

# Mastering Digital Ethic: Uncovering the Influence of Self-Control, Peer Attachment, and Emotional Intelligence on Netiquette through Adolescent Social Media Exposure

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## ABSTRACT

The use of social media in the daily lives of adolescents is inevitable. The behavior in the virtual space also needs to be considered so that it does not have a negative impact on others. Internet Etiquette (Netiquette) is a set of social norms in cyberspace that all users need to apply. This study analyzes the influence of self-control, peer attachment, and emotional intelligence on netiquette through social media exposure in adolescents. Two hundred and thirty-seven (237) adolescents aged 10-24 from 21 provinces in Indonesia participated in this online survey. Researchers used five questionnaires and analyzed them using SEM with SmartPLS. The results showed an influence of emotional intelligence, self-control, and social media exposure on the application of teenage netiquette. Emotional intelligence has the highest influence on the application of netiquette. On the other hand, peer attachment indirectly affects netiquette with the mediator variable of social media exposure. It is essential to promote an understanding of netiquette to adolescents as one of the foundations of digital literacy.

## 1. INTRODUCTION

Digitalization has changed the process and way of life in society at large, both in simple to more complex matters. Adaptation to technological developments is necessary to improve the quality of life in facing various global challenges. A survey by the Central Bureau of Statistics (BPS) (2023) Indonesia has witnessed a surge in internet accessibility, with internet network development expanding nationwide and internet user numbers steadily climbing. Mobile phone facilities have a significant role as a medium for accessing the internet. The use of mobile phones to access the internet is currently the primary preference of the public with approximately 98.70 percent in 2021 and 98.44 percent in 2022 (BPS, 2023). Based on the 2024 Indonesia's Internet Penetration Survey conducted by the Indonesian Internet Service Providers Association (APJII), the number of internet users in Indonesia reached 221.56 million, representing a penetration rate of 79.5% of the total national population (2024). Data released by We Are Social in Datareportal entitled DIGITAL 2023: INDONESIA (Kemp, 2023) shows that active social media users in Indonesia are 167 million or equivalent to 60.4 percent of the total population (276.4 million people). In general, 78.5 percent of total internet users in Indonesia (regardless of age) used at least one social media platform in January 2023. According to the 2022 Digital Literacy Index (DLIX) released by Kominfo & Katadata in February 2023, Indonesia scored 3.54, indicating modest overall digital literacy. Notably, Generation Z respondents (under 24 years old) constituted 25% of the survey participants (Kominfo & Katadata, 2023). The DLIX framework encompasses four key pillars: Digital Skills, Digital Ethics, Digital Safety, and Digital Culture. Social media stands as a leading platform for engaging with digital literacy across diverse populations, while it is the biggest source of information for 72.6% of respondents in the last three

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years (Kominfo & Katadata, 2023). Social media is an Internet-based platform that allows users to create profiles to share digital content in the form of text, photos, graphics, or videos in a community and allows getting responses from their network of friends (Burns, 2017). Social media has advantages in terms of timeliness, flexibility, and directness. Social media exposure, consisting of content and intensity of social media use, will affect its users. Excessive social media use can cause adolescents to withdraw from real social interactions and prefer virtual connections (Bornstein & Leventhal, 2015).

Adolescents are defined as children aged 10 to 19 years (WHO, 2023). Adolescents experience a transition period from childhood to early adulthood with an age range of around 10 to 12 years and ends at the age of 18 to 21 years (Sanrock, 2019). Adolescents born since the 21st century are technology-savvy users or digital natives since birth who are already exposed to technological developments as part of their daily lives. Adolescents may also develop insecurities and feelings of inadequacy and reduce academic or work performance due to spending time in online interactions, they may also experience significant mood swings due to feedback from social media (such as likes/comments) (Kurniasih, N., 2017). The results of Microsoft's Global Online Safety (2023) survey over the past seven years, many threat risks come from negative content shared through social media, such as hoaxes, scams, & misinformation (51%), hate speech, cyberbullying, & online harassment (42%), acts of violence & terrorism (31%), sexual solicitation, pornography, child sexual exploitation & abuse (25%), to suicide & self-harm content (15%). The research findings of Rahmawati et al. (2014) showed that along with the increase in the frequency of adolescents' access to social media, the level of responsibility, character, and respect for teenagers' manners tends to decrease. Social media exposure may lead adolescents to engage in deviant behavior such as cybersex, and the long-term impact may even cause adolescents to engage in deviant behavior in the real world as a result of what they see on the internet. In Indonesia, a survey by the Ministry of Women's Empowerment and Child Protection revealed concerning statistics: 66.6% of adolescent boys and 62.3% of girls reported exposure to pornography through online media (Anggraini & Maulidya, 2020; Surahmat et al., 2023). Notably, 34.5% of boys and 25% of girls not only viewed pornography but also engaged in cybersex (Anggraini & Maulidya, 2020; Surahmat et al., 2023). Muttaqin (2023) argues that technological development may contribute to moral decline in adolescents, suggesting that excessive technology use hinders their social, intellectual, and moral development. This decline is attributed to a shift towards passive technology consumption, leading to decreased sensitivity to the real world and reduced social and moral skills compared to previous generations who engaged in more direct social interaction.

