

Validity and Reliability Testing of A Self-Control Instrument for Second Account Instagram Users Among Senior High School

¹*Putra Wibisono., ¹M. Ramli , ¹Nur Hidayah , ¹Henny Indreswari , ¹Khairul Bariyyah 

¹Universitas Negeri Malang, East Java, Indonesia.

Article Information	ABSTRACT
Received: May 2026	Background: The use of social media, particularly Instagram, has evolved beyond a mere communication tool. It now serves as a space for digital identity formation, including through the phenomenon of second accounts (finsta). This development is closely linked to individuals' self-control abilities, especially among adolescents who tend to express themselves more freely in digital environments. Aim: This study aims to examine the validity and reliability of a self-control instrument for high school students who use second Instagram accounts. A quantitative approach was employed, utilizing a survey design involving 31 randomly selected students. The instrument consisted of 38 items across three aspects behavioral control (13 items), cognitive control (14 items), and decision control (11 items) comprising 23 favorable and 15 unfavorable items scored on a five-point Likert scale (1 = Sangat Tidak Sesuai to 5 = Sangat Sesuai), with unfavorable items reverse-scored so that higher scores reflect greater self-control. The instrument was adapted from the research conducted by Annisa Rustam, a student of Islamic Guidance and Counseling at IAIN Parepare, with adjustments made to suit the context and objectives of this study. Validity was assessed using the Pearson Product-Moment correlation technique, while reliability was measured using Cronbach's Alpha. The analysis results indicated that 21 items were valid, with calculated <i>r</i> values exceeding the critical <i>r</i> (0.355), and a Cronbach's Alpha of 0.861 demonstrated a high level of internal consistency. These findings suggest that the instrument meets psychometric standards and is appropriate for measuring self-control in the context of second Instagram account usage. Keywords: Self-Control, Second Account, Instagram, Validity, Reliability
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Corresponding Author:

Putra Wibisono

Guidance and Counseling

Universitas Negeri Malang

Cakrawala Street No. 5, Sumberari, Lowokwaru District, Malang City, East Java 65145.

Email: putrawbsn35@gmail.com

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INTRODUCTION

The rapid advancement of information and communication technology has profoundly transformed how people interact, shifting social engagement increasingly toward digital spaces. Social media platforms no longer function merely as channels of communication; they have become new arenas in which individuals build relationships, exchange information, and express themselves with greater breadth and flexibility (Pasaribu et al., 2025). Within this context, Instagram has established itself as one of the most dominant platforms in use, offering a diverse range of visual and interactive features that enable users to construct and represent their digital identities through photo and video uploads as well as symbolic interactions with other users (Prasetyanto et al., 2024). Expanding on this, Nadia Afifah and Septi Kuntari (2025) argue that social media Instagram in particular functions not merely as a medium for personal expression, but also as a site of social identity construction, through which individuals actively shape the self-image, values, and perceptions they wish to project to the digital public. This transformation underscores the fact that social interaction in the modern era is no longer confined to physical spaces; rather, it has evolved into a form of virtual engagement that is complex, dynamic, and deeply consequential for the formation of individual identity in everyday life.

As the intensity of social media use has grown, a notable phenomenon has emerged: the widespread adoption of secondary accounts, or *second accounts*, on Instagram, which has come to constitute a distinctive dimension of individual digital identity in the contemporary era. Saidah and Trianutami (2023) observe that such accounts are typically employed as more private alternative spaces in which individuals may express themselves with greater freedom, unencumbered by the social pressures that tend to accompany primary accounts oriented toward the projection of an idealized self. In practice, individuals frequently use secondary accounts to release emotional tension, share personal experiences, and engage in more intimate interactions within restricted social circles such as close friends or select communities thereby cultivating a sense of security in self-expression (Malinda Syafrina & Tutut Chusniyah, 2025). Research by Zahra et al. (2023) further reveals that this phenomenon reflects a form of identity differentiation, wherein primary

accounts serve the function of public and social self-presentation, while secondary accounts provide a space for displaying a more authentic and spontaneous sense of self. This is further corroborated by Kotliar (2020), whose research on multi-account behavior in social media confirms that individuals tend to construct audience segmentation as a strategy for maintaining privacy and comfort in their interactions. It follows that the existence of secondary accounts represents more than an alternative mode of social media engagement; it also reflects a deeper psychological need to manage identity, emotions, and social relationships with greater flexibility in the face of increasingly complex demands of digital existence.

