



## ANALYSIS OF TOXIC DISINHIBITION IN TEACHER

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### Abstract

This study aims to look at the description of toxic disinhibition behavior, as well as see the relationship between each aspect of toxic disinhibition behavior among teachers who live in rural, urban and urban areas. A total of 386 teachers consisting of 105 males and 281 females were taken as samples in this study using incidental sampling techniques. Data was collected using a toxic disinhibition questionnaire to measure the behavior of toxic disinhibition based on the six aspects, namely dissociative anonymity or anonymity, invisibility, aschornicity, solipsistic interjection, dissociative imagination, minimizatioano Itas, namely construct validity and content validity, the instruments used are 21 items and reliable values with a value of 0.824. The data were analyzed descriptively by correlation and the results were obtained that toxic disinhibition behavior among teachers was in the medium category with a proportion of 74% and for the low category it was in the presentation of 24% and in the high category it was in the presentation of 2%, but in every aspect of toxic disinhibition not all aspects are interconnected with one another, but most are interconnected, especially in the Dissociative imagination aspect there is no relationship with other aspects. , everyone has a different toxic disinhibition behavior in every aspect. but in every aspect of toxic disinhibition not all aspects are interconnected with one another, but most are interconnected, especially in the Dissociative imagination aspect there is no relationship with other aspects. , everyone has a different toxic disinhibition behavior in every aspect. but in every aspect of toxic disinhibition not all aspects are interconnected with one another, but most are interconnected, especially in the Dissociative imagination aspect there is no relationship with other aspects. , everyone has a different toxic disinhibition behavior in every aspect.

**Keywords :** *Toxic disinhibition, Teacher, Internet, Guidance and Counseling*

### 1. INTRODUCTION

The development of digital technology media is one of the most developed fields of science today, especially in the field of internet information and communication (Rifai, Fitri, and Ramadhan 2022; Samsugi et al. 2021; Wibawanto 2018). Technological developments have brought many changes to the lives of Indonesian people (Susilo 2019; Malay 2022; Zulkifli and Wahida 2022). The most widely used use of internet technology is to access social media Social media (Kom 2020; Liedfray, Waani, and Lasut 2022). Liberty (2022) explains that the number of social media users in Indonesia reached 191.4 million in January 2022. This figure has increased by 21 million or 12.6 percent from 2021. The data above proves that there has been an increase in the use of social media in Indonesian society. The high use of social media as a tool for communication is because social media makes it easy for its users to communicate and interact without boundaries (Sosiawan 2020; Alam 2021; Meilinda 2018; 2018; Sari et al. 2018). Afdal et al (2019) stated that technological advances have caused changes in the way humans communicate, and have caused addiction in using them, one of which is the use of social media as a tool for communication.

The existence of social media as a part of the internet makes it easy for users to communicate and interact without boundaries, but this makes communication not as it is, as when communicating face to face (Haniza 2019; Rafiq 2020; Turnip and Siahaan 2021). Joinson (2007) explains that an individual often behaves differently online and offline. This behavior is known as the disinhibition effect (Voggeser et al, 2018). Joinson (2007) & Suler (2004) explain that online

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disinhibition is a difference in an individual's behavior when in cyberspace and when in the real world. Toxic disinhibition is a flaming behavior or emotional expression behavior, Previous studies explained that many Indonesian people were affected by legal cases related to toxic disinhibition behavior. Kominfo noted that, since 2018 Kominfo has handled 3,640 cases of hate speech in social media-based digital spaces (Ferdinandus, 2021). Teachers are one of the contributors to cases of hate speech carried out by social media-based digital spaces, there are many cases of teachers dealing with law due to hate speech carried out on social media, one example is an honorary teacher in Bandung with the initials AL having to deal with the law because of his utterances. hatred that he shares on his social media accounts (Risky Anggiono, 2017),