Indonesia is the 29th out of 32 countries with the lowest digital civility ranking in Asia Pacific based on the Digital Civility Index (DCI) 2021 research survey (Microsoft, 2021). The survey assessed three factors, according to interactions in virtual spaces and existing social media, 1) interaction content is perceived to contain a lot of bullying & discrimination (28%), 2) hate speech, (25%) and 3) various fraud or hoaxes (47%). These results are a strong warning for Indonesian netizens. Ethics and norms of politeness are needed in communication, especially in digital media. Communication ethics can be explored through understanding good grammar, early education about manners, learning to understand and limit curiosity about other people's privacy (Apdillah, et al 2022). It is important to understand that in the virtual world, good manners need to be applied in the internet or the application of internet etiquette. Internet etiquette, also known as netiquette, is defined as the appropriate correct or incorrect assessment in communicating using the internet (Pane, 2016). The basic principle of netiquette is that users should always be aware that they are interacting with other people on the network or virtually, instead of just a series of letter characters on a monitor screen, but with real human characters. The concept of netiquette assumes that online interaction must have its own set of norms because it is different from face-to-face human interaction (Ahyan, 2019). There are seven technical competencies in the application of netiquette, including: 1) competence in accessing information according to netiquette; 2) competence in selecting and analyzing information when communicating; 3) competence in understanding netiquette to fortify themselves from negative actions; 4) competence in producing and distributing information; 5) competence in verifying messages according to netiquette standards; 6) competence in participating in building social relations by applying netiquette; 7) competence in participating in building social relations by applying netiquette (Kusumastuti, et al, 2021). Responsible online behavior, or "netiquette", in this study emphasizes polite communication through well-written text, accurate spelling and punctuation, and avoiding harmful actions. This includes self-refraining from personal harassment, negative comments, or sharing unauthorized content such as personal data or photos of children. In addition, careful tagging and responsible information sharing prevent the spread of misinformation and protect individual privacy and misuse of the internet.

One form of netiquette violation on social media is by uploading parody content but aiming to defame others, the perpetrator then only apologizes when the social media provider freezes his/her account (Astuti & Zamroni, 2023). One of the online mass media also raised the topic of the phenomenon of netiquette degradation in Indonesian netizens, due to the spread of hoax news, defamation and abusive comments on

social media (Lestari, 2023). Netiquette is closely related to personality and individual self-competence. The results of Heitmayer and Schimmelpfennig's research (2023) show that netiquette dynamically intersects with social, psychological, and environmental factors and proposes the concept of netiquette as digital social norms. Therefore, adolescents must have basic knowledge in using social media, namely by having good self-control, being able to understand and manage their emotions and be able to sort out the influence of perceptions, feelings, thoughts with peers.

Marsela & Supriatna (2019) define self-control as a set of fundamental abilities and personal attributes inherent in individuals to regulate actions that will form patterns of behavior in their environment, which include cognitive, affective, and psychomotor aspects. Individuals with good self-control tend to succeed in school and work, are more popular, trusted, and able to establish better relationships. Such individuals also have higher levels of happiness, experience less stress, enjoy good mental and physical health, and tend to have fewer behavioral problems and crimes (Baumeister, 2018). Self-control plays an important role in controlling behavior, including social media behavior. Children who have good self-control will be better able to control themselves not to engage in behaviors that are disrespectful or violate netiquette rules on social media. The results of a longitudinal study conducted by Du, et al. (2021) explain that individuals who have difficulty controlling their use of social media consistently have lower levels of mindfulness (awareness of the present) and subjective vitality (well being). Difficulties in self-control in social media can worsen mindfulness, which can lead to more problems with social media in the future.

