emotional intelligence (Goleman, 2015).

*Corresponding author, e-mail: author@email.xx



Emotional intelligence can be defined as the ability to understand emotions (both in oneself and others), to regulate emotions, and to cope effectively with emotional situations (Zeidner, M., 2009). Investigated emotional intelligence using meta-analysis (Khan et al., 2019). This study found a decrease in emotional intelligence scores in certain aspects in the period 2003 to 2018. Based on their findings, one of the impacts of this decline in emotional intelligence is poor decision making so that low emotional intelligence can lead to impulsive and thoughtless decisions. This shows that adolescents who have low emotional intelligence find it difficult to manage their emotions, cannot empathize with others, and find it difficult to place emotions with others, making it difficult to control their emotions, and are prone to aggressive behavior (Natali & Krismi, 2023).

Adolescents who develop well will not show negative behavior (Putri, Nirwana, & Sukmawati, 2020). The emergence of feelings of dissatisfaction or conflict within adolescents in achieving their developmental tasks can be a source of negative emotions (Irsandef, Taufik, & Netrawati, 2018). Many adolescents commit deviant and aggressive acts to channel their emotions (Karneli, Firman, & Netrawati, 2019). Juvenile delinquency is deviant behavior committed by individuals aged 12-18 years that can harm themselves and others (Fikri, 2019). Adolescents who are unable to undergo the transition period properly will experience delinquency to crime because they are unable to channel emotions properly, one of which is cyberbullying (Malihah & Alfisari, 2018). Several studies have found that emotional intelligence is one of the personal variables that has received the most attention in relation to cyberbullying (Williams et al., 2019). Adolescents with low emotional control and high impulsivity are more at risk of cyberbullying. Cyberbullying, known as electronic bullying, is defined as bullying that uses communication media as a forum for bullying, including email, instant messaging (IM), chat rooms, Web sites, or through digital messages (Haura, A. T., & Ardi, Z., 2020). Data on internet users in Indonesia by age in 2017 are: a) 13-18 years (16.68%); b) 19-34 years (49.52%); c) 35-54 years (29.55%); > 54 years (4,245 (Ifdil et al., 2018)). In terms of demographics, internet users in Java Island rank the highest. The second rank is West Sumatra. Based on the results of the study, it shows that the frequency of accessing the internet by teenagers is done every day Cyberbullying is a new form of bullying that occurs on social media. Bullying is a form of violence or aggressive behavior shown by someone to others. Cyberbullying is a bad phenomenon that has negative implications for a person (Yunika, Alizamar, & Sukmawati, I., 2013).

Cyberbullying is also a form of bullying that is worse than bullying in school or in the real world. Cyberbullying can intimidate anyone, anytime, and anywhere the victim is. The development of information and communication technology has increased cyberbullying, with one of its elements being bullying of fellow members, especially among teenagers as the biggest users of the internet, such as websites. Perpetrators of cyberbullying are motivated by certain motives, while adolescents who are victims of cyberbullying will experience emotional and social problems in their lives (Nurfarhanah, Afdal, W Andriani, Syahnar, Mudjiran, Daharnis, Alizamar, Z Zikra, 2019). The impact of bullying causes its victims to have difficulty in carrying out their social functions (Sukmawati et al., 2021). This happens because the victim will prefer not to interact with other people. The victim will prefer to blame himself alone. State that cyberbullying perpetrators lack realistic thinking when overcoming problems and have poor emotion management skills because they are often less wise when interacting on social media (Baroncelli and Ciucci., 2014). Improving students' emotional intelligence may be

an important strategy to lower the risk of students becoming bullies at school and online. It shows that emotions are one of the things that can affect the occurrence of cyberbullying behavior in adolescents (Zhang & Chen's research, 2023). The same problem was found in SMAN 4 Padang city, when conducting preliminary research conducted on March 13, 2024 at SMAN 4 Padang city by distributing scales regarding cyberbullying behavior. Seeing the results of the initial data, it was found that there were 111 students indicated to have a tendency to become cyberbullying perpetrators. Therefore, researchers are interested in looking further into the description of emotional intelligence in students with a tendency to perpetrate cyberbullying.

