

Students' Self-Control in Writing Negative Comments in Social Media

Ari Khusumadewi^{1,*}, Nuril F. Rodiana¹

¹Department of Guidance and Counseling, Universitas Negeri Surabaya, Indonesia

*Corresponding author. Email: arikhusumadewi@unesa.ac.id

ABSTRACT

The behavior of writing negative comments is one of the behaviors caused by weak self-control in using social media. The purpose of this study is to know how the students write negative comments based on their self-control especially as indicated by the use of correct spelling and meaning of language. This research is a case study research with a qualitative descriptive approach. The subjects of this study were 6 junior high school students who were netted using negative comment scale instruments, interviews, and documentation. Research analysis using triangulation starts from data reduction, data presentation, concluding, to data verification. The results of the study in the form of the subject's self-control in writing negative comments on social media are based on differences in supporting factors they have.

Keywords: *writing negative comments behavior, social media, self-control*

1. INTRODUCTION

Keenan, A., and Shiri, A.[1] said that Social media is a tool that users can use to make social relations, including the consequences or effects of social relations, in the virtual world. People freely express their opinions or express their thoughts, opinions, feelings, or attitudes on social media. The freedom to express these things often leads to abuse when using social media, especially when writing comments that cause a loss of self-control so that comments that contain negative meanings can harm others. The release of self-control can occur due to internal and external factors [2]. The habit of writing negative comments can be found among students. For example, a survey conducted on several junior high school students found six students who were indicated to have written negative comments on their social media.

The habit of writing negative comments on social media needs to be reduced or even stopped because it is not following the values in society, creates conflict, and can inhibit positive personality growth. Social media behavior has also been limited by the Law on the use and utilization of social media as regulated in Law No. 11 of 2008 concerning Information and Electronic Transactions (ITE) and is updated

in Law No. 18 of 2016 concerning Amendments to Law NO. 11 of 2008. There are positive and negative impacts on the use of social media, therefore understanding and socialization need to be carried out both by the community and the government. The development of the world of information and communication today makes distance no longer a problem. In Indonesia, the majority of users of social sites are teenagers. Meanwhile, psychologically, adolescence is a phase where human growth tends to be unstable and vulnerable to various kinds of influences, especially in their daily activities.

These comments represent linguistic literacy that is capable of producing language with a value of taste as a form of expression. It is not uncommon and there are still many abusive languages uses that we encounter in various comments columns, even many of which occur in accounts they do not know. The harsh language results in feelings towards readers or listeners feeling uncomfortable, depressed, hurt, or offended because dysphemism is an attempt to use language that leads to harsh meanings to replace words and expressions that feel subtle [3]. From the cases that have occurred, it is clear that many parties are concerned about the widespread use of offensive language written in the comments column of social media which can harm many parties. In the

educational setting of the school counselor's efforts to help achieve competency standards for student independence, one of the services provided by the counselor in the Comprehensive Guidance and Counseling service program is to provide counseling services, which are components of responsive services [4].

Based on the results of research on the implementation of counseling conducted by Whiston, Sexton, Borders, and Durry [5], it is suggested that the implementation of counseling individually or in groups can help students improve academic achievement, social skills, self-esteem, self-concept and several positive behaviors of students in the school which will later be carried to the surrounding environment. Either directly, such as when interacting at school or community, or indirectly, such as when interacting through cyberspace or what is commonly known as social media. Ozdemir [6] states that a person who has high self-control is characterized by effective planning for the future, impulse control, the ability to overcome negative thoughts, and can control behavior. Meanwhile, someone who has low self-control is characterized by impulsive behavior, not thinking about risks, addiction, overeating, preferring simple tasks too difficult ones, being selfish, and irritable.

In this study, self-control is a focus to see negative comment behavior on social media based on 3 predetermined criteria, namely based on the use of language that is not by Enhanced Spelling, writing comments in language that contains negative meanings, and writing comments that are not by the language function.

