

Analysis of Factors That Influence Bullying Behavior in Adolescents in Public Middle School in East Jakarta Region

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ABSTRACT

Bullying is intentional aggressive behavior by a stronger individual or group of peers against a weaker individual or group of peers, whether physically, verbally, or psychologically. This behavior occurs repeatedly and has a negative impact on the victim. The discussion in this research that will be examined are the factors that influence bullying behavior, including: age, gender, parents' educational background, parents' parenting patterns, and peer factors. This research was conducted to determine the factors that influence bullying behavior among teenagers at State Middle Schools in the East Jakarta Region. This type of research is quantitative correlation research with a cross sectional approach and the sampling technique in the research was carried out using non-random sampling with a purposive sampling technique. The sample size in this study was 115 respondents and was analyzed using the chi square test for bivariate and univariate analysis. Based on the results of the analysis, there is a relationship between parental parenting factors and bullying behavior (p value 0.014), and peer factors (p value 0.006) and bullying behavior. Based on the research results from the data presentation and discussion as described in the previous chapter, the results of this research explain based on the characteristics of the respondents (age, gender, and educational background of parents) which are of particular concern regarding internal factors that can be formed in the family to pay attention to each age stage of their child's development.

Keywords: Age; Bullying Behavior; Gender; Parental Background; Parenting Patterns; Peers

ABSTRAK

Bullying adalah perilaku agresif yang disengaja oleh individu atau kelompok teman sebaya yang lebih kuat terhadap individu atau kelompok teman sebaya yang lebih lemah, baik secara

fisik, verbal, atau psikologis. Perilaku ini terjadi secara berulang-ulang dan berdampak negatif pada korban. Pembahasan dalam penelitian ini yang akan dikaji adalah faktor-faktor yang mempengaruhi perilaku *bullying*, antara lain: usia, jenis kelamin, latar belakang pendidikan orang tua, pola asuh orang tua, dan faktor teman sebaya. Penelitian ini dilakukan untuk mengetahui faktor-faktor yang mempengaruhi perilaku *bullