

HASIL

CEK_16.Jurnal_Introversion

by Psikologi 16.jurnal_introversion

Submission date: 27-Mar-2023 10:15AM (UTC+0700)

Submission ID: 2047528742

File name: 16.Jurnal_Introversion Cyberbullying-Hadi.pdf (419.96K)

Word count: 6081

Character count: 35876

Is Introversion, Neuroticism, Emotional Maturity, And Sensation Seeking As A Correlated Factor With Cyberbullying Behavior

Triantoro Safaria, Hadi Suyono

Abstract: The results of this study indicated that introversion and neuroticism has a role in cyberbully behavior. Meanwhile emotional maturity and sensation seeking was not related to cyberbullying behavior. Suggestions for further research is the need to add other variables that are hypothesized to play a role in the occurrence of cyberbullying. In addition, given the unsatisfactory number of samples in this study, it is recommended that future researchers consider a larger sample size so that they can better represent the population in Yogyakarta.

Keywords: Cyberbullying, neuroticism, emotional maturity, sensation seeking.

1. INTRODUCTION

The development of communication technology has brought many changes in human life. The progress of this communication technology has two contradictory sides. Positive impacts obtained from the advancement of communication technology include facilitating the sharing of information that is open and fast, e-commerces, e-learning, e-budgeting, and more. The internet also makes it easier for many people to get information, expand social networks, get social support, build relationships and communicate with others (Lee, & Shin, 2017; Wang & Chang, 2010). Meanwhile the negative impact of the internet has led to cybercrime activity, the rapid spread of pornography, hackers, and one of them is the phenomenon of cyberbullying (Wiguna et al., 2018; Quarshie, 2012; Peled, 2019; Macaulay, Betts, Stiller, & Kellezi, 2018). Cyberbullying is any deliberate action to harm another person, through messages that humiliate, demean, slander, open up the disgrace of others and threaten repeatedly, through internet communication technology either by individuals or groups of people, to weak victims (Tokunaga, 2010; Peter & Petermann, 2018; Wong, & McBride, 2018). Cyberbullying is a form of transformation from bullying by utilizing communication technology tools (Peled, 2019). This study aims to examine whether introversion, neuroticism, emotional maturity, and sensation seeking are factors that correlate with cyberbullying behavior. Previous research found several negative effects of cyberbullying. In cyberbullying victims, showing feelings of anger, decreased academic achievement, psychological problems and allowing them to become cyberbullying perpetrators or victims forever (Beran et al., 2012; Bhat, 2008; Glasner, 2010; Schenk & Fremouw, 2012; Wong-lo et al., 2011). Selkie, Kota, Chan, and Moreno (2015) also reported that 265 female students involved in cyberbullying as both perpetrators and victims showed high levels of depression and alcohol use. Many cyberbullying victims show an increase in severe social anxiety (Pabian & Vandebosch, 2016). Akbulut and Cuhadar (2011) and Schenk and Fremouw (2012) reported that cyberbullying victims showed sadness, crying, feeling ashamed, skipping school, becoming depressed, experiencing insomnia, and the worst effects were the emergence of suicide or suicide. While Spears et al. (2009) reported that some cyberbullying victims experienced chronic fear of safety. Of course the

impact of cyberbullying cannot be underestimated, so it requires deeper research to understand this phenomenon, and find solutions to its resolution. Regarding prevalence rates, recent studies show cyberbullying is quite common in the school age population globally, for example studies in Canada (Riddell, Pepler, & Craig, 2018); in the UK and Ireland (Gaffney & Farrington, 2018); and at U.S.A. (Espelage, Hong, & Valido, 2018). It also occurs in Latin American countries (Herrera-López, Romera, & Ortega-Ruiz, 2018) Spain (Zych, OrtegaRuiz, & Marín-López, 2016; Navarro, et al., 2013); Asian countries such as Korea (Lee & Shin, 2017); Israel (Heiman, & Olenik-Shemesh, 2015) Hong Kong of China (Ang & Goh, 2010); Japan (Udris, 2015), Indonesia (Handono, Laeheem, & Sittichai, 2019; Safaria, 2016). The prevalence of cyberbullying victimization and perpetration can vary with respect to demographic backgrounds (such as gender, age, ethnicity, ethnicity, education level, socioeconomic level), individuals (such as bullying, school climate, personality, learning achievement), family and peers (Kowalski, Limber, & McCord, 2018; Espelage, Hong, & Valido, 2018; Tokunaga, 2010). Apart from these variations, however, cyberbullying is now a common interpersonal aggression behavior in today's modern society, so it becomes an important topic for further exploration.

1.1. Cyberbullying

The concept of cyberbullying is different from the concept of bullying which is generally in adolescents. Bullying takes place in a school context (Besley, 2009). Cyberbullying is a new phenomenon, as advances in information technology through the internet and cell phones develop, and penetrate in every aspect of individual life. The main difference between the two lies in the perpetrators of cyberbullying that can disturb victims outside of school, to the home through information technology such as mobile phones, e-mail and other social media (Dooley, Pyzalski, & Cross, 2009). In the early literature, Cyberbullying was likened to the concepts of online bullying, electronic bullying, and internet harassment (Dooley, Pyzalski, & Cross, 2009). Tokunaga (2010) explains that in this cyberbullying phenomenon, the identity of the perpetrators can be known or not. Cyberbullying can occur through electronic communication media in schools when victims bring their gadgets; but cyberbullying generally occurs outside the school environment, for example at home

through the victim's social media accounts (Griezel, Craven, Yeung, & Finger, 2008). According to Dehue, Bolman, and Volland (Tokunaga, 2010) there are three requirements that must be met for a situation that is categorized as cyberbullying namely, first, the action must be repeated, secondly, it involves psychological torture, and finally, it is done intentionally. Several definitions of cyberbullying have been put forward by many experts including, Besley (2009) defines cyberbullying as the use of information and communication technology to support repetitive, intentional, and hostile actions by individuals or groups aimed at hurting others.

1.2. Factors that influence cyberbullying

Previous research found several factors that influence cyberbullying behavior. Marden (2010) found a loose role for parents in watching teenagers' online activities helped encourage cyberbullying behavior. Research Smith et al. (2008) found that male adolescents were more likely to engage in cyberbullying behavior. Research Schneider et al (2012) found that adolescents aged 15-18 years were more engaged in cyberbullying behavior. Research Patchin and Hinduja (2010) found low self-esteem tends to encourage adolescents to cyberbullying. Research conducted by researchers (Safaria, 2016a) found out of 102 junior high students 14.28% (14) have never been victims of cyberbullying, 25.5% (26) have experienced one or two times, 20.6% (21) have been victims of cyberbullying two to three times, 27.5% (28) have been victims four to five times. The remaining 12.7% (13) experienced cyberbullying almost every day. From the data it is concluded that 80% of respondents have been victims of cyberbullying twice to almost every day.

2. METHOD

2.1. The design

This research uses quantitative research (Creswell, Clark, and Garrett, 2008). To test the hypothesis proposed, the researcher spreads the scale to be filled by respondents. The type of research conducted is correlational survey research. To test the hypotheses proposed in this study quantitative data analysis techniques were used using the method of regression analysis

2.2. Respondents

Respondents of this study have the following characteristics male and female students and aged between 19-23 years. The sampling technique used was purposive sampling. The sample of this study is students / private universities in Yogyakarta. The number of research samples was 194 students. Inform consent was sign by all respondents without coercion.

2.3. Method of collecting data

Cronbach alpha internal consistency is used to test the reliability of measuring instruments. Meanwhile content validity is used to test the validity of the measuring instrument through rational analysis testing with professional judgment to see whether the item can cover the entire content area of the object to be measured. Cyberbullying Scale. Cyberbullying scale which is a form of cyberbullying

as stated by Willard (Beran & Li, 2007) consists of seven forms of cyberbullying, namely: Flaming, Online Harassment, cyberstalking, denigration, masquerade, outing and exclusion. Each item has four alternative answers, which are often, sometimes, rarely and never. Likert scaling is used on a cyberbullying scale with favorable responses starting with a very appropriate answer (SS) given a score of 4, corresponding (S) given a score of 3, not appropriate (TS) given a score of 2 and very unsuitable (STS) given a score of 1. While at Unfavorable answers very unsuitable (STS) were given a score of 4, unsuitable (TS) were given a score of 3, Appropriate (S) were given a score of 2 and very appropriate (SS) were given a score of 1. Example item "I intentionally sent insults to someone at social media accounts". "I send inappropriate pictures to someone's social media account". "I post someone's personal secrets on my social media account". The alpha-cronbach coefficient of this cyberbullying scale = 0.738. Scale of Introversion. Introversion scale was arranged by researchers based on a modification of the Revised Eysenck Personality Questionnaire (EPQR) scale (Eysenck, Eysenck, & Barrett, 1985). Each item has four alternative answer choices, namely (STS) is very inappropriate, (TS) is not appropriate, (S) is appropriate, (SS) is very appropriate. Examples of items used "I find it very difficult to start conversations with people I just met" "I prefer to work alone" "I avoid activities that involve many people". Alpha-Cronbach's coefficient of introversion = 0.708. Emotional Maturity Scale. Emotional maturity scale compiled by researchers based on the Wong and Law emotional intelligence scale (WLEIS: (Wong & Law, 2002). Each item has four alternative answer choices, namely (STS) is very inappropriate, (TS) is not appropriate, (S) is appropriate, (SS) is very appropriate. Examples of items that are used "I can understand the changes in my feelings" "I can feel what other people feel" "I can control what I feel so as not to be excessive". The Alpha-Cronbach coefficient on this emotional maturity scale = 0.770. Sensation seeking scale. Sensation seeking scale was arranged and modified by researchers based on the Sensation Seeking Scale Form V (SS-V; (Zuckerman, 2007). Each item has four alternative answer choices, namely (STS) is very inappropriate, (TS) is not appropriate, (S) is appropriate, (SS) is very appropriate. Examples of items that are used "I enjoy being in a new situation where I cannot predict how the situation will occur / change" "I enjoy the sensation of speeding with a motorbike or car." "I like some physical activity rather risky." The Alpha-Cronbach coefficient of sensation seeking scale = 0.592. The Neuroticism Scale, the neuroticism scale was arranged by the researcher based on a modification of the Revised Eysenck Personality Questionnaire (EPQR) scale (Eysenck, Eysenck, & Barrett, 1985). Each item has four alternative answer choices, namely (STS) is very inappropriate, (TS) is not appropriate, (S) is appropriate, (SS) is very appropriate. Examples of items used "My mood is often tense and restless throughout the day" "I often feel my life pathetic for no apparent reason" "I often feel anxious about my future". The Alpha-Cronbach coefficient on this neuroticism scale = 0.847.

3. RESULTS

The results of this study indicate that gender has a significant negative relationship to cyberbully behavior ($\beta = -.260, p = .000$). Likewise with the variable introversion ($\beta = -.129, p = .047$) and neuroticism ($\beta = .190, p = .022$), while

the emotional maturity variable ($\beta = .006, p = .939$), and sensation seeking ($\beta = -.020, p = .752$) has no significant relationship with cyberbully actions. Table 1 below presents the results of the regression analysis conducted.

Table 1
Regression analysis of introversion, neuroticism, sensation seeking, emotional maturity, with cyberbullying

Measure	M	SD	1	2	3	4	5	6
Cyberbullying	8.8	2.3	1.000					
Gender	1.74	.44	-.232	1.000				
Introversion	26.7	4.5	-.066	.009	1.000			
Emotional maturity	29.5	3.4	-.072	-.091	-.148	1.000		
Neuroticism	24.2	4.7	.108	.135	.335	-.622	1.000	
Sensation seeking	15.7	2.5	.055	-.206	-.140	.138	.016	1.000

While the mean data, standard deviations, and correlations between variables are presented in table 2 below.

Table 2
Means, standard deviations, and intercorrelation of variables

Measure	M	SD	1	2	3	4	5	6
Cyberbullying	8.8	2.3	1.000					
Gender	1.74	.44	-.232	1.000				
Introversion	26.7	4.5	-.066	.009	1.000			
Emotional maturity	29.5	3.4	-.072	-.091	-.148	1.000		
Neuroticism	24.2	4.7	.108	.135	.335	-.622	1.000	
Sensation seeking	15.7	2.5	.055	-.206	-.140	.138	.016	1.000

4. DISCUSSION

This study confirms previous studies, such as the Ayas (2016) study which showed a significant negative relationship. Meanwhile the results of this study refute previous studies such as White, Fields, Hall, and White (2016) and Satalina (2014) who found a positive relationship between high extraversion personality associated with bullying and cyberbullying behavior. Ojedokun and Idemudia (2013) also found a positive relationship between high extraversion personalities and a tendency to cyberbullying. Meanwhile Oztürk and Ozmen's research (2016) did not find a significant relationship between extraversion personality and cyberbullying behavior. The results of this study indicate that a high extraversion personality decreases the tendency of cyberbullying behavior, whereas a low extraversion personality (high in an introverted personality) encourages a tendency for cyberbullying behavior. The next question is why does introverted personality encourage respondents in this study to cyberbullying? Individuals with introverted personality have weaknesses that they are easily anxious, too sensitive to the surrounding situation, difficult to express their feelings openly, have a lot of anger, and have a closed communication style (McIntyre et al., 2015; Mitchell et al., 2011). This might encourage them to be easily offended and angry with their surroundings, when there are other people who offend them, so they encourage them to easily cyberbullying when they feel offended or frustrated. In

addition, individuals with a high introvert tendency exhibit a risk of experiencing social phobia and chronic major depression (Clark, Watson, & Mineka, 1994; Trull & Sher, 1994). High introverted personalities also tend to show low levels of warmth, friendship intentions, assertiveness, activity, excitement, and positive emotions (Costa & McCrae, 1995). McIntyre, et al (2015) found that introverts were more involved in compulsive internet use symptoms than individuals who were extroverts, and were less socially related to their surroundings. This means that introverts are more likely to socialize through cyberspace, not in real life. This explanation is the background of why introverted individuals in this study tend to engage in cyberbullying behavior. The results of this study found that gender has a relationship with cyberbullying behavior. The results of further analysis using the t test found that male students cyberbullying more than female students. The results of this study confirm the results of previous studies (Doane et al., 2013; Li, 2005; Li, 2007; Slonje & Smith, 2008; Wong, Chan, & Cheng, 2014), which found male students more involved in cyberbullying behavior. But the results of this study contradict the findings of Smith et al. (2008) who found that female students were more involved in cyberbullying. For this reason, further research is needed to find out why there are differences in the findings of the role of this sex with cyberbullying behavior. The results of this study found that personality neuroticism has a significant

positive relationship with cyberbullying behavior. The results of this study confirm previous studies such as research (Alonso & Romero, 2019; Balakrishnan, Khan, Fernandez, & Arabnia, 2019; Corcoran, Connolly, & Moore, 2012; Kircaburun & Tosuntaş, 2017; Atak, Celik, & Erguzen, 2012) who discovered the contribution of this neuroticism personality to cyberbullying behavior. However there are limitations to this study that need to be understood in generalizing the results of this study. First the sample from this study was taken from a private tertiary institution, so the subjects of this study could not represent the population. Both of these studies are correlational studies so they cannot show the relationship of influence as experimental research. These three studies are a shot study, not longitudinal studies which will provide more valid images of the variable phenomena under study.