The phenomenon of secondary account usage on social media introduces a set of psychological dynamics that are far from straightforward, particularly as they relate to individuals' capacity for self-control. Self-control is fundamentally understood as the capacity to regulate behavior, emotions, and internal impulses in ways that remain consonant with social norms and long-term goals (Baumeister et al., 2007). Individuals who find themselves in environments characterized by minimal social oversight are at heightened risk of engaging in impulsive behavior, including the unfiltered expression of negative emotions. Tanzeem et al. (2025) demonstrate that diminished self-control is associated with an increased propensity for impulsive behavior in digital environments, particularly within social media interactions that are heavily laden with emotional stimulation. This pattern suggests that the relative anonymity afforded by secondary accounts may function as a contextual trigger that weakens regulatory capacity and amplifies emotionally driven online behavior.

At the same time, the comparatively unconstrained nature of secondary account usage may exert a significant influence on individuals' levels of self-control. In contexts where social pressure is considerably less pronounced than on primary accounts, individuals frequently perceive themselves as having greater latitude to voice their thoughts and feelings without extensive deliberation, which may in turn give rise to less regulated behavior. This observation aligns with Baumeister et al.'s (2007) finding that self-regulatory capacity is inherently limited and subject to depletion under conditions that reduce the demands placed upon it. Furthermore, Suler's (2004) concept of the *online disinhibition effect* posits that the anonymity and reduced immediacy of consequences characteristic of digital spaces may encourage individuals to behave more impulsively and with less restraint than they would in face-to-face contexts. Research by Denson et al. (2012) similarly confirms that low self-control is closely associated with heightened levels of aggressive and impulsive behavior across a range of social settings, including digital media environments. Accordingly, the phenomenon of secondary account usage cannot be understood solely as an exercise of expressive freedom; it must also be recognized as a space that poses a substantive challenge to individuals' self-regulatory capacities. This highlights the need for a more comprehensive approach to understanding and measuring users' self-control in order to mitigate the potential negative consequences that may arise.

In psychological research, the quality of a measurement instrument matters greatly not only must it accurately capture what it intends to measure, but it must also produce consistent results across different situations. A high-quality instrument must reflect individuals' actual psychological states rather than yield random or misleading data. Reliability, as emphasized by Cronbach (1951), ensures that an instrument produces stable and dependable results across diverse measurement contexts. Validity, described by Messick (1995), refers to the degree to which an instrument genuinely measures the intended construct rather than something else entirely. Together, these two criteria form the foundation of any trustworthy psychological measurement tool (DeVellis, 2017).

Validity testing in psychological research may be conducted through a range of approaches including content validity, construct validity, and criterion validity each of which is designed to ensure that the instrument accurately represents the concept under investigation. Reliability, for its part, is most commonly evaluated using Cronbach's Alpha, which assesses the internal consistency among items within a scale that is, the degree to which items are mutually correlated and constitute a coherent, unified construct. As Boateng et al. (2018) explain, Cronbach's Alpha is the most widely used indicator of internal consistency, with a coefficient of ≥ 0.70 generally regarded as indicative of acceptable reliability. DeVellis (2017) further emphasizes that the process of scale development must proceed through systematic stages that incorporate both validity and reliability testing to ensure that the resulting data can be interpreted accurately and without distortion. Instruments that fail to meet these criteria risk producing biased and unstable data, potentially leading to erroneous conclusions and a reduction in the overall rigor and quality of research findings.

Although research on self-control has been conducted across a wide range of contexts, studies that specifically examine the validity and reliability of self-control instruments among Instagram secondary account users remain comparatively rare. Prior research, such as that conducted by Ridna Shafira and colleagues (2026), suggests that self-control instruments applied to social media users in general already demonstrate sufficient psychometric quality for research purposes. However, the more personal, permissive, and normatively relaxed characteristics of secondary accounts relative to primary accounts suggest that distinct self-regulatory dynamics may emerge in this context. Under such conditions, individuals tend to express their thoughts and emotions with fewer constraints, which may alter the way in which self-control operates. It is therefore essential to re-examine the instruments employed to ensure their appropriateness and sensitivity within this specific context. Research focused on evaluating the psychometric quality of self-control instruments among secondary account users thus represents an important step toward obtaining a more accurate and contextually valid understanding of the phenomenon.

On the basis of the foregoing discussion, this study aims to examine the validity and reliability of a self-control instrument among Instagram secondary account users, with particular focus on senior high school students, as part of an effort to ensure that the

measurement tool employed is genuinely capable of representing the construct of self-regulation with accuracy and consistency within a digital context. This examination is of particular importance given that the interaction patterns characteristic of secondary accounts which tend to be more personal and less normatively constrained may influence how individuals, especially adolescent senior high school students, manage their emotions and behavior. It is therefore anticipated that the findings of this study will contribute not only to the development of more accurate, adaptive, and contextually grounded psychological instruments, but also to the empirical understanding of the behavioral dynamics of social media users among senior high school students, particularly as they relate to self-regulatory capacity within an increasingly complex and dynamic digital landscape.

METHOD

This study employs a quantitative approach utilizing a survey design, with a questionnaire instrument administered to measure levels of self-control among Instagram secondary account users. The data used are primary data obtained directly from respondents, consisting of 31 active students selected through a random sampling technique. The research instrument was constructed in the form of a rating scale with scores ranging from 1 to 5, wherein higher scores indicate greater levels of self-control. The questionnaire comprised a set of statements developed on the basis of established dimensions of self-control, including the ability to regulate behavior, manage cognition, and make decisions in the context of social media use specifically within the context of Instagram secondary account usage. Through this design, the study was directed toward obtaining an empirical portrait while simultaneously evaluating the psychometric quality of the instrument to ensure that it accurately and consistently represents the self-control construct within the specific context under investigation. The instrument was adapted from research conducted by Annisa Rustam, a student of Islamic Guidance and Counseling at IAIN Parepare, with adjustments made to suit the context and requirements of the present study.

Data Collection Procedure

The participants in this study comprised 31 senior high school and madrasah aliyah (SMA/MA) students in Malang City, consisting of 17 female and 14 male students drawn from grades X (n = 10), XI (n = 11), and XII (n = 10). Sampling was conducted using a probability sampling technique through a simple random sampling approach, in which every member of the population has an equal probability of being selected as a respondent (Babbie, 2011). This technique was implemented without consideration of particular individual characteristics, thereby minimizing sampling bias and enhancing the representativeness of the sample with respect to the broader population. Inclusion criteria required participants to be actively enrolled students who had maintained a secondary Instagram account for a minimum of three months at the time of data collection. Students who did not own a secondary account or whose accounts had been inactive for more than one month were excluded from the study, ensuring that all respondents possessed sufficient experience with the platform to provide meaningful and reliable responses.

RESULTS AND DISCUSSION

Results

This study aims to examine the validity and reliability of a self-control measurement instrument among senior high school students. The instrument employed is a self-control scale developed on the basis of the dimensions of self-control proposed by Averill (1973), encompassing behavioral control, cognitive control, and decision control. The scale consists of 38 items designed to assess students' capacity to regulate their behavior, manage their cognition, and make sound decisions, particularly within the context of Instagram secondary account usage. The participants in this study comprised 31 senior high school and madrasah aliyah (SMA/MA) students in Malang City, drawn from grades X, XI, and XII. Participants were selected through a random sampling procedure to ensure a more representative sample. Through this study, it is anticipated that the extent to which the self-control instrument demonstrates adequate levels of validity and reliability can be determined, thereby establishing its suitability for measuring students' self-regulatory capacity within social media environments particularly among Instagram secondary account users.

1. Validity Testing Results of the Self-Control Scale Among Instagram Secondary Account Users

In this study, validity testing of the self-control instrument was conducted using the Pearson Product Moment correlation technique, which examines the relationship between each item score and the total scale score. With 30 respondents participating in the analysis, the critical r-table value at a significance level of 0.05 is 0.355. An item is considered to satisfy the validity criterion if its computed r-value exceeds this critical threshold. Through this procedure, items that are suitable for retention in the instrument on the grounds that they accurately represent the measured construct can be systematically identified. The detailed results of the validity testing are presented in the table below.

Table 1. Pearson Product Moment Correlation Values

Code	r _{Tabel}	r _{Hitung}	Note
SC1	0,355	0,177	Invalid
SC2	0,355	0,510	Valid
SC3	0,355	0,587	Valid

SC4	0,355	0,560	Valid
SC5	0,355	0,494	Valid
SC6	0,355	0,372	Valid
SC7	0,355	0,466	Valid
SC8	0,355	0,041	Invalid
SC9	0,355	0,511	Valid
SC10	0,355	0,229	Invalid
SC11	0,355	0,123	Invalid
SC12	0,355	0,128	Invalid
SC13	0,355	0,398	Valid
SC14	0,355	0,483	Valid
SC15	0,355	0,531	Valid
SC16	0,355	0,298	Invalid
SC17	0,355	0,017	Invalid
SC18	0,355	0,321	Invalid
SC19	0,355	0,041	Invalid
SC20	0,355	0,334	Invalid
SC21	0,355	0,446	Valid
SC22	0,355	0,448	Valid
SC23	0,355	0,286	Invalid
SC24	0,355	0,380	Valid
SC25	0,355	0,414	Valid
SC26	0,355	0,466	Valid
SC27	0,355	0,553	Valid
SC28	0,355	0,319	Invalid
SC29	0,355	0,429	Valid
SC30	0,355	0,632	Valid
SC31	0,355	0,559	Valid
SC32	0,355	0,262	Invalid
SC33	0,355	-0,095	Invalid
SC34	0,355	0,080	Invalid
SC35	0,355	0,466	Valid
SC36	0,355	0,257	Invalid
SC37	0,355	0,626	Valid
SC38	0,355	0,220	Invalid