According to Goleman (2005), emotional intelligence is the ability to motivate oneself and persevere in the face of frustration; control impulses and delay gratification; to regulate one's mood and keep it from overloading thinking ability; empathize and have hope. Santrock explains (2011) that emotional intelligence plays a very important role in the formation of adolescent character in their behavior towards information obtained when interacting in cyberspace. Salovey & Mayer (in Goleman 2005) elaborated the definition of emotional intelligence developing these abilities into the main dimensions, namely: 1) Recognizing one's own emotions or self awareness; 2) Managing emotions or self management; 3) Motivating yourself or self regulation; 4) Recognizing emotions in others or social awareness; and 5) Building social relationships or social skills. Children who have good emotional intelligence will be better able to control their emotions and not take impulsive actions, such as spreading fake news or hate speech on social media. Siswati (2017) concluded that there is a significant and negative relationship between the level of dependence on social media and the level of emotional intelligence. This means that the higher the dependence on social media, the lower the emotional intelligence of adolescents. Dewi and Savira (2017) also found similar results that there is a significant relationship between emotional intelligence and aggression behavior on social media. The higher the level of emotional intelligence of respondents, the lower the likelihood of aggressive behavior on social media, and vice versa.

Children and adolescents spend most of their time with their peers. Sullivan (in Santrock 2019) mentions that friendship is important in fulfilling social needs in terms of companionship, reassurance of worth, and intimacy. New forms of communication technologies and web-based social media programs have provided a platform for peer-to-peer interaction. The widespread use of social media on the internet has profoundly changed the way adolescents relate to peers in significant ways (Bornstein & Leventhal, 2015). In some ways, the widespread use of social media sites on the internet has changed peer relationships in radical and fundamental ways. The results of den Blanken's (2021) study showed that active social media use was positively related to peer attachment. Children who have high peer attachment will be more motivated to follow social norms in their environment, including social media etiquette.

Currently, there have been limited studies on the topic of netiquette that explore the influential factors, especially due to exposure to social media on digital platforms. The 2022 Indonesian Child Profile Book (KemenPPPA, 2023) reveals that entertainment is the primary purpose of internet use among children, with 75.39% of boys and 73.57% of girls engaging in this activity. Notably, social media usage and digital content creation ranked second for both genders, with rates of 63.13% for girls and 60.06% for boys. The purpose of using social media other than for learning is a sign that it is very important to aware that the entertainment content accessed by children is not harmful or negative, otherwise children can become victims and even perpetrators of netiquette violations and various negative actions that endanger children, such as cyberbullying, pornography, and acts of violence in cyberspace. Therefore, this study aims to 1) analyze the relationship between adolescent characteristics, social media use and adolescent age based on the stage of moral development and 2) analyze the influence of self-control, peer attachment, and emotional intelligence on netiquette through social media exposure in adolescents

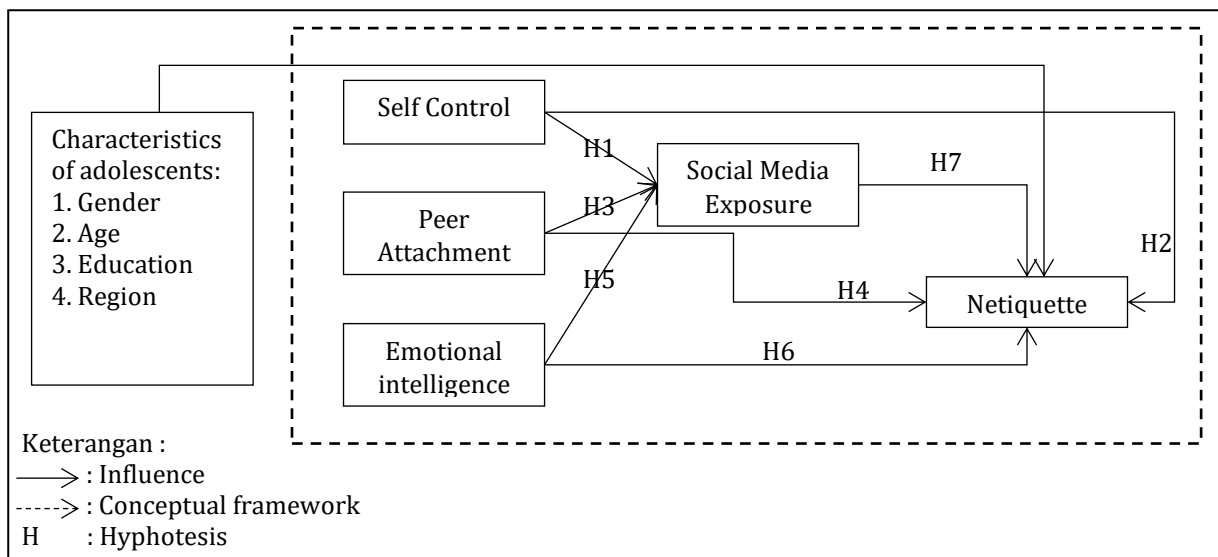


Figure 1. Conceptual Framework

## 2. METHOD

The method used in this study is a quantitative method using an online survey. The participants selected in this study were adolescents aged 10 to 20 years who were social media users. This research uses nonprobability sampling with voluntary filling. Questionnaires were distributed after conducting online meetings with several adolescent representatives in various provinces in Indonesia for three days. The total initial respondents in this study were 237 teenagers from 21 provinces with the majority coming from East Java Province (20.08%). The data used are primary data including, characteristics of adolescents (gender, age, education and social media used), self-control, emotional intelligence, peer attachment, social media exposure and netiquette.

The measurement tools used in this study are 1) Self-Control Scale instrument Hardani (2017) which was modified from the Tangney et al.(2004) ( $\alpha = 0,8$  with a total of 13 indicators); 2) Emotional intelligence variable was measured using an instrument developed by Rachmawati, M. (2015) ( $\alpha = 0,834$ ) consists of five dimensions of Goleman's emotional intelligence theory, including self-awareness, self-regulation, motivation, empathy, and social skills with a total of 30 indicators; 3) Peer Attachment variable measurement used Situmorang's (2016) instrument developed from the Adolescent Attachment Questionnaire West, M., & Rose, M. S. (1998) ( $\alpha = 0,637$  with a total 15 indicators); 4) Social media exposure variable measurement used a modified questionnaire from Yuniarty (2018) with 13 indicators consisting of 6 indicators of intensity in accessing social media ( $\alpha = 0.799$ ), 3 indicators of pornographic content on social media ( $\alpha = 0.888$ ), and 4 indicators of disrespectful language content on social media ( $\alpha = 0.669$ ); 5) Netiquette application scale was measured using an instrument developed by Ahyati, I. U., & Sya'rawi, H. (2022) with 19 indicators of aspects of netiquette application ( $\alpha = 0.701$ ). All instruments are answered using a Likert scale.

After collecting primary data from 237 respondents, data input was carried out through Microsoft Excel software to identify data completeness and data coding was carried out. Furthermore, the complete data was tested for correlation using SPSS software. Then, to test SEM is done using SmartPLS software. Then, the data is analyzed and interpreted using descriptive analysis and SEM analysis. SEM analysis goes through two stages, namely measurement model test (outer model) and structural measurement evaluation (inner model) using SmartPLS (Partial Least Square) software.

## 3. RESULT AND DISCUSSION

The hypothesis evidence about the influence of self-control, peer attachment, and emotional intelligence on netiquette through social media exposure in adolescents is strengthened by the following results.

### Descriptive Analysis of Respondent Characteristics

The characteristics of respondents in this research consist of gender, age, education, and social media used. The results showed that the gender of respondents was dominated by women, which was 68.8 percent and men were 31.2 percent. The age characteristics of respondents are categorized based on Lawrence

Kohlberg's stages of moral development (Shaffer 1985; Durkin 1995; Hook 1999) where the pre-conventional level is mostly children under the age of 10, the conventional level is those in adolescence and adulthood, while post-conventional is achieved by a small percentage of adults and is usually achieved after the age of 24. In this study, the distribution of respondents at the conventional level in stage three with an age range of 10-12 years was 2.1 percent; the conventional level in stage 4 with an age range of 12-15 years was 46 percent; and the post-conventional level in stage 5 with an age range of over 15 years was 51.9 percent. Based on the results submitted, the education level of most respondents is at the high school level, totaling 47.7 percent. In the distribution of social media usage, the following three applications are most frequently used by respondents: Whatsapp (91.56%); Instagram (76.37%) and Tiktok (64.98%). Further distribution information is listed in the Table 1.

**Table 1.** Respondent Characteristics

Characteristics	Category	Spread	
		Sum (n)	Percentage (%)
Gender	Men	74	31,2
	Women	163	68,8
Age	10-12 years old	5	2,1
	12-15 years old	109	46,0
	>15 year old	123	51,9
Education	Junior High School	96	40,5
	Senior High School	113	47,7
	University Student	28	11,8
Residence	Regency	92	38,82
	City	145	61,18
Social media Usage	Whatsapp	217	91.56
	Instagram	181	76.37
	Tiktok	154	64.98
	Youtube	125	52.74
	Pinterest	67	28.27
	Telegram	41	17.30
	Twitter	32	13.50
	Facebook	28	11.81
	Others	21	8.86

**Measurement Model Test Results (Outer Model)**

The measurement results are shown in the final SEM PLS model in Figure 1 that each indicator used has a loading factor value of more than 0.5, indicating that the measurement is valid.

The next test is the reliability test carried out by looking at the composite reliability value with the condition that it is declared reliable if the composite reliability value is > 0.7 as presented in Table 3. The results of the composite reliability value test show that all items on all variables have met the requirements and are considered reliable.

**Table 2.** Composite Reliability Measurement Model Test Results

Laten Variable	Composite Reliability
Emosional Intelligence	0,882
Peer Attachment	0,800
Self Control	0,809
Social Media Exposure	0,768
Netiquette	0,738

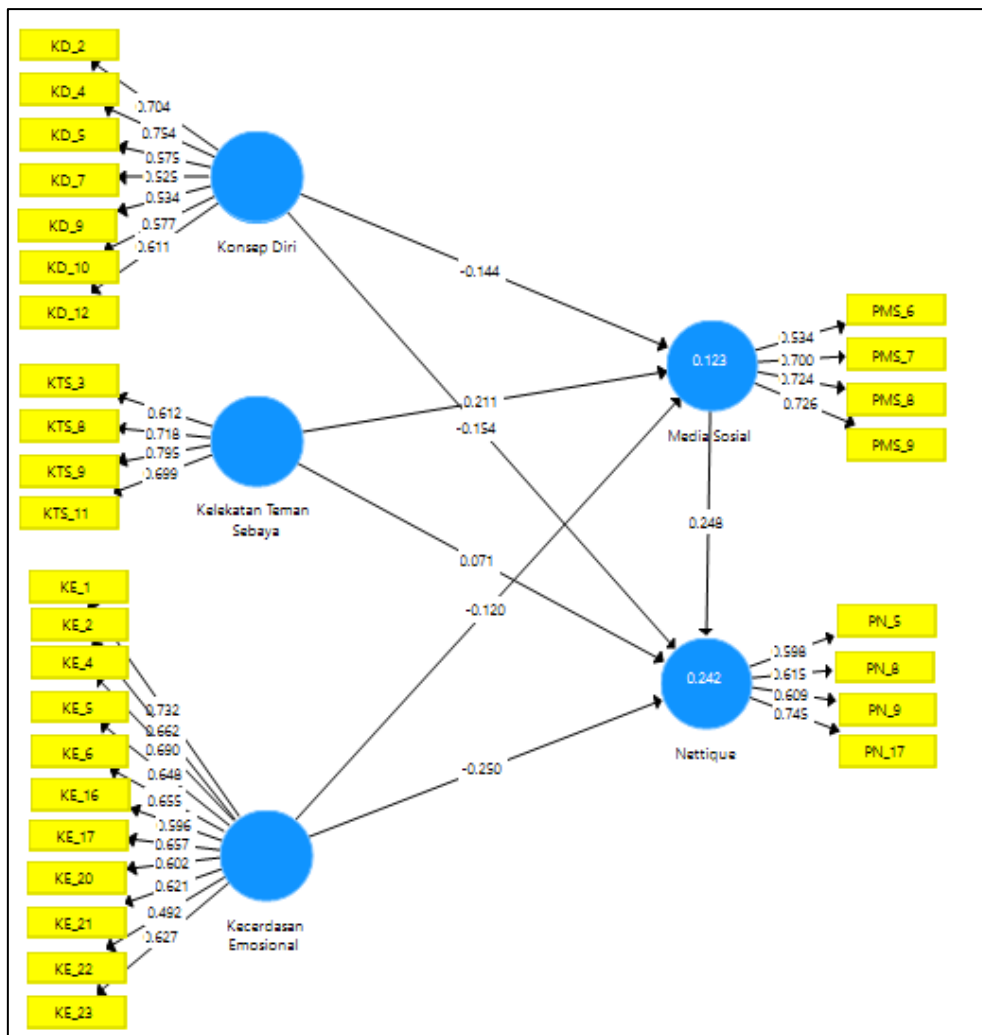


Figure 2. PL SEM final model results

**Structural Model Measurement Evaluation (Inner Model)**

**Table 3.** R Square Structural Model Test Results

Laten Variable	R Square	R Square Adjusted
Social media	0,123	0,111
Netiquette	0,242	0,229

Where the value of R Square is 0.02, it is categorized as weak, 0.13 is categorized as moderate, and 0.26 is categorized as strong (Cohen, 1988). The model shows that the social media variable has an adjusted R Square value of 0.111, indicating that the model has a weak relationship. In addition, the research model shows that the netiquette variable has an adjusted R Square value of 0.229, indicating that the model has a moderate relationship.

Subsequently, if the GOF evaluation result is 0.1, it is categorized as poor fit, 0.25 is categorized as marginal fit, and 0.36 is categorized as good fit (Daryanto 2010). GOF evaluation is carried out by calculating based on the formula (Tenenhaus et al. 1989) as follows:

$$\begin{aligned}
 GOF &= \sqrt{AVE \times R^2} \\
 &= \sqrt{0,431 \times 0,170} \\
 &= 0,271
 \end{aligned}$$

The calculation results show that the GOF value is 0.271, so it can be categorized as a marginal fit. This means that the model has a moderate fit so that it is known that the difference between the observed value and the expected value is categorized as a marginal fit.

**Hypothesis Testing**

**Table 4.** The results of hypothesis testing of the direct effect of variables

	Pathway	Path coefficients	t-value	Conclusion	Description
Self Control	→ Social Media Exposure	-0,114	1,862	Not Significant	Declined H1
Self Control	→ Netiquette	0,154	1,967	Significant	Accept H2
Peer Attachment	→ Social Media Exposure	0,211	2,483	Significant	Accept H3
Peer Attachment	→ Netiquette	0,0071	0,970	Not Significant	Declined H4
Emosional Intelligence	→ Social Media Exposure	-0,120	1,458	Not Significant	Declined H5
Emosional Intelligence	→ Netiquette	-0,290	3,636	Significant	Accept H6
Social Media Exposure	→ Netiquette	0,248	3,486	Significant	Accept H7

The results of the direct effect hypothesis test between variables (Table 4) show that from the results of testing seven hypotheses, only four are accepted and declared positive significant because they have a t-value of more than 1.96.

The result shows that there is a direct effect of peer attachment on social media exposure and there is a direct effect of self-control, emotional intelligence, and social media on netiquette. In addition, the influence of emotional intelligence on netiquette is the greatest influence (t-value 3.636) and the influence of social media exposure on netiquette provides a considerable influence (t-value 3.486).

In addition to the direct effect, this study also tested the indirect effect between variables. The test results in Table 6 show that only peer attachment affects netiquette through social media exposure.

**Table 5.** The testing results of the indirect effect of variables

	Pathway	Path coefficients	t-value	Description
Self Control	→ Social Media Exposure → Netiquette	0,155	1,432	Not Significant
Peer Attachment	→ Social Media Exposure → Netiquette	0,050	1,968	Significant
Emotional Intelligence	→ Social Media Exposure → Netiquette	0,107	1,616	Not Significant

Note: \*Significant at t-value > 1,96

This study found that emotional intelligence, self-control, and social media exposure have a direct effect on the application of netiquette among teenage respondents. Based on the results of the study, emotional intelligence showed the greatest influence on the application of netiquette. Emotional intelligence is an important key link between a person's emotions, character and morals (Goleman, 2005). The capacity of emotional intelligence is the basis for a person's ethical beliefs, emotions expressed through impulses play a role in shaping individual ethical attitudes. The results of research by Cebollero-Salinas, et al (2022) show that adolescent emotion regulation is needed in virtual spaces, in other words, adolescents who have a high level of emotion regulation will take into account the feelings of those who receive their messages and are better able to control their impulses in using the internet. Adolescents who can regulate the intensity of device use in accessing social media, show high emotional intelligence. This is in line with the findings of Desiningrum, et al. (2017) which explains that the higher the intention to use gadgets, the lower the emotional intelligence of adolescents, conversely the lower the intention to use gadgets, the higher the emotional intelligence of adolescents. Emotional intelligence is important in social interaction so that adolescents will be able to fulfill their developmental tasks. Nuryanto, et al (2023) also proved digital ethics research on elementary school students and found that the implementation of emotional intelligence related to digital ethics, shows that the lower the digital ethics, the lower the students' morals. Bracekett, et al (2011) which states that there are internal factors that are the main component in preventing cyberbullying, namely emotional intelligence. Individuals with low emotional intelligence have the potential