5. CONCLUSION

The results of this study indicated that introversion and neuroticism has a role in cyberbully behavior. Meanwhile emotional maturity and sensation seeking was not related to cyberbullying behavior. Suggestions for further research is the need to add other variables that are hypothesized to play a role in the occurrence of cyberbullying. In addition, given the unsatisfactory number of samples in this study, it is recommended that future researchers consider a larger sample size so that they can better represent the population in Yogyakarta.

6. ACKNOWLEDGMENT

Thanks to Lembaga Penelitian dan Pengabdian Masyarakat Universitas Ahmad Dahlan that have given the research grant for this study.

7. REFERENCES

- [1] Ali Padir, M., Eroglu, Y., & Çaliskan, M. (2015). The investigation of relationships between subjective happiness, cyber bullying, and cyber victimization in adolescents. *Online Journal Of Technology Addiction & Cyberbullying*, 2(1), 32-51.
- [2] Alonso, C., & Romero, E. (2019). Aggressors and Victims in Bullying and Cyberbullying: A Study of Personality Profiles using the Five-Factor Model, (2017), 1–14. <https://doi.org/10.1017/sjp.2017.73>.
- [3] Ang, B. P., & Goh, D. H. (2010). Cyberbullying Among Adolescents: The Role of Affective and Cognitive Empathy, and Gender. *Child Psychiatry Hum Dev*, 41, 387–397.
- [4] Arseneault, L., Bowes, L., & Shakoor, S. (2010). Bullying victimization in youths and mental health problems: Much a do about nothing? *Psychological Medicine* 40(5): 717–29.
- [5] Atak, H., Celik, S., & Erguzen, A. (2012). Çelik, S., Atak, H., & Erguzen, A. (2012). The effect of personality on cyber bullying among university students in Turkey. *Eurasian Journal of Educational The Effect of Personality on Cyberbullying among University Students in Turkey*, (May 2015), 129–150.
- [6] Astor, R. A., Benbenishty, R., Zeira, A., & Vinokur, A. (2002). School climate, observed risky behaviors, and victimization as predictors of high school students' fear and judgments of school violence as a problem. *Health Education & Behavior*, 29, 716-736.
- [7] Ayas, T. (2016). An Examination of the relationship between students involved and not involved in cyberbullying incidents and self-esteem and extroversion. *TED EĞİTİM VE BİLİM*, 41(186). doi:10.15390/eb.2016.4928.
- [8] Balakrishnan, V., Khan, S., Fernandez, T., & Arabnia, H. R. (2019). Personality and Individual Differences Cyberbullying detection on twitter using Big Five and Dark Triad features. *Personality and Individual Differences*, 141(September 2018), 252–257. <https://doi.org/10.1016/j.paid.2019.01.024>
- [9] Balakrishnan, V. (2015). Cyberbullying among young adults in Malaysia: The roles of gender, age and Internet frequency. *Computers in Human Behavior*, 46(1), 149–157. doi:10.1016/j.chb.2015.01.021.
- [10] Barlinska, J., Szuster, A., & Winiewski, M. (2013). Cyberbullying among adolescent bystanders: Role of the communication medium, form of violence, and empathy. *Journal of Community and Applied Social Psychology*, 23, 37–51.
- [11] Beran, T. N., Rinaldi, C., Bickham, D. S., & Rich, M. (2012). Evidence for the need to support adolescents dealing with harassment and cyber-harassment: Prevalence, progression, and impact. *School Psychology International*, 33(5), 562-576.
- [12] <http://dx.doi.org/10.1177/0143034312446976>.
- [13] Bergmann, M. C., & Baier, D. (2018). Prevalence and Correlates of Cyberbullying Perpetration. Findings from a German Representative Student Survey. *Int. J. Environ. Res. Public Health*, 15(274), 1-13. doi:10.3390/ijerph15020274.
- [14] Besley (2009). Cyberbullying <http://www.cyberbullying.org/> diunduh 12.11.2012.
- [15] Brewer, G., & Kerlake, J. (2015). Cyberbullying, self-esteem, empathy and loneliness. *Computers in Human Behavior*, 48, 255–260.
- [16] Casas, J. A., Del Rey, R., & Ortega-Ruiz, R. (2013). Bullying and cyberbullying: Convergent and divergent predictor variables. *Computers in Human Behavior*, 29, 580–587.
- [17] <http://dx.doi.org/10.1016/j.chb.2012.11.015>.
- [18] Celik, S., Atak, H., & Erguzen, A. (2012). The effect of personality on cyberbullying among university students in Turkey. *Egitim Arastirmalari – Eurasian Journal of Educational Research*, 49, 129-150.
- [19] Ciucci, E., & Baroncelli, A. (2014). The emotional core of bullying: Further evidences of the role of callous-unemotional traits and empathy. *Personality and Individual Differences*, 67, 67–74.
- [20] <http://dx.doi.org/10.1016/j.paid.2013.09.033>.
- [21] Clark, L. A., Watson, D., & Mineka, S. (1994). Temperament, personality, and the mood and anxiety disorders. *Journal of Abnormal Psychology*, 103(1), 103–116. doi:10.1037/0021-843x.103.1.103.
- [22] Cohen, D., & Strayer, J. (1996). Empathy in conduct-disordered and comparison youth. *Developmental Psychology*, 32, 988–998. <http://dx.doi.org/10.1037/00121649.32.6.988>.

- [23] Corcoran, L., Connolly, I., & Moore, M. O. (n.d.). The Irish Journal of Psychology Cyberbullying in Irish schools: an investigation of personality and self-concept, (May 2013), 37–41.
- [24] Costa Jr., P. T., & McCrae, R. R. (1995). Domains and facets: Hierarchical personality assessment using the revised NEO personality inventory. *Journal of Personality Assessment*, 64(1), 21–50. doi:10.1207/s15327752jpa6401_2
- [25] Creswell, J.W. 2003. *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE.
- [26] Creswell, J.W. 2005. *Educational research: Planning, conducting, and evaluating qualitative and quantitative research* (2nd ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- [27] Creswell, J.W., Clark, V.L.P., & Garrett, A.L. 2008. Methodological Issues in Conducting Mixed Methods Research Designs, in Manfred Max Bergman (Eds), *Advances in Mixed Methods Research*, London: Sage Publications. Pp (66-85).
- [28] Creswell, J.W., & Plano Clark, V.L. 2007. *Designing and Conducting Mixed Methods Research*. Thousand Oaks, California: Sage Publication. Dooley, J.J., Pyzalski, J., & Cross, D. 2009. Cyberbullying versus face to face bullying: a theoretical and conceptual review. *Journal of Psychology*, 217(4), 182-188.
- [29] Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44, 113–126.
- [30] Davis, M. H. (1994). *Empathy: A social psychological approach*. Madison: Brown & Benchmark Publishers.
- [31] Del Rey, R., Lazuras, L., Casas, J. A., Barkoukis, V., Ortega-Ruiz, R., & Tsorbatzoudis, H. (2016). Does empathy predict (cyber) bullying perpetration, and how do age, gender and nationality affect this relationship?. *Learning and Individual Differences*, 45, 275-281. doi: 10.1016/j.lindif.2015.11.021
- [32] Dooley, J.J., Pyzalski, J., & Cross, D. 2009. Cyberbullying versus face to face bullying: a theoretical and conceptual review. *Journal of Psychology*, 217(4), 182-188.
- [33] Espelage, D. L., Hong, J. S., & Valido, A. (2018). Cyberbullying in the United States. In A. Baldry, C. Blaya, & D. P. Farrington (Eds.). To be published by Palgrave MacMillan: Palgrave Studies in Cybercrime and Cybersecurity Series [in press].
- [34] Festl, R. (2016). Perpetrators on the internet: Analyzing individual and structural explanation factors of cyberbullying in school context. *Computers in Human Behavior*, 59, 237-248. doi: 10.1016/j.chb.2016.02.017.
- [35] Ganey, H., & Farrington, D. P. (2018). Cyberbullying in the United Kingdom and Ireland. In A. Baldry, C. Blaya, & D. P. Farrington (Eds.). To be published by Palgrave MacMillan: Palgrave Studies in Cybercrime and Cybersecurity Series.
- [36] Ghazali, A.H.A., Omar, S. Z., Aminah Ahmad, A., Abu Samah, A., Abdullah, H., Ramli, S. A., & Shaffril, H A. M. (2016). Potential Personality Traits that Explain Cyberbullying among Youth in Malaysia *International Journal of Academic Research in Business and Social Sciences*, 6(12), 741-749.
- [37] Gradinger, P., Strohmeier, D., & Spiel, C. 2009. Traditional bullying, and cyberbullying: identification of risk groups for adjustment problems. *Journal of Psychology*, 217(4), 205-213.
- [38] Griezel, L., Craven, R.G., Yeung, A.S., & Finger, L.R. (2008). The development of a multi-dimensional measure of cyberbullying. *Australian Association for research in Education: Brisbane, Australia*.
- [39] Handono, S. G., Laeheem, K., & Sittichai, R. (2019). Factors related with cyberbullying among the youth of Jakarta, Indonesia. *Children and Youth Services Review* 99. 235–239
- [40] Heiman, T., & Olenik-Shemesh, D. (2015). Computer-based communication and cyberbullying involvement in the sample of Arab teenagers. *Educ Inf Technol*, Doi 10.1007/s10639-015-9375-7
- [41] Herrera-López, M., Romera, E. M., & Ortega-Ruiz, R. (2018). Bullying cyberbullying en Latino américa. *Revista Mexicana de Investigación Educativa*, 23(76), 125–155.
- [42] Jolliffe, D., & Farrington, D. P. (2006). Examining the relationship between low empathy and bullying. *Aggressive Behavior*, 32, 540–550. <http://dx.doi.org/10.1002/ab.20154>.
- [43] Jolliffe, D., & Farrington, D. P. (2011). Is low empathy related to bullying after controlling for individual and social background variables? *Journal of Adolescence*, 34, 59–71. <http://dx.doi.org/10.1016/j.adolescence.2010.02.001>.
- [44] Jolliffe, D., & Farrington, D. P. (2011). Is low empathy related to bullying after controlling for individual and social background variables? *Journal of Adolescence*, 34, 59–71.
- [45] Juvonen, J., Wang, Y., & Espinoza, G. (2011). Bullying experiences and compromised academic performance across middle school grades. *Journal of Early Adolescence*, 31(1), 152–73.
- [46] Låftman, S.B., Östberg, V., & Modin, B. (2017). School Leadership and Cyberbullying—A Multilevel Analysis. *Int. J. Environ. Res. Public Health*, 14, 1-10. doi:10.3390/ijerph14101226.
- [47] Låftman, S.B., Modin, B., & Östberg, V. (2017). School climate and exposure to bullying: A multilevel study. *Sch. Eff. Sch. Improv*, 28, 153–164.
- [48] Laurito, A., Lacoce, J., Schwartz, A. E., Sharkey, P., Ellen, I. G. (2019). School Climate and the Impact of Neighborhood Crime on Test Scores RSF: The Russell Sage Foundation *Journal of the Social Sciences March* 2019, 5 (2) 141-166. DOI <https://doi.org/10.77>
- [49] Larrañaga, E., Yubero, S., Ovejero, A., & Navarro, R. (2016). Loneliness, parent-child communication