Based on the validity testing results, of the 38 self-control scale items analyzed, a number of items were found to satisfy the validity criterion by yielding computed r -values exceeding the critical r -table value of 0.355. The items declared valid include SC2, SC3, SC4, SC5, SC6, SC7, SC9, SC13, SC14, SC15, SC21, SC22, SC24, SC25, SC26, SC27, SC29, SC30, SC31, SC35, and SC37. This indicates that these items are capable of measuring the self-control construct adequately and may be retained for subsequent analysis. Conversely, a number of items failed to meet the validity criterion, as their computed r -values fell below the critical r -table threshold; some even yielded negative correlation values. The items identified as invalid include SC1, SC8, SC10, SC11, SC12, SC16, SC17, SC18, SC19, SC20, SC23, SC28, SC32, SC33, SC34, SC36, and SC38. This finding indicates that these items insufficiently represent the construct being measured, and therefore warrant consideration for revision or elimination in order to improve the overall psychometric quality of the instrument.

Table II. Classification of Valid Self-Control Scale Items by Dimension

<i>Self Control Dimension</i>	Item Code	r_{Hitung}	Note
<i>Behavioral Control</i>	SC2	0,510	Valid
	SC3	0,587	Valid
	SC4	0,560	Valid
	SC5	0,494	Valid
	SC6	0,372	Valid
	SC7	0,466	Valid

Cognitive Control	SC9	0,511	Valid
	SC13	0,398	Valid
	SC14	0,483	Valid
	SC15	0,531	Valid
	SC21	0,446	Valid
	SC22	0,448	Valid
	SC24	0,380	Valid
	SC25	0,414	Valid
	SC26	0,466	Valid
	SC27	0,553	Valid
Decision Control	SC29	0,429	Valid
	SC30	0,632	Valid
	SC31	0,559	Valid
	SC35	0,466	Valid
	SC37	0,626	Valid

The classification of valid items reveals that each dimension of self-control is adequately represented within the instrument. The behavioral control dimension comprises eight items that satisfy the validity criterion, indicating the instrument's capacity to consistently capture individual behavioral regulation. The cognitive control dimension is likewise supported by eight valid items with relatively stable computed *r*-values, reflecting a well-measured representation of cognitive self-regulatory capacity. The decision control dimension, meanwhile, consists of five valid items, several of which yield notably high *r*-values, suggesting that this dimension makes a strong contribution to representing decision-making processes within the context of self-control. Taken together, the distribution of valid items across the three dimensions demonstrates that the instrument possesses proportional dimensional coverage and is suitable for further analysis.

2. Reliability Testing Results of the Self-Control Scale Among Instagram Secondary Account Users

Reliability testing in this study was conducted to assess the degree to which the self-control instrument demonstrates internal consistency in measuring the same underlying construct. The method employed was Cronbach's Alpha coefficient, which is widely used to evaluate inter-item stability within a scale (Cronbach, 1951). An instrument is considered to possess adequate reliability when its Cronbach's Alpha value meets or exceeds the recommended threshold of 0.70, thereby indicating that the items within the scale are mutually correlated and capable of producing consistent measurements.

Table III. Reliability Statistics

Cronbach's Alpha	N of Items
0,861	31

A Cronbach's Alpha value of 0.861 across 31 items exceeds the commonly recommended minimum threshold of 0.70, indicating that the instrument demonstrates excellent reliability. This result suggests that the level of internal consistency of the instrument not only meets the established standard but also falls within the high reliability category. All items within the scale are capable of measuring the self-control construct in a consistent manner, and the results are sufficiently dependable for use in further analysis.