Method

The research method used is quantitative method with descriptive approach. The population of this study were 111 students of SMAN 4 Padang in class XI and XII who were identified as tending to perpetrate cyberbullying. Sampling was determined by total sampling technique with the total number of samples being 111 students. Data collection used emotional intelligence questionnaire with Likert scale model. Data were analyzed using descriptive statistics.

Results and Discussion

Emotional intelligence is related to oneself and others, where in oneself includes the ability to recognize one's emotions, control one's emotions, and motivate oneself, while in others emotional intelligence plays a role in being able to establish good relationships between oneself and others by relying on the above things such as managing emotions and self-motivation. Emotional intelligence factors are influenced by the state of the individual's emotional brain, the emotional brain is influenced by the amygdala, neocortex, limbic system, prefrontal lobe, and other things that are in the emotional brain (Goleman, 2015). Emotional intelligence is one aspect that can influence cyberbullying behavior in individuals. Emotional intelligence is one of the personal variables that has received the most attention in relation to cyberbullying. Adolescents with low emotional control and high impulsivity are more at risk of cyberbullying. Based on the results of data processing of emotional intelligence of 111 students of SMAN 4 Padang, the average and percentage are obtained as follows:

Table 1. Frequency and Percentage Distribution of Overall Emotional Intelligence

Category	Interval	f	%
Very High	≥114	4	3,61
High	92-113	56	50,45
Medium	70-91	42	37,84
Low	48-69	9	8,1
Very Low	≤47	0	0
TOTAL		111	100

Based on the table above, the overall emotional intelligence of students is known to be 56 students in the high category with a percentage of 50.45%, then 42 students are in the medium category with a percentage of 37.84%, 9 students are in the low category with a percentage of

8.1% and 4 students are in the very high category with a percentage of 3.61%. The average scoring of respondents' answers related to intelligence obtained results in the high category, this means that SMAN 4 Padang students already have good emotional intelligence. Furthermore, a description of the results of data processing of emotional intelligence based on the following aspects will be presented:

Table 2. Distribution of Mean and Percentage (%) of Emotional Intelligence of Students of SMAN 4 Padang Per-Aspect

ASPECT	SCORE		
	MEAN	%	DESCRIPTION
Knowing Yourself	22,58	64,53	Medium
Managing Emotions	23,02	65,79	Medium
Motivating Yourself	18,61	74,45	High
Recognizing the Emotions of Others	9,76	65,11	Medium
Building Relationships	18,32	73,29	High
OVERALL	92,32	68,38	High

Judging from the table data above, it can be concluded that emotional intelligence in students is in the high category. This can be seen from the emotional intelligence of students on the aspect of recognizing themselves in the medium category with a percentage (64.53%), so this finding reveals that students' emotional intelligence in general in this case still needs to be improved. In this case students may be able to identify basic emotions, but students will have difficulty understanding the nuances of more complex emotions, such as frustration mixed with disappointment, or pride accompanied by worry, in the aspect of managing emotions is in the moderate category with a percentage of (65.79%) which means that students in this category do not yet have the ability to recognize and respond to emotions, and experience difficulties in certain situations or have not fully mastered the skills of managing emotions so that they can react impulsively to situations that trigger negative emotions, such as anger, frustration, disappointment, or envy, in the aspect of managing emotions, This shows that students have strong motivation so that it will make it possible to make students more successful in achieving personal and professional goals, more resistant to stress and pressure, better able to build and maintain positive relationships, more adaptive to changes and challenges, in the aspect of recognizing other people's emotions is in the high category with a percentage of (65.11%) this shows that students have the ability to understand and respond appropriately to the feelings of others. In the high category means that individuals show a fairly good understanding of other people's emotions and in the aspect of fostering relationships is in the high category with a percentage of (73.29%) meaning that the ability to foster individual relationships is in the high category which in this aspect means that individuals show good ability to communicate effectively, work together in teams, and build extensive social networks. It can be seen from students who can accept criticism well, try to build mutually supportive relationships, and have the ability to start relationships with others.