to trigger individuals to commit flaming, harassment, defamation, impersonation, disclosure and deception, ostracism, and cyberstalking (Willard 2007). Several studies suggest a positive association between emotional intelligence and sensitivity to cyberbullying. Pinar et al. (2017) found that individuals with high emotional intelligence displayed increased awareness of cyberbullying's impact. This aligns with the findings of Samodra et al. (2022), who reported that adolescents with strong emotional regulation skills tend to engage in prosocial behaviors, while those lacking such skills are more susceptible to harmful acts like cyberbullying. Moreover, Khairunisa & Alfaqury (2022) observed a negative correlation between emotional intelligence and cyberbullying behavior on social media, suggesting that low emotional intelligence students are more likely to exhibit cyberbullying tendencies. Emotional intelligence also influences self-control, which plays a crucial role in curbing cyberbullying behavior. Imanudin (2017) posits that individuals with lower EI exhibit weaker self-control, leading them to engage in actions that disregard others' feelings. This aligns with the findings of Budi & Nusantoro (2022), who identified a significant negative association between EI and self-control, with both factors impacting cyberbullying behavior.

Furthermore, social media exposure shows the second largest influence on the application of netiquette. Exposure to social media is at risk of having an impact on teenagers' internet behavior. The data obtained shows that more than 50 percent of teenage respondents' access and use social media in the form of Whatsapp (91.56%), Instagram (76.37%), Tiktok (64.98%) and Youtube (52.74%) every day. Based on data from the Ministry of PPPA (2021), children generally access the internet not for learning purposes. The percentage of children aged 7 to 17 who access the internet according to the purpose of accessing, the most is to get entertainment (81.47%), communicate through social media (75.89%), as a learning medium (53.24%), and to get entertainment (50.47%). In addition, children also access the internet to get information on goods or services (5.75%) and purchase goods (5.50%). McComb, et al (2023) discussed a meta-analysis of the social comparison impact of social media exposure, including Facebook, Instagram, and WeChat causing negative effects on users' emotions and self-evaluation. Ngafifi (2016) mentioned that the use of social media in adolescents can cause moral decline, change interaction and communication patterns, as well as delinquency and increase deviant behavior such as fighting and crime. In addition, social media can also cause cyberbullying, depression, sexting, and harm to privacy by adolescents (Thakkar 2006). Furthermore, exposure to social media can cause adolescents to experience health problems such as eating disorders, sexual health problems, drug use, and suicide (Moreno, Standiford, and Cody 2018). This condition certainly notes that adolescents are vulnerable to negative content due to social media exposure. Birowo developed a module on digital ethics in overcoming negative content. Digital ethics as moral principles that govern one's behavior in conducting activities with digital media, which will help in making correct and conscious choices of actions. To apply netiquette, it is necessary to have competence in analysis, evaluation verification, participation and collaboration in filtering negative content from social media exposure (Kusumastuti, et al 2021).

Self-control is one of the influential variables in controlling impulses to apply netiquette properly. Lack of self-control, which is driven by uncontrollable impulses, is seen as a moral deficiency (Goleman, 2005). Self-control is defined as a person's ability to adjust his behavior to what is accepted by society (Papalia, Olds and Feldman 2004). Borba (2008) expands on this definition, describing self-control as the ability to manage thoughts, actions, and emotions in response to both internal and external temptations, ultimately enabling individuals to act in accordance with their goals and values. In line with this, Nugraha, et al. (2023) also proved that student respondents with high self-control have the ability to control themselves and resist impulses from unwanted behavior, which is in accordance with norms, morals, and social expectations. Mardianto, M. (2023) found that there is a significant negative relationship between self-control and cyber aggression in adolescents, where the higher the level of self-control, the lower cyber aggression, and vice versa. There are two factors according to Bayraktar et al. (2014) that influence cyberbullying behavior, namely low self-control and bullying. Self-control in using social media is the ability needed to regulate behavior in social media so that it is in accordance with applicable norms (Agung 2020). The results showed that self-control has an influence on the application of netiquette. This is in line with Boosler and Holt (2010) who state that low self-control has a relationship with cybercrime, one of which is cyberbullying. The inability of adolescents to control themselves in the use of social media can lead to cyberbullying (Lazarinis 2010). Research suggests a link between deficient self-control and emotional intelligence with the engagement in negative online behaviors like cyberbullying and cybersex. Lomas et al. (2012) identified a lack of self-control, emotional control, and management as contributing factors to cyberbullying. Similarly, low emotional intelligence is associated with increased susceptibility to cybersex, according to Arifani (2016). Conversely, Lisnawati (2019) reports that individuals with high emotional intelligence and self-control demonstrate a significantly lower tendency to engage in cybersex.



Peer attachment directly affects social media exposure and indirectly affects netiquette (social media exposure variable as a mediator). The results of research by den Blanken, V. M. (2021) shows that adolescents who are more actively exposed to social media report higher levels of peer attachment. This is due to increased perceptions of social support through active personal social media use, in line with hyperpersonal communication theory. Adolescents also become more responsive to negative issues communicated by their closest friends, thus influencing adolescents' ethics and moral attitudes in using digital media (Besariani, et al. 2022). Peer attachment can also affect cyberbullying tendencies. Cyberbullying is an aggressive act from a person or group of people against another person who is weaker (physically or mentally), using digital media (Utami & Riany, 2020). Because peers are a very important social group for adolescents. Teenagers often follow the same values as peers (Yustito, et al. 2022). For this reason, positive role models and communities in cyberspace are needed to encourage respectful behavior and apply netiquette.

The use of digital technology must be supported by qualified digital literacy. Rahma (2015) suggested the need to improve the quality of Indonesian human resources through digital literacy education from the technical, cognitive and especially socio-emotional dimensions in order to be responsible in using digital technology to socialize, learn, collaborate in social media, and apply netiquette. Research on netiquette needs to be developed because it is included in the digital competency framework for adolescents in developing digital capacity as a daily tool (Soler-Costa, et al. 2021).

#### 4. CONCLUSION AND RECOMMENDATION

Based on the results of the analysis and discussion, the influence of self-control, peer attachment, and emotional intelligence on netiquette through social media exposure in adolescents show significant results. Emotional intelligence, self-control, and social media exposure affect internet etiquette (netiquette), while peer attachment affects social media exposure (as a moderator) and indirectly affects netiquette in adolescents. Emotional intelligence has the greatest influence on netiquette. This shows that it is important for teenagers to have good emotional intelligence so that they can have good netiquette in social media. Individual competence in terms of digital literacy needs to be improved to use various digital platforms politely, properly, and correctly in accordance with netiquette. Adolescents must be equipped with a good moral understanding to control themselves, manage their emotions and filter social media exposure to apply netiquette. Researchers also posit that adolescents' netiquette may be influenced by additional factors beyond the examined variables, including cognitive intelligence, parental caregiving, and the occurrence of adolescent bullying victimization. Although research in the field of netiquette is still limited, there seems to be a need to continue developing efforts to improve digital literacy and the application of netiquette to understand and improve people's behavior in the ever-changing digital context. Further recommendations include the expectation for parents and school educators to impart a comprehensive understanding of the effects of social media and internet exposure, shape children's emotional intelligence, and offer guidance on netiquette. Parents and teachers should also exercise supervision over adolescents' social media usage to ensure proper behavior online. Furthermore, it is anticipated that the government will enact stringent policies governing social media use, undertake extensive educational campaigns within the community to promote safe and responsible internet practices, fostering the development of adolescents into proficient and judicious internet users. Hence, acquiring more extensive data is crucial to bolster the conclusions drawn in this study. This research may not fully encapsulate the broader adolescent population in Indonesia, given the constraints imposed by the limited number of respondents. Consequently, it is suggested that future research endeavors encompass a broader scope, providing a more diverse portrayal of Indonesia. Additionally, exploring other variables associated with netiquette and online behavior is recommended for a more comprehensive understanding.

#### 5. ACKNOWLEDGEMENTS

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