- and cyberbullying victimization among Spanish youths. *Computers Human Behavior*, 65, 1-8.
- [50] Lawson, K. M., Davis, K. D., McHale, S. M., Hammer, L. B., & Buxton, O. M. (2014). Daily positive spillover and crossover from mothers' work to youth health. *Journal of Family Psychology*, 28(6), 897–907. <https://doi.org/10.1037/fam0000028>.
- [51] Leedy, P., & Ormrod, J. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- [52] Lee, C., & Shin, N. (2017). Prevalence of cyberbullying and predictors of cyberbullying perpetration among Korean adolescents. *Computers in Human Behavior*, 68 (2017) 352-358.
- [53] Li, Q. (2007). Bullying in the new playground: research into cyberbullying and cyber victimization. *Australasian Journal of Educational Technology*, 23(4), 435-454.
- [54] Li, Q. (2005). New bottle but old wine, a research of cyberbullying in schools. *Computers in Human Behavior*, article in press, 1-15.
- [55] López-Pérez, M. G. (2017). Influencia del clima escolar y familiar en el acoso escolar y cibernético de universitarios. [Influence of school and family climate on bullying and cyberbullying of university students]. *Revista Mexicana de Investigación en Psicología*, 9(1), 31–44.
- [56] Loewen, L. J., Lyle, G., & Nachshen, J. S. (2010). An eight-item form of the Empathy Quotient (EQ) and an application to charitable giving. (Retrieved from) http://crcee.umontreal.ca/pdf/Eight%20Question%20ES_final.pdf.
- [57] Kırcaburun, K., & Tosuntaş, Ş. B. (2017). Cyberbullying perpetration among undergraduates: evidence of the roles of chronotype and sleep quality. *Cyberbullying perpetration among undergraduates: evidence of the roles of chronotype and sleep quality*, 1016(July). <https://doi.org/10.1080/02723646.2017.1352918>
- [58] Kompas (2012). Kompas Kekerasan di dunia maya mengancam anak-anak. Diunduh melalui <http://edukasi.kompas.com/read/2012/01/23/18024424/Kekerasan.di.Dunia.Ma.ya.Mengancam.Anak-anak>.
- [59] Kokkinos, C. M., Antoniadou, N., & Markos, A. (2014). Cyber-bullying: An investigation of the psychological profile of university student participants. *Journal of Applied Developmental Psychology*, 35, 204–214. <http://dx.doi.org/10.1016/j.appdev.2014.04.001>.
- [60] Kowalski, R., Limber, S. P., & McCord, A. (2018). A developmental approach to cyberbullying: Prevalence and protective factors. *Aggression and Violent Behavior*. <https://doi.org/10.1016/j.avb.2018.02.009>.
- [61] McIntyre, E., Wiener, K. K., & Saliba, A. J. (2015). Compulsive Internet use and relations between social connectedness, and introversion. *Computers in Human Behavior*, 48, 569–574. doi:10.1016/j.chb.2015.02.021.
- [62] Mitchell, M. E., Lebow, J. R., Uribe, R., Grathouse, H., Shoger, W. (2011). Internet use, happiness, social support and introversion: A more fine grained analysis of person variables and internet activity. *Computers in Human Behavior*, 27(5), 1857–1861. doi:10.1016/j.chb.2011.04.008
- [63] MarkPlus. (2011). *Survey Netizer di Indonesia*. Laporan penelitian.
- [64] Martínez-Monteaquedo, M. C., Delgado, B., Cándido J. Inglés, C. J., & García-Fernández, J. M. (2019). Cyberbullying in the university setting. Relationship with family environment and emotional intelligence. *Computers in Human Behavior*, 9, 220–225.
- [65] McIllwain, D. (2003). Bypassing empathy: A Machiavellian theory of mind and sneaky power. In B. Repacholi, & V. Slaughter (Eds.), *Individual differences in theory of mind*. Macquarie monographs in cognitive science (pp. 39–66). Sussex: Psychology Press.
- [66] Merrell, K. M., Gueldner, B. A., Ross, S. W., & Isava, D. M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly*, 23, 26–42.
- [67] Navarro, R., Ruiz-Oliva, R., Larrañaga, E., & Yubero, S. (2015). The impact of cyberbullying and social bullying on optimism, global and school-related happiness and life satisfaction among 10-12-year-old school children. *Applied Research in Quality of Life*, 10(1), 15–36.
- [68] Nelson, S. K., Layouts, K., Cole, S. W., & Lyubomirsky, S. (2016). Do unto others or treat yourself? The effects of prosocial and self-focused behavior on psychological flourishing. *Emotion*, 16(6), 850–861. <https://doi.org/10.1037/emo0000178>.
- [69] Navarro, R., Serna, C., Martínez, V., & Ruiz-oliva, R. (2013). The impact of cyberbullying and social bullying on optimism, global and school-related happiness and life satisfaction among 10-12-year-old school children. *Applied Research Quality Life*, 10, 15–36. DOI 10.1007/s11482-013-9292-0.
- [70] Navarro, R., Serna, C., Martínez, V., & Ruiz-oliva, R. (2013). The role of Internet use and parental mediation on cyberbullying victimization among Spanish children from rural public schools. *Eur J Psychol Educ*, 28, 725. <https://doi.org/10.1007/s10212-012-0137-2>.
- [71] O., & Idemudia, E. S. (2013) The moderating role of emotional intelligence between personality factors and cyberbullying in a student population. *Life Science Journal*, 10(3), 1924-1930. Diunduh dari https://www.lifesciencesite.com/lj/life1003/285_204_52life1003_1924_1930.pdf
- [72] Ortega-Barón, J., Buelga, S., & Cava, M. J. (2016). Influencia del clima escolar y familiar en adolescentes, víctimas de ciberacoso. [The influence of school climate and family climate among adolescents victims of cyberbullying]. *Comunicar*, 46, 57–65.

- [73] Öztürk, E., & Özmen, S. K. (2016). The relationship of self-perception, personality and high school type with the level of problematic internet use in adolescents. *Computers in Human Behavior*, 65, 501–507. doi:10.1016/j.chb.2016.09.016.
- [74] Peled, Y. (2019). Cyberbullying and its influence on academic, social, and emotional development of undergraduate students. *Heliyon* 5(3), e01393. Doi: 10.1016/j.heliyon.2019. e01393.
- [75] Penner, L., Dovidio, J., Piliavin, J., & Schroeder, D. (2005). Prosocial behavior: Multilevel perspectives. *Annual Review of Psychology*, 56, 365–392.
- [76] Peterson, C., Ruch, W., Beermann, U., Park, N., & Seligman, M. E. P. (2007). Strengths of character, orientations to happiness, and life satisfaction. *The Journal of Positive Psychology*, 2, 149-156. doi:10.1080/17439760701228938
- [77] Pettalia, J. L., Levin, E., & Dickinson, J. (2013). Cyberbullying: Eliciting harm without consequence. *Computers in Human Behavior*, 29, 2758–2765. <http://dx.doi.org/10.1016/j.chb.2013.07.020>.
- [78] Phillips, M. (1997). What makes schools effective? A comparison of the relationships of communitarian climate and academic climate to mathematics achievement and attendance during middle school. *American Educational Research Journal*, 34, 633-662.
- [79] Qodir, A., Diponegoro, A.M., & Safaria, T. (2018). Cyberbullying, Happiness, and Style of Humor among Perpetrators: Is there a relationship? *Humanities & Social Sciences Reviews*, 7(3), 200-206.
- [80] Rodríguez-Muñoz, A., Sanz-Vergel, A. I., Demerouti, E., & Bakker, A. B. (2014). Engaged at work and happy at home: A spillover–crossover model. *Journal of Happiness Studies*, 15(2), 271–283. <https://doi.org/10.1007/s10902-013-9421-3>.
- [81] Roland, E., & Galloway, D. (2004). Professional cultures in schools with high and low rates of bullying. *Sch. Eff. Sch. Improv*, 15, 241–260.
- [82] Saarento, S., Kärnä, A., Hodges, E.V.E., & Salmivalli, C. (2013). Student-classroom and school-level risk factors for victimization. *Journal of School Psychology*, 51, 421–434.
- [83] Saarento, S., Garandeau, C.F., & Salmivalli, C. (2015). Classroom- and school-level contributions to bullying and victimization: A review. *J. Community Appl. Sch. Psychol*, 25, 204–218.
- [84] Safaria, T. (2016). Prevalence and Impact of Cyberbullying in a Sample of Indonesian Junior High School Students. *TOJET: The Turkish Online Journal of Educational Technology*, 15(1), 23-45.
- [85] Schechtman, Z. (2002). Cognitive and affective empathy in aggressive boys: Implications for counselling. *International Journal for the Advancement of Counselling*, 24, 211–222.
- [86] Schenk, A. M., & Fremouw, W. J. (2012). Prevalence, psychological impact, and coping of cyberbully victims among college students. *Journal of School Violence*, 11, 21e37. <http://dx.doi.org/10.1080/15388220>.
- [87] Schneider, S.K., O'Donnell, L., Stueve, A., & Coulter, R.W.S. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health*, 102(1), 171-177.
- [88] Schultze-Krumbholz, A., & Scheithauer, H. (2009). Social-behavioral correlates of cyberbullying in a German student sample. *Zeitschrift für Psychologie/Journal of Psychology*, 217, 224–226. <http://dx.doi.org/10.1027/0044-3409.217.4.224>.
- [89] Selkie, E. M., Kota, R., Chan, Y.-F., & Moreno, M. (2015). Cyberbullying, depression, and problem alcohol use in female college students: A multisite study. *Cyberpsychology, Behavior, and Social Networking*, 18(2), 79e86. <http://dx.doi.org/10.1089/cyber.2014.0371>.
- [90] Shakeel, M. D., & DeAngelis, C. A. (2018). Can private schools improve school climate? Evidence from a nationally representative sample. *Journal of School Choice: International Research and Reform*, 3, 426-445 doi:10.1080/15582159.2018.1490383.
- [91] Spears, B., Slee, P., Owens, L., & Johnson, B. (2009). Behind the scenes and screens: Insights into the human dimension of covert and cyberbullying. *Journal of Psychology*, 217(4), 189e196. <http://dx.doi.org/10.1027/0044-3409.217.4.189>.
- [92] Steffgen, G., König, A., Pfetsch, J., & Melzer, A. (2011). Are cyberbullies less empathic? Adolescents' cyberbullying behavior and empathic responsiveness. *Cyberpsychology, Behavior and Social Networking*, 14, 643–648. <http://dx.doi.org/10.1089/cyber.2010.0445>.
- [94] Safaria, T. (2016). Prevalence and Impact of Cyberbullying in a Sample of Indonesian Junior High School Students. *TOJET: The Turkish Online Journal of Educational Technology*, 15(1), 23-45.
- [95] Safaria, T. (2016). Cyberbully, Cybervictim, and Forgiveness among Indonesian High School Students. *TOJET: The Turkish Online Journal of Educational Technology*, 15(3), 45-63.
- [96] Safaria, T. (2015). Are daily spiritual experiences, self-esteem, and family harmony predictors of cyberbullying among high school student? *International Journal of Research Studies in Psychology*, 4(3), 23-33.
- [97] Saklofske, D.H., Eysenck, H.J., Eysenck, S.B.G., Stelmack, R.M. & Revelle, W. (2012).
- [98] Extraversion–Introversion. *Encyclopedia of Human Behavior* (Second Edition), 150-159.
- [99] Satalina, D. (2014). Kecenderungan perilaku cyberbullying ditinjau dari tipe kepribadian extraversion dan introvert. *Jurnal Ilmiah Psikologi Terapan*, 02(2), 294-310. Diunduh dari <http://ejournal.umm.ac.id/index.php/jipt/article/viewFile/2003/2105>
- [100] Schneider, S.K., O'Donnell, L., Stueve, A., & Coulter, R.W.S. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health*, 102(1), 171-177.

- [101] Tanrikulu, I., & Campbell, M. (2015). Correlates of traditional bullying and cyberbullying perpetration among Australian students. *Children and Youth Services Review*, 55, 138–146. <https://doi.org/10.1016/j.childyouth.2015.06.001>.
- [102] Tokunaga, R.S. (2010). Following you home from school: a critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior*, 26, 277-287.
- [103] Trull, T. J., & Sher, K. J. (1994). Relationship between the five-factor model of personality and Axis I disorders in a nonclinical sample. *Journal of Abnormal Psychology*, 103(2), 350–360. doi:10.1037/0021-843x.103.2.350
- [104] Udris, R. (2015). Cyberbullying in Japan: An exploratory study. *International Journal of Cyber Society and Education*, 8(2),59-80. doi: 10.7903/ijcse.1382
- [105] Willard, N. (2007). *Educator's Guide to Cyberbullying and Cyberthreats*. Retrieved from <http://csriu.org>, <http://cyberbully.org>, and <http://cyber-safe-kids.com>
- [106] Wong-lo, M., Bullock, L. M., & Gable, R. A. (2011). Cyber bullying: Practices to face digital aggression. *Emotional and Behavioural Difficulties*, 16(3), 317e325. <http://dx.doi.org/10.1080/13632752.2011.595098>.
- [107] Wiguna, T., Irawati Ismail, R., Sekartini, R., Setyawati Winarsih Rahardjo, N., Kaligis, F., Prabowo, A. L., & Hendarmo, R. (2018). The gender discrepancy in high-risk behaviour outcomes in adolescents who have experienced cyberbullying in Indonesia. *Asian Journal of Psychiatry*, 37, 130-135. doi:10.1016/j.ajp.2018.08.021.
- [108] Willard, N. E. (2007). *Cyberbullying and cyberthreats: Responding to the challenge of online social aggression, threats, and distress*. IL: Research Press.
- [109] Wong, N., & McBride, C. (2018). Fun over conscience: Fun-seeking tendencies in cyberbullying perpetration. *Computers in Human Behavior*, 86, 319–329. doi:10.1016/j.chb.2018.06.031.
- [110] Zych, I., Ortega-Ruiz, R., & Marín-López, I. (2016). Cyberbullying: A systematic review of research, its prevalence and assessment issues in Spanish studies. *Psicología Educativa*, 22(1), 5–18.

HASIL CEK_16.Jurnal_Introversion

ORIGINALITY REPORT

5%

SIMILARITY INDEX

0%

INTERNET SOURCES

7%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Al Al Bayt University

Student Paper

3%

2

Mariah Ulfah, Suryo Ediyono, Ita Apriliyani.
"The effect of the characteristics of pregnant women and stress on the psychological well-being", International Journal of Health Science and Technology, 2021

Publication

2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On