Furthermore, a description of the results of data processing of emotional intelligence based on sub-variables will be presented as follows:

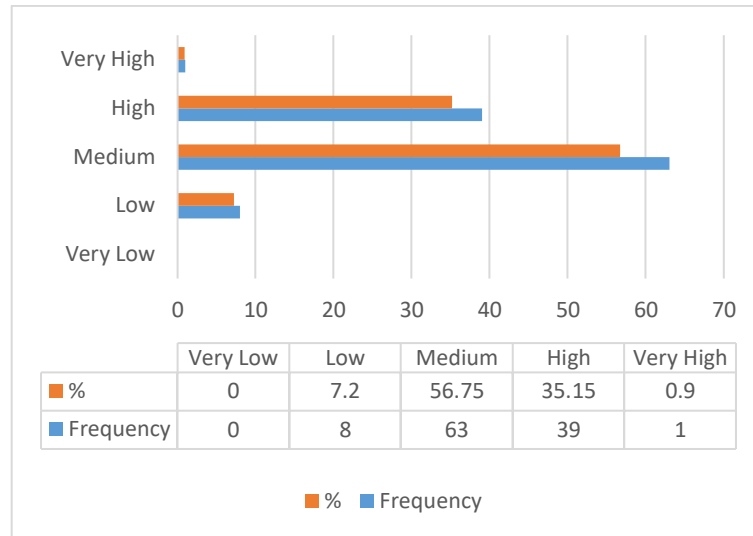


Figure 1. Description of Emotional Intelligence in terms of Recognizing Yourself

Based on the graph above, students' emotional intelligence based on aspects of recognizing themselves, it can be seen that 63 students are in the moderate category with a percentage of 56.75%, then 39 students are in the high category with a percentage of 35.15%, 8 students are in the low category with a percentage of 7.2% and 1 student is in the very high category with a percentage of 0.9%. The average scoring of respondents' answers related to emotional intelligence in terms of recognizing emotions is found in the moderate category, this finding reveals that students' emotional intelligence is in the moderate category..

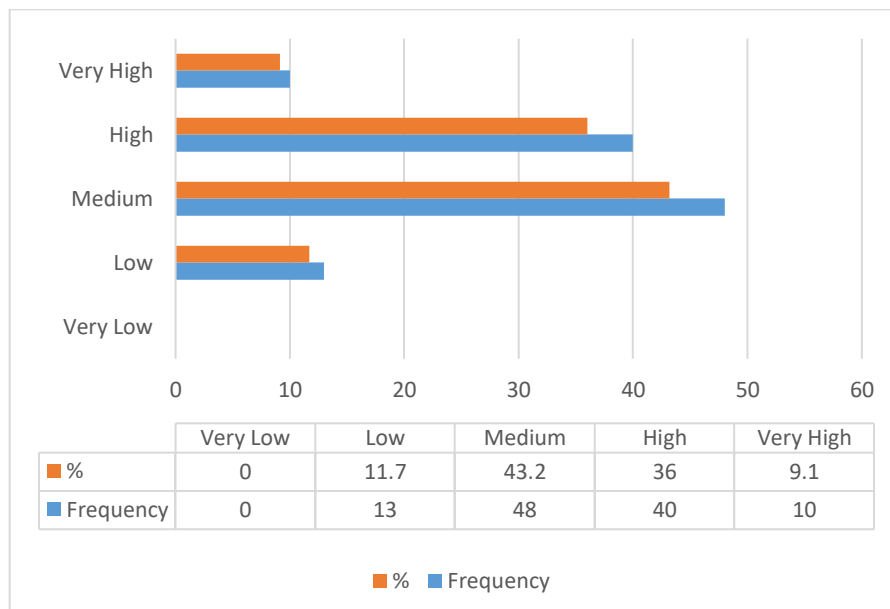


Figure 2. Description of Emotional Intelligence in terms of Managing Emotions

Based on the graph above, it can be seen that students' emotional intelligence in the aspect of managing emotions that as many as 48 students are in the moderate category with a percentage of 43.2%, 40 students are in the high category with a percentage of 36%, 13 students