Suler (2004) explained that there are six factors of toxic disinhibition behavior, namely, a. Dissociaive anonymity or anonymity provides flexibility for an individual to hide who he is or an individual can hide his identity, and can use another person's identity to hide his other identity while on social media. b. Invisibility is a condition where an individual cannot see the condition of other people directly, thus providing convenience and freedom for users to see other social media users. c. ansynchronicity is a state in which communicating is, an activity carried out at different times a state of asynchronous communication where a person does not communicate at the same time and in different places. d. Solipsistic interjection is a condition in which a person imagines and tries to describe the voices of other people in his imagination while communicating online. e. Dissociative imagination A condition where individuals begin to create their identity. An individual has a different identity in the online world and in the real world. An individual thinks that cyberspace is a game. F. Minimization of status and authority, Social media which is part of the internet provides the widest possible freedom for each user in voicing his opinion. Solipsistic interjection is a situation in which a person imagines and tries to describe the voices of other people in his imagination while communicating online. e. Dissociative imagination A condition where individuals begin to create their identity. An individual has a different identity in the online world and in the real world. An individual thinks that cyberspace is a game. F. Minimization of status and authority, Social media which is part of the internet provides the widest possible freedom for each user in voicing his opinion. Solipsistic interjection is a situation in which a person imagines and tries to describe the voices of other people in his imagination while communicating online. e. Dissociative imagination A condition where individuals begin to create their identity.

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**2. IMPLEMENTATION METHOD**

This study uses a quantitative approach with descriptive and correlation methods to analyze toxic disinhibition behavior among teachers. In this study using an incidental sampling technique, this study used a sample of 386 teachers including 105 male teachers and 281 female teachers who live in rural, urban and suburban areas, as well as teachers who are active in using social media selected randomly. random, data obtained through the distribution of toxic disinhibition questionnaires using a Likert scale. Toxic disinhibition scale consists of 21 question items. The descriptive data consists of six aspects of toxic disinhibition, namely Dissociaive anonymity, Invisibility, Ansynchronicity, Solipsistic interjection, Dissociative imagination,



The validity test conducted for the instrument consisted of two types of validity, namely construct validity and content validity, construct validity was carried out by three experts who have capacity in the field of study to be studied and experts in preparing instruments/scales, then a content validity test was carried out using product moment correlation formula by taking into account the correlation between the score of the instrument items and the total score. In looking at the reliability of the instrument using the alpha cronbach formula and obtained the results of a valid instrument 21 items and reliable with a value of 0.824.

### 3. RESULTS AND DISCUSSION

Toxic disinhibition behavior among teachers in Indonesia is in the moderate category with a presentation of 74%. As well as for the low category the presentation is 24% and the high category is at the presentation 2%, with an average value of 56.15 and a standard deviation of 9.78, for more details can be seen in table 1

Table. Description of Toxic Disinhibition Behavior in Indonesian Teachers

<i>Toxic disinhibition</i>	<b>Number of items</b>	<i>Score</i>					<b>Category %</b>		
		<b>SD</b>	<b>Max</b>	<b>Min</b>	$\Sigma$	<i>Means</i>	<b>Q</b>	<b>S</b>	<b>R</b>
	21	9.88	88	32	4224	56,15	2	74	24

Furthermore, in this study a regression test was carried out to see how the relationship between each aspect is in toxic disinhibition, to see the relationship of each aspect can be seen in table 2 below.

Table 2. Table of Simple Regression Results on the Aspect of Toxic Disinhibition (N-386)

<b>Aspect</b>	<i>Dissociative anonymity</i>		<i>Invisibility</i>		<i>Asynchronicity</i>		<i>Solipsistic injection</i>		<i>Dissociative imaginations</i>		<i>Minimization of status and authority</i>	
	<b>r</b>	<b>Sig</b>	<b>r</b>	<b>Sig</b>	<b>R</b>	<b>Sig</b>	<b>R</b>	<b>Sig</b>	<b>r</b>	<b>Sig</b>	<b>r</b>	<b>Sig</b>
<i>Dissociative anonymity (3)</i>	-	-	0.151	0.000	0.105	0.000	0.177	0.000	0.008	0.706	0.056	0.000
<i>Invisibility(5)</i>	0.151	0.000	-	-	0.053	0.000	0.250	0.000	0.000	0.958	0.101	0.000
<i>Asynchronicity(3)</i>	0.105	0.000	0.053	0.000	-	-	0.011	0.035	0.020	0.006	0.000	0.907
<i>Solipsistic injection(3)</i>	0.177	0.000	0.250	0.000	0.011	0.035	-	-	0.112	0.907	0.088	0.000
<i>Dissociative imaginations(3)</i>	0.008	0.706	0.000	0.958	0.020	0.006	0.112	0.907	-	-	10.003	0.271
<i>Minimization of status and authority(4)</i>	0.056	0.000	0.101	0.000	0.000	0.907	0.088	0.000	10.003	0.271	-	-

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In table one above it can be seen that almost all aspects have a relationship with one another, it can be described that the Aspect of Dissociative anonymity with the Aspect of invisibility, the Aspect of asynchronicity, Solipsistic interjection, Minimization of status and authority there is a relationship between every aspect of the teacher who performs toxic disinhibition behavior in the aspect of Dissociative anonymity it tends to behave in the other three aspects but in the aspect of Dissociative anonymity and Dissociative imagination there is no relationship, this can be seen from the value of  $r = 0.008$  and a significance of 0.76 which means that there is no relationship between the Aspect of Dissociative anonymity and the Aspect of Dissociative imagination. It can be interpreted that individuals who carry out toxic disinhibition behavior in the aspect of Dissociative anonymity do not necessarily carry out toxic disinhibition behavior in the aspect of Dissociative imagination.

Invisibility Aspects with Asynchronicity Aspects, Solipsistic Interjection Aspects, Minimization of status and authority In the table above it can be seen that there is a relationship between each aspect. This can be interpreted that a teacher who behaves in toxic disinhibition behavior in the Invisibility aspect behaves in toxic disinhibition in the other three aspects. However, there is no relationship for the dissociative imagination aspect, which means that teachers who behave in the invisibility aspect tend not to engage in toxic disinhibition behavior for the dissociative imagination aspect. Asynchronicity aspect with Solipsistic interjection, Dissociative imagination, Minimization of status and authority aspects, there is no relationship between each aspect, which means that these two aspects are different from one another or stand apart.

The Solipsistic Interjection Aspect and the Minimization of Status and Authority Aspect, there is a relationship which means that individuals who engage in toxic disinhibition behavior in the Solipsistic Interjection aspect will tend to also engage in toxic disinhibition behavior in the Minimization of status and authority aspect. Whereas for the aspect of Minimization of status and authority there is no relationship. Which means that individuals who engage in toxic disinhibition behavior in the Dissociative imagination aspect will not necessarily engage in toxic disinhibition behavior in the Minimization of status and authority aspect. Toxic disinhibition is flaming behavior or threatening communication and impolite behavior and an expression of one's personal feelings shared via the internet, this often hurts other people and even himself (Wang et al, 2014). Suler (2004) toxic disinhibition online effect is the loss of social rules and barriers that are present in face to face interactions while interacting with other people on the internet. Toxic disinhibition online effect is an individual's failure to communicate and behave in cyberspace or social media, individuals cannot control themselves in doing the things they want without considering the rules and norms that exist in society (Voggeser, et al 2018).

From each aspect it can be seen that not all of them have a relationship but most of the aspects have a relationship with each other. Teachers who practice toxic disinhibition behavior tend to behave toxic disinhibition in all aspects of toxic disinhibition. with others where individuals who behave in toxic disinhibition will carry out toxic disinhibition continuously and are also increasingly daring and increasingly deviant in using the internet, which in the end the person is caught in a legal case. Kominfo noted that, since 2018 Kominfo has handled 3,640 cases of hate speech in social media-based digital space (Ferdinandus, 2021). Putri, et al (2018) argues that the ease of accessing the internet makes users addicted and often gets out of control, this has a bad impact on users. Apart from the ease of accessing the internet, toxic disinhibition behavior also occurs due to aspects of dissociative anonymity or the use of false identities in cyberspace, in this study the aspect of dissociative anonymity is in the low category, even though it is in the low category, there are still many teachers who practice this behavior. carried out by the teacher because, the teacher thinks that by using someone else's identity or being anonymous in cyberspace people will not recognize him, so this provides a sense of comfort for its users in line with this.

Lapidot-Lefler et al (2012) stated that often people who use social media hide their identities and use false identities. This is done by internet users because the internet gives users the



freedom to use different names and identities. In Prasetya et al's research (2022) someone who engages in negative behavior in cyberspace, such as sharing hate speech, overreacting to news, giving negative comments in cyberspace, are people who use fake identities in cyberspace or use anonymous. Apart from using other people's identities in cyberspace, people who engage in toxic disinhibition behavior because, in cyberspace, users are not physically visible, so this gives a feeling of security in doing things that are negative, such as giving negative comments, sharing hate speech (Lapidot-Lefler et al 2012). This behavior is in accordance with the invisibility aspect where teachers often engage in toxic disinhibition behavior because they feel physically invisible so they don't have to worry about sharing something that is not good in cyberspace. Febriana et al (2019) in his research stated that people in cyberspace think that cyberspace is just an imaginary world that is not real, so it has nothing to do with the real world, so people have freedom in carrying out deviant behavior, such as sharing hate speech and are often carried out by internet users, in line with this research, teachers in Indonesia often engage in toxic disinhibition behavior in the aspect of solipsistic interjection where Indonesian teachers carry out toxic disinhibition behavior, because teachers assume that virtual world life and the real world run in parallel. separate and unrelated.

Teachers who carry out toxic disinhibition behavior feel that there is nothing wrong with what they are doing. wrong, and people will not know what they are doing in cyberspace, in Elliott's research (2012) suggests that when people play online games, they tend to speak harsh words and vent their emotions, this is done because they find own satisfaction when doing so, as well as their invisible presence gives more courage to share hate speech, this behavior is often also known as flaming. Toxic disinhibition behavior is not a behavior that we can take lightly, especially if it is done by a teacher who should be a role model for students and their environment, Javanese philosophy states that a teacher must be able to be listened to and obeyed, which means a teacher must be able to set a good example , as well as role models wherever the teacher is, including on social media (Uyoh Sadulloh, 2014). A teacher should be able to use social media as a medium for learning, or support his profession as a teacher. Effective use of social media can help teachers carry out their duties and roles. Ardi et al, (2013) explained that there are many advantages of using the internet as a medium in carrying out counseling such as getting recordings to be supervised, develop the art of typing and express feelings in a typed. It is unfortunate if the internet is used incorrectly, because the benefits of using the internet are numerous and profitable, in line with this Afdal et al (2019) suggest that in this millennial era counselors can use the internet by using e-counseling to reduce cyberbullying. In line with this, Ifdil & Ardi, (2013), argued that the existence of online counseling is very helpful and allows it to be developed in the world of education, especially in the field of guidance and counseling, with the existence of online counseling can support the implementation of guidance and counseling broadly to increase competence and service efficiency for the sake of problem solving.

#### 4. CONCLUSION

The results of this study indicate that toxic disinhibition behavior among Indonesian teachers is in the moderate category. This means that there are still quite a lot of toxic disinhibition behaviors among teachers, there are still many teachers who do not understand that toxic disinhibition behavior is bad behavior that can harm themselves and others. the toxic disinhibition behavior that occurs among teachers cannot be looked down upon even though it is not in the low category, considering that the teaching profession is a profession that demands that a teacher can be a role model for students and the community, a teacher must be able to be a model for students and society wherever he is. being not only when in the classroom but also when outside the school as in cyberspace. The results of this study also show that almost all aspects of toxic disinhibition are related to one another, which in this case means that when a teacher engages in toxic disinhibition behavior in one aspect, the teacher will also engage in other toxic disinhibition behaviors, from the

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results of the study this is only Dissociative imagination which has no relationship with other aspects, but in other aspects almost all of them have a relationship with one another. It really needs a good and fast training or treatment related to toxic disinhibition behavior, a training is needed for teachers to be able to use social media more wisely. A correct understanding of using social media can not only avoid toxic disinhibition behavior but can also help teachers carry out their duties, the internet can be used as a source of learning, so it will greatly facilitate teachers in carrying out their duties and responsibilities. One of the benefits of using the internet is that it can make it easier for users to access various available sources of information, and the internet can help improve living standards through education (Sasmita 2020). Toxic disinhibition behavior can be handled by providing guidance and counseling services, one of which is information services, by providing information services to teachers can provide education to teachers regarding toxic disinhibition behavior which can be detrimental to oneself and the surrounding environment, not only that group guidance services can also given to teachers and the public who engage in toxic disinhibition behavior, by providing group guidance services will provide an understanding regarding the wise use of social media

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