Self-control is related to how individuals control emotions and drives in Hurlock[7]. Self-control is an individual's skill in reading the situation of himself and his environment as well as the ability to control and manage behavioral factors following the situation and conditions to present himself in socialization. The ability to control behavior, the tendency to attract attention, the desire to change behavior to suit others, always feel comfortable with others, and shut down their feelings [2]. One of the things in self-control according to Borba [8] is controlling behavior or actions. It's easy to sound preachy when we teach students about self-control. They might think they're the only ones who struggle to get up in the morning, eat healthy foods, or get enough exercise. I always tell them about one elegant study, which showed that people are not perfect when they try to control their impulses [21]. They fail about 20 percent of the time. Self-control is difficult.

Based on the description, this research aimed to examine the self-control of junior high school students who have the behavior of writing negative comments on social media based on 3 criteria, namely writing comments that are not in accordance with Enhanced Spelling, writing comments in language that contains meaning negative, and write comments that are not in accordance with the language function.

2. METHOD

This research was conducted through a qualitative approach with a case study design. Creswell in Patilima [9] defines a qualitative approach as a process of inquiry to understand social problems or human problems based on the creation of holistic images that are formed with words, describe the views of informants in detail and are arranged in a scientific setting.

The subjects of this study were six students who wrote negative comments on social media based on their drastic control which was determined by a purposive sampling strategy. Data were collected using interviews, observation and documentation.

In this study, data analysis was carried out using data reduction techniques, data presentation, and the final part of data analysis, namely drawing conclusions and verification. The validity test in this study was carried out through triangulation of data collection techniques. Triangulation of data collection techniques itself is carried out by checking the results of data obtained from questionnaires, interviews, observations and documentation so that they can produce mutually supportive data.

3. RESULT AND DISCUSSION

3.1. Result

The results of this research show that the behavior of writing negative comments among junior high school students consists of the three criteria that researchers have determined, namely writing comments that are not in accordance with Enhanced Spelling, writing sentences containing negative meanings, and one of the functions language. Where in the 3 criteria each has an indicator to make it easier for researchers to see the behavior that appears in the six subjects. These behaviors include the following.

3.1.1. Writing Comments Using All Capital Letters

One indicator in using inappropriate Indonesian language is writing comments with words or sentences in all capital letters. Where the use of capital letters should only be at the beginning of a sentence or the beginning of a word so that the information conveyed can be understood by the intended person and does not cause misunderstanding.

3.1.2. Using Incorrect or Excessive Punctuation

The second is the correct use of right language roles, one indicator of which is the use of punctuation marks. Many of us meet on social media where users write comments with punctuation at the end of their sentences at will.

3.1.3. *Write comments using words or sentences that are not common or difficult to understand*

When we communicate what we need is information that can be understood by the recipient of the message so that the flow of communication can be directed and does not cause misunderstandings on either party. The use of language that is currently in trend is slang or some people know it as slang or commonly called "*prokem*" is a language outside the official and formal use of Indonesian language. Slang is usually used among young people or what is now called the "millennial generation" especially referring to students and university students. Slang has its characteristics, as expressed by [10] that slang has a special characteristic, is short, and is also creative. But the use of slang becomes negative on social media if we can't put it right. For example, by writing a comment "*Komuk*, you are really bad". The word "*komuk*" is an abbreviation of the word "face condition", usually used when viewing pictures or self-portraits that is not ready to be taken.

3.1.4. *Write comments with sentences or words that bring down others*

Based on the results of research that has been carried out on the six subjects, it shows that the six subjects can behave in writing negative comments on the social media of a booming artist or influencer by showing what they are aiming for. For example, in an artist's post with the initials LL, subject S said, "It's useless to be a woman if you just want to be famous, you won't be able to sell either".

3.1.5. *Write comments that contain dirty meaning*

The use of sentences or language in communicating certainly must be considered, especially when responding to information on social media. Write down sentences or words that contain dirty meanings here, for example, writing nicknames with animal names.

This among adolescents is commonplace. As said by subjects R and M, that shows closeness in friendship. However, based on the results of observations, subject F and D wrote dirty meaningful comments on other people's social media they did not know.

3.1.6. *Writing Comments Containing Information That Can Harm Others*

In a study conducted by Utari [11] entitled "Social Media and Development of Youth Interpersonal Relations in Sidoarjo" shows the results of their research that the use of social networking sites by teenagers is motivated to obtain various information, strengthening relationships among fellow site users, releases tension, satisfies emotional needs, and increases self-confidence.

3.2. *Discussion*

In this case the data obtained by the researcher shows that of the six subjects, one of them shows the behavior of writing comments using all capital letters. Namely subject A, who stated that he wrote comments in all capital letters to show an angry expression that he could not control. So that right away he can immediately comment without considering the consequences, one of the comments that subject A has written like "USEFUL WHAT YOU POST". The impact of subject A is that he often gets the same thing and sometimes keeps him away from the environment.

While the observation shows that subject A did that when commenting on social media and the five subjects did not show writing comments in all capital letters. From this it can be seen that self-control is needed to manage the actions we will take, which is explained by Piaget's theory [12] which states that individuals in good self-control can understand the consequences of the actions taken.

In the second case from the six subjects during the observation showed the use of exclamation points and commas at the end of the sentence when writing comments on social media. Where according to Kamus Besar Bahasa Indonesia [13], the exclamation mark is a punctuation mark that shows an expression or statement of sincerity, firmness or strong emotion. For example, written "It's possible not to get acquainted!". This has an impact on the lack of delivery so that there are no good answers or responses.

The six subjects could not control themselves when using punctuation marks due to a lack of knowledge and this was strengthened by a habit pattern so that it was done repeatedly. Self-control can be done by providing reinforcement or strengthening by imposing rewards and punishments so that negative behavior can be reduced by giving these punishments.

This is in accordance with the behavioristic learning theory presented by Thorndike [14] that changes in behavior are formed according to the wishes of the environment because individuals respond according to the stimulus given. So to get good learning outcomes in the form of behavior, stimulus should be often done repeatedly so that the response given is also getting better.

As with the six subjects belonging to the millennial generation, it cannot be denied that the six subjects often comment in language that is not common to anyone on social media without paying attention to ethics in communication. As mentioned by Aziz [15] who examines the ways in which Indonesian people reject through speech, which according to them contains their own values of politeness. It also shows that there is a new field in linguistic studies, not only from the grammar aspect, not from the psychosocial aspect, but also from the ethical aspect. In the book "Willpower," [22] argue that self-controlled people take control over students environment for example if they are driven to write 2,000 words a day, they block their email to prevent distractions. Encourage students to identify one way they can change their environment to help them achieve a specific goal.

The comment was written by one of the subjects where he expressed the reason for the comment because he did not like it. Lack of self-control in subject S and the five other subjects can cause harm to the lives of others, especially psychologically. Self-control is a simple psychological variable because it includes three different concepts about self-control, namely the individual's ability to modify behavior, the individual's ability to manage unwanted information by interpreting and the individual's ability to choose [16]. An action based on a belief.

To reduce the behavior as above, the six subjects were given reinforcement so as not to repeat the wrong behavior so that they can control their behavior while using social media. Reinforcement here also requires assistance from the environment that supports the subject in order to control his behavior. As mentioned by Thorndike [14] that behavior changes are formed according to the wishes of the environment because individuals respond according to the stimulus given. So to get good learning outcomes in the form of behavior, stimulus should be often done repeatedly so that the response given is also getting better.

This shows that the subject is part of some people who are not wise in commenting and indirectly show their self-control which ultimately causes the subject in a negative direction. An individual needs the ability to control himself which is the ability to organize, guide, regulate, and direct forms of behavior that can lead individuals to positive consequences [2]. Self-control, the effortful inhibition of impulses, is the foundation of human society and individual success within it [23, 24, 25]. Negative emotions, such as anger, anxiety, fear, and sadness often reduce self-control [26, 27, 28]. For example, negative emotions impair executive functions necessary for self-control [29]. Self-control breaks down in the face of such negative emotion because people fail to exert top-down inhibition of bottom-up emotional impulses [27, 30]. In addition, self-control also describes individual decisions through cognitive considerations to unify behavior that has been structured to improve certain results and goals as desired. Therefore, students need self-control so that they can achieve their life goals, in this case, the achievement of optimal self-development, especially in communication skills. This is reinforced by research [17] which states that one of the functions of self-control is as a tool to achieve life goals. One way is to maintain relationships with other people and Self-control relates to better health. Physically, self-controlled people sleep better, experience fewer physical sickness symptoms and live longer lives. They also enjoy better mental health. Self-control relates to lower anxiety and depression. Behaviors that relate to mental health problems, such as substance use and suicide, are less common among self-controlled people.