are in the low category with a percentage of 11.7%, then 10 students are in the very high category with a percentage of 9.1% and no students are in the very low category. The results obtained from scoring emotional intelligence in the aspect of managing emotions, the results obtained are in the moderate category, meaning that the emotional intelligence of students in the aspect of managing emotions is classified in the moderate category.

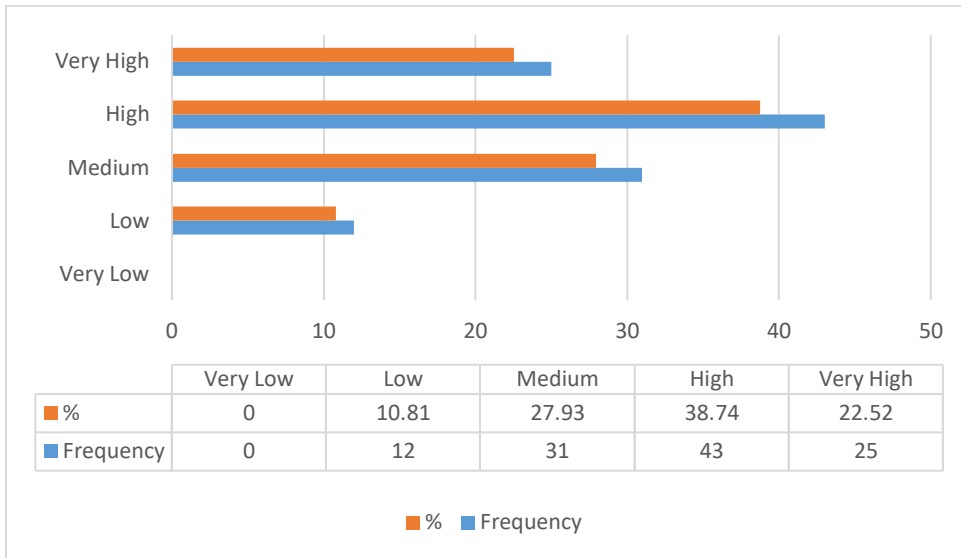


Figure 3. Description of Emotional Intelligence in terms of Self-Motivation Aspects

Through the results of data on the aspect of self-motivation, it can be seen that 43 students are in the high category with a percentage of 38.74%, 31 students are in the medium category with a percentage of 27.93%, then 25 students are in the very high category with a percentage of 22.52%, then 12 students are in the low category with a percentage of 10.81% and no students are in the very low category. Based on the scoring of emotional intelligence in the aspect of self-motivation, the results obtained mean that the emotional intelligence of students in the aspect of self-motivation is classified in the high category. Through this explanation, it can be concluded that students' emotional intelligence in the aspect of motivating themselves is in the high category.

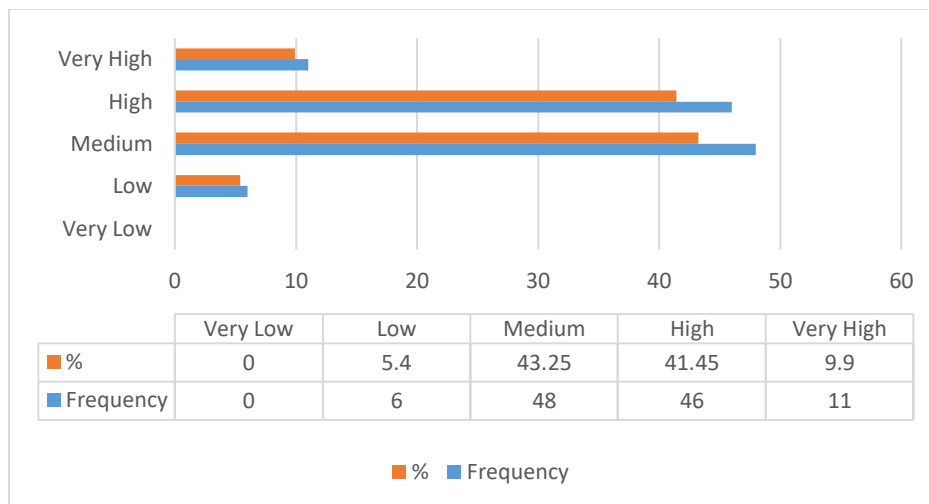


Figure 4. Description of Emotional Intelligence in terms of Recognizing Other People's Emotions

(Emotional Intelligence in Students with Tendency to Involve in Cyberbullying)

In the results of the data processing above, 48 students are in the moderate category with a percentage of 43.25%, 46 students are in the high category with a percentage of 41.45%, then 11 students are in the very high category with a percentage of 9.9 and 6 students are in the low category with a percentage of 5.4%. Based on the scoring of emotional intelligence on the aspect of recognizing other people's emotions, the results obtained mean that students' emotional intelligence in the ability to recognize other people's emotions in students is classified as moderate.

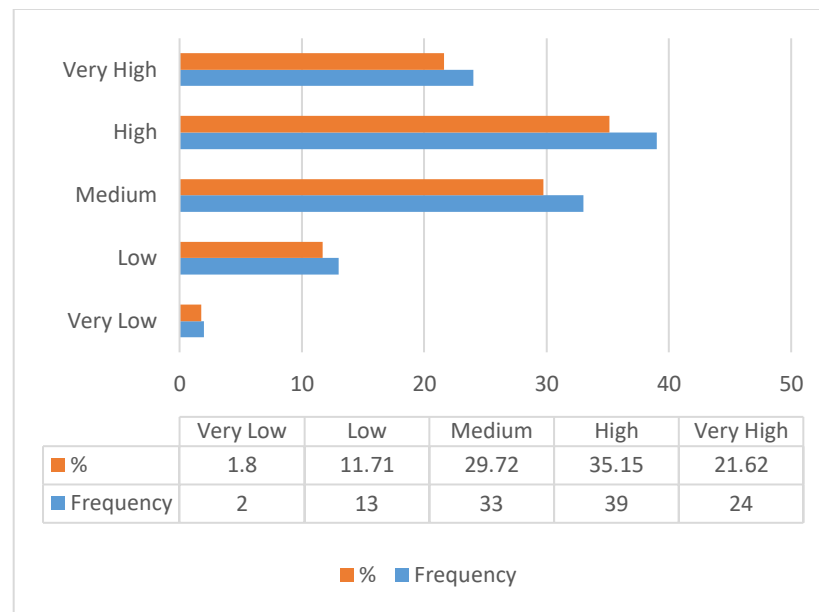


Figure 5. Description of Emotional Intelligence in terms of Building Relationships

Based on the graph above, in the high category there are 39 students with a percentage of 35.15%, 33 students are in the medium category with a percentage of 29.72% then 24 students are in the very high category with a percentage of 21.62%, then there are 13 students in the low category with a percentage of 11.71 and 2 students are in the very low category with a percentage of 1.80%. Based on the scoring of emotional intelligence on the aspect of fostering relationships, the results concluded that the aspect of fostering relationships is in the high category. The results showed that emotional intelligence in SMAN 4 Padang students was in the high category with a percentage of 59.16%, this means that SMAN 4 Padang students have shown good ability in building positive relationships, understanding, and being able to manage emotions well, which is in line with the opinion of Pinar et al (2017) revealed that if individuals have high emotional intelligence, adolescent aggressive behavior can be controlled so that it increases individual sensitivity to cyberbullying behavior. That individuals who have less emotional intelligence also have less self-control, less emotional intelligence has an impact on self-control so that individuals tend to act arbitrarily and not think about the feelings of others (Sting, 2020).