Discussion

The validity testing results in this study indicate that not all items of the self-control scale were capable of optimally representing the measured construct. Of the 38 items in total, only 21 satisfied the validity criterion, while the remainder were deemed invalid on the grounds that their correlation values fell below the critical *r*-table threshold or yielded negative values. Nunnally and Bernstein (1994) affirm that not all items in the early stages of instrument development will immediately meet established validity standards, and that a process of item selection is therefore necessary to identify items that are genuinely representative. The elimination of invalid items in this study constitutes a methodologically sound step that ultimately strengthens the quality of the measurement tool. Moreover, these findings underscore the importance of iterative evaluation in instrument development; through the systematic removal of poorly performing items, researchers can ensure that every retained item possesses strong discriminative power and is contextually relevant to the research setting, thereby enhancing the accuracy with which self-control is measured among respondents.

Upon closer examination, the items that failed to meet the validity criterion may be attributable to several factors, including ambiguous item wording, variability in respondents' interpretation, or a lack of fit with the specific context of Instagram secondary account usage. This is consistent with Averill (1973), who explains that self-control is a multidimensional construct, and that item development must therefore be specifically designed to capture behavioral, cognitive, and decision-making aspects with precision.

When an item fails to adequately represent these dimensions, its contribution to the total scale score is weakened, which is ultimately reflected in a low correlation value.

The classification of valid items by dimension reveals that all three dimensions of self-control are proportionally represented within the instrument. The behavioral control dimension comprises eight valid items that reflect individuals' capacity to regulate their actions and responses to environmental stimuli. Baumeister et al. (2007) explain that behavioral control constitutes a central component of self-regulation, particularly in the context of impulsive behavior on social media. Similarly, the cognitive control dimension is supported by eight valid items that reflect individuals' ability to manage their thoughts and appraise situations, which plays an important role in facilitating more rational responses.

The decision control dimension, consisting of five valid items, demonstrates a reasonably strong contribution despite containing fewer items. Several items within this dimension yield relatively high correlation values, indicating that decision-making capacity constitutes an important component of self-control in the context of social media use. This aligns with Mischel (2011), who emphasizes that the ability to delay gratification and make sound decisions represents a primary indicator of effective self-control. Accordingly, although this dimension contains fewer items, their quality is nonetheless sufficient to make a meaningful contribution to the overall construct.

The reliability testing yielded a Cronbach's Alpha value of 0.861, which exceeds the minimum acceptable threshold of 0.70. This indicates that the instrument possesses high internal consistency, such that the items within it function cohesively in measuring self-control. This finding is consistent with the conceptualization of reliability advanced by Cronbach (1951), wherein a high alpha value reflects strong inter-item relatedness within a single scale. Furthermore, Tavakol and Dennick (2011) note that Cronbach's Alpha values above 0.80 fall within the excellent category and are indicative of high instrument stability. This assertion is corroborated by the present findings, in which an Alpha value of 0.861 demonstrates that the items of the self-control scale exhibit strong internal consistency and are well-correlated with one another. In other words, all items within the instrument are capable of measuring the self-control construct in a stable and dependable manner, such that the resulting measurements attain a high degree of accuracy and are suitable for use in further analysis.

Taken together, the findings of this study indicate that the selected self-control instrument is of sufficient quality for use in research contexts, particularly among students who are users of Instagram secondary accounts. Although certain items still require revision or elimination, the proportional distribution of valid items across each dimension, combined with the high reliability coefficient, serves as an indicator that the instrument is suitable for use. The instrument thus not only rests on a sound theoretical foundation but is also supported by adequate empirical evidence, rendering it a viable reference for future research on self-control in the digital era.

CONCLUSION

Based on the findings of this study, it can be concluded that the self-control scale instrument administered to senior high school students who are users of Instagram secondary accounts has demonstrated adequate levels of validity and reliability. The validity testing results indicate that the retained items adequately represent all three dimensions of self-control behavioral, cognitive, and decision control suggesting that the instrument is capable of capturing the construct in a balanced and proportional manner rather than overrepresenting any single aspect of self-regulatory functioning. Furthermore, a Cronbach's Alpha value of 0.861 indicates high internal consistency, confirming that all items within the scale are mutually correlated and produce stable, dependable measurements. It can therefore be concluded that this instrument is suitable for use in further research as well as for the assessment of students' self-regulatory capacity within social media contexts.

On the basis of these findings, it is recommended that future researchers undertake revision of the items that failed to meet the validity criterion, so as to render the instrument more comprehensive and representative. In addition, studies employing larger and more diverse samples may be conducted to enhance the generalizability of the results. Schools and educators are likewise encouraged to utilize this instrument as a tool for assessing and developing students' self-control capacity, particularly in relation to the management of social media use, so that educational interventions may be more precisely targeted and effective in fostering more disciplined and responsible behavior among students.

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