Self-control helps us manage motivational conflicts [18]. A motivational conflict is when motivations clash in ways that prevent action. People have many motivations, most of which benefit themselves and society. Our motivation to eat arises out a natural concern to ensure our own survival, whereas the motivation for sexual intercourse arises out of a natural concern to pass our genes to the next generation. Motivations

to seek affiliation and to protect ourselves and loved ones from harm also offer examples of basic, fundamental motivations that promote individual and collective well-being.

Many of these things are not wise in providing or even sharing information that social media users provide. This is known as hoax information or news where this hoax means "lie".

Of the six subjects, it was shown that S and R subjects had the highest intensity in providing hoax information for 6 times in a period of 7 days where this behavior they call "gossiping" activities whose information is written down without them knowing the truth where hoax information contains false information that is detrimental to others. As stated by Academician Hidayat [19], the scourge of spreading fake news or hoaxes is like the circulation of narcotics and pornography. If left unchecked, hoax news can endanger and harm the community in a dispute and national division can occur triggered by hoax information or news. From that the six subjects, especially subjects S and R, who have high intensity in writing information that is detrimental to others need awareness of self-control with one of them through education where there are services provided by the counselor.

Education is a normative effort that brings people to realize themselves [20] Therefore that in education, news that is received and distributed should be verified so that it is able to create or realize educational social arrangements according to valid data

4. CONCLUSION

Based on the data analysis of the research results, it can be concluded that of the six research subjects have negative behaviors on social media, especially when responding to or commenting on something on social media. This is because environmental factors and behaviors are repeated without any reinforcement in students. This can have a negative impact that is prolonged and will hamper its development. Therefore, self-control is needed in students who are assisted by the school environment and at home. The school environment itself needs guidance and counseling services carried out by counselor to prevent and reduce negative behaviors.

This is in accordance with the behavioristic learning theory presented by Thorndike [14] that changes in behavior are formed according to the wishes of the environment because individuals respond according to the stimulus given. So to get good learning outcomes in the form of behavior, stimulus should be often done repeatedly so that the response given is also getting better. Learning outcomes are formed from individual self-control in behavior, as said Averill [16], self-control is a simple psychological variable because it includes three different concepts about the ability to control themselves, namely the individual's ability to modify behavior, the individual's ability to manage unwanted information by means of interpretation and the individual's ability to choose an action based on something that is believed.

The results of this study provide an overview of how students' self-control in using social media, especially when writing comments in a post or a news and information that they see on social media. As well as providing a view of how important supervision is to children in using social media technology. It is hoped that further research can dig deeper about students' self-control when writing comments on social media.