In line with the results of research conducted by Sting (2020) based on the hypothesis and the results of research data, there is a significant negative relationship between emotional intelligence and cyberbullying behavior in adolescents in Salatiga. The higher the emotional intelligence, the lower the cyberbullying behavior of adolescents in Salatiga. Based on the descriptive analysis of emotional intelligence variables, it was found that most of the participants had high emotional intelligence.

The characteristics of people who have high emotional intelligence are people who can recognize emotions and manage their own emotions, motivate themselves, recognize the emotions of others and build good relationships with others. (states that individuals who are higher in emotional intelligence are less likely to engage in violent behavior such as bullying and less likely to smoke, drink alcohol excessively, or use illegal drugs (Goleman, 2007; 2009). However, based on this study, there are still students who tend to behave cyberbullying, this is due to several aspects that need attention to be improved, where in the aspect of recognizing oneself there are still students who get angry easily when they are tired and need other people's validation about their feelings, besides that in the aspect of recognizing other people's emotions there are still students who do not consider other people's ideas when working in groups. In addition, why there are still students who tend to have cyberbullying behavior is that there are other factors that influence it. The use of social media and online identities can increase the likelihood of engaging in cyberbullying behavior, even though individuals have high EQ. This is due to the feeling of no direct consequences and lack of self-control when interacting online. 259 adolescents in Croatia stated that cyberbullying was negatively correlated with traditional protective factors in the etiology of risk behavior (family, school, and peer relationships) (Livazović & Ham., 2019).

Conclusion

The results of the research conducted, the following suggestions can be given by the researcher: for school principals, this research can create a more supportive and inclusive environment to improve the ability to manage emotions well in the school environment and outside of school so as to reduce the risk of becoming a cyberbullying perpetrator, for counselors and teachers at school to create educational programs about emotional intelligence, mental health, and empathy to provide a more comprehensive understanding to adolescents, for students, this research can be a source of information so that students are able to improve their emotional intelligence and focus on helping students with a tendency to become cyberbullying perpetrators to change their behavior, for parents, this research can be a source of additional information on how to educate children at a young age so that they are able to manage their emotions properly, for further researchers to be able to review further other aspects that can cause students to have a tendency to become cyberbullying perpetrators.

References

- Baroncelli A & Ciucc E. (2014). Unique effects of different components of trait emotional intelligence in traditional bullying and cyberbullying. *Journal of adolescence*, 37(6), 807-815.
- Fikri, M. (2019). A narrative review of the psychological condition of a juvenile inmates. *Konselor*, 8(2), 59-64.
- Goleman, Daniel. (2007). *Kecerdasan Emosional*. Jakarta: PT. Gramedia Pustaka Utama.
- Goleman, D. (2009). *Emotional Intelligence: Why it can matter more than IQ*. London: Bloomsbury Publishing.
- Gravett, L. S & Caldwell, S. A. (2016). *Learning agility impact on recruitment and retention*. USA : Palgrave Macmillan