REFERENCES

- [1] A. Keenan and A. Shiri, "Sociability and social interaction on social networking websites," *Libr. Rev.*, 2009.
- [2] R. Risnawati and M. N. Ghufro, "Teori-teori psikologi," *Yogyakarta Ar-Ruzz Media Gr.*, 2010.
- [3] A. Chaer and L. Agustina, "Sosiolinguistik. Jakarta: Rineka Cipta.. 2007," *Linguist. Umum*, 2004.
- [4] N. C. Gysbers and P. Henderson, *Developing and managing your school guidance and counseling program*. John Wiley & Sons, 2014.
- [5] J. P. Galassi and P. Akos, "Developmental advocacy: Twenty-first century school counseling," *J. Couns. Dev.*, vol. 82, no. 2, pp. 146–157, 2004.
- [6] Y. Özdemir, Y. Kuzucu, and Ş. Ak, "Depression, loneliness and Internet addiction: How important is low self-control?," *Comput. Human Behav.*, vol. 34, pp. 284–290, 2014.
- [7] A. Khairunnisa, "Hubungan religiusitas dan kontrol diri dengan perilaku seksual pranikah remaja di MAN 1 Samarinda," *Psikoborneo*, vol. 1, no. 3, 2013.
- [8] R. F. Muna and T. P. Astuti, "Hubungan antara kontrol diri dengan kecenderungan kecanduan media sosial pada remaja akhir," *Empati*, vol. 3, no. 4, pp. 481–491, 2014.
- [9] H. Patilima, "Metode Penelitian Kuantitatif." Alfabeta. Bandung, 2011.
- [10] P. Gunarathne, H. Rui, and A. Seidmann, "When social media delivers customer service: Differential customer treatment in the airline industry," *MIS Q.*, vol. 42, no. 2, pp. 489–520, 2018.
- [11] T. W. Abadi, F. Sukmawan, and D. A. Utari, "Media Sosial dan Pengembangan Hubungan Interpersonal Remaja di Sidoarjo," *Umsida*, vol. 2, no. 1, p. 100, 2018.
- [12] J. W. Santrock, "Perkembangan anak," *Jakarta: Erlangga*, vol. 1, no. 2, p. 3, 2007.
- [13] K. B. B. Indonesia, "Jakarta," *Republik Indones.*, 2011.
- [14] D. Amsari, "Implikasi Teori Belajar E.Thorndike (Behavioristik) dalam Pembelajaran Matematika," *J. Basicedu*, vol. 2, pp. 52–60, 2018, doi: 10.31004/basicedu.v2i2.49.
- [15] A. Maulidi, "Kesantunan Berbahasa pada Media Jejaring Sosial Facebook," *e-Journal Bahasantodea*, vol. 3, no. 4, pp. 42–49, 2015, doi: 10.1002/ejoc.201200111.
- [16] K. Sari, "Tindak tutur dalam kembang gean: Antologi Cerpen Remaja Sumbar," *Kandai*, vol. 1, no. 10, pp. 41–52, 2014.
- [17] S. G. Hofmann, A. Asnaani, I. J. J. Vonk, A. T. Sawyer, and A. Fang, "The efficacy of cognitive behavioral therapy: A review of meta-analyses," *Cognit. Ther. Res.*, vol. 36, no. 5, pp. 427–440, 2012.
- [18] R. F. Baumeister, K. D. Vohs, and D. M. Tice, "The strength model of self-control," *Curr. Dir. Psychol. Sci.*, vol. 16, no. 6, pp. 351–355, 2007.
- [19] D. R. Hidayat, "Literasi Media Sosial untuk Pemilih Pemula," *J. Pengabd. Kpd. Masy.*, vol. 2, no. 9, pp. 776–779, 2018.
- [20] S. Kartadinata, "Menguak tabir bimbingan dan konseling sebagai upaya pedagogis." Bandung: UPI Press, 2011.
- [21] Hofmann, W., Baumeister, R. F., Förster, G., & Vohs, K. D. Everyday temptations: An experience sampling study of desire, conflict, and self-control. *Journal of Personality and Social Psychology*, 102, 1318-1335, 2012.
- [22] Baumeister, R. F., & Tierney, J. *Willpower: Rediscovering the greatest human strength*. New York: Penguin, 2011.
- [23] Baumeister RF, Vohs KD. Self-control and the executive function of the self. *Handbook of self and identity* 1:197–217, 2003.
- [24] Duckworth AL, Seligman MEP. Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents. *Psychological Science*. 16(12):939–944, 2005.

- [25] Tangney JP, Baumeister RF, Boone AL. High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success. *Journal of Personality*. 72(2):271–324, 2004.
- [26] Cyders MA, Smith GT. Emotion-based Dispositions to Rash Action: Positive and Negative Urgency. *Psychological Bulletin*. 134(6):807–828, 2008.
- [27] Heatherton TF, Wagner DD. Cognitive neuroscience of self-control failure. *Trends in Cognitive Sciences*. 15(3):132–139, 2011.
- [28] Schmeichel BJ, Tang D. Individual Differences in Executive Functioning and Their Relationship to Emotional Processes and Responses. *Current Directions in Psychological Science*. 24(2):93–98, 2015.
- [29] Curci A, Lanciano T, Soletti E, Rimé B. Negative emotional experiences arouse rumination and affect working memory capacity. *Emotion*. 13(5):867–880, 2013.
- [30] Tice DM, Bratslavsky E. Giving in to Feel Good: The Place of Emotion Regulation in the Context of General Self-Control. *Psychological Inquiry*. 11(3):149–159, 2000.