-
- Haura, A. T., & Ardi, Z. (2020). Student's self esteem and cyber-bullying behavior in senior high school. *Jurnal Aplikasi IPTEK Indonesia*, 4(2), 89-94.
- Ifdil, I., Putri, Y. E., Fadli, R. P., Erwinda, L., Suranata, K., Ardi, Z., ... & Rangka, I. B. (2018, November). Measuring internet addiction: comparative studies based on gender using Bayesian analysis. In *Journal of Physics: Conference Series* (Vol. 1114, No. 1, p. 012073). IOP Publishing.
- Irsandef, A. B., Taufik, T., & Netrawati, N. (2018). Profile of emotional intelligence and spiritual intelligence of adolescents from divorced families. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 4(2), 84-95.
- Karneli, Y., Firman, & Netrawati, N. (2019). Upaya Guru Bk/Konselor Untuk Menurunkan Perilaku Agresif Siswa Dengan Menggunakan Konseling Kreatif Dalam Bingkai Modifikasi Kognitif Perilaku. *Pedagogi: Jurnal Ilmu Pendidikan*, 18(2), 32.
- Khan, M., Minbashian, A., & MacCann, C. (2019). (In Press). College Students in the Western World are Becoming Less Emotionally Intelligent: A CrossTemporal Meta-Analysis of Trait Emotional Intelligence. *Journal of Personality*.
- Livazović, G., & Ham, E. (2019). *Cyberbullying and emotional distress in adolescents: the importance of family, peers and school*. *Heliyon*, 5(6)
- Malihah, Z., & Alfiasari, A. (2018). Perilaku cyberbullying pada remaja dan kaitannya dengan kontrol diri dan komunikasi orang tua. *Jurnal Ilmu Keluarga & Konsumen*, 11(2), 145-156.
- Nasrudin. (2013). Hubungan Fungsi Efektif Keluarga Terhadap Kecerdasan Emosional Remaja. *Jurnal EduHealth*. Volume 3 (2).
- Natali& Krismi. (2023). the correlation *between emotional intelligence and cyberbullying behaviour among teenagers in Salatiga*. Universitas Kristen Setya Wacana, Salatiga, Indonesia
- Nurfarhanah, Afdal, , Andriani ,W. Syahniar, Mudjiran, Daharnis, Alizamar, Zikra, Z. (2019). Analysis of the Causes of Cyberbullying: Preliminary Studies on Guidance and Counseling Media. *Advances in Social Science, Education and Humanities Research*, volume 372. International Conference on Education Technology (ICoET 2019).
- Hinduja, S., & Patchin, J. W. (2007). Offline consequences of online victimization: School violence and delinquency. *Journal of school violence*, 6(3), 89-112.
- Pinar, S. E., Cesur, B., Koca, M., Sayin, N., & Sancak, F. (2017). Emotional Intelligence Levels and Cyberbullying Sensibility among Turkish University Students. *International Online Journal of Educational Sciences*, 9(3).
- Putri, M. E., Nirwana, H., & Sukmawati, I. (2020). Hubungan kemampuan mengelola emosi dengan kecenderungan berperilaku agresif siswa. *JRTI (Jurnal Riset Tindakan Indonesia)*, 5(1), 14.
- Sting, N. I. (2020). *Hubungan Antara Kecerdasan Emosional Dengan Perilaku Cyberbullying Pada Remaja di Salatiga* (Doctoral dissertation).
- Sukmawati, I., Fenyara, A. H., Fadhilah, A. F., & Herbawani, C. K. (2021). Dampak bullying pada anak dan remaja terhadap kesehatan mental. In *Prosiding Seminar Nasional Kesehatan Masyarakat 2022* (Vol. 2, No. 1, pp. 126-144).
- Sulastri, T., Yuline, Y., & Purwanti, P. (2022). Studi Tentang Kecerdasan Emosional Rendah Pada Peserta Didik Kelas Viii Smp Negeri 18 Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 11(3).
- Williams, K. D., Dempsey, G. L., & Smith, G. J. (2019). The role of emotion regulation in cyberbullying: A longitudinal study. *Journal of Adolescence*, 70, 1-9
-

-
- Yunika, R., Alizamar, A., & Sukmawati, I. (2013). Upaya Guru Bimbingan dan Konseling dalam Mencegah Perilaku Bullying di SMA Negeri Se Kota Padang. *Konselor*, 2 (3), 21–25.
- Zeidner, M., Matthew, G., & Roberts, R. (2009). *What We Know About Emotional Intelligence: How it Aspects Learning, Work, Relationship, and Our Mental Health*. Cambridge: MIT Press Books.
- Zhang Y, Chen JK. (2023). Emotional Intelligence and School Bullying Victimization in Children and Youth Students: A Meta-Analysis. *Int J Environ Res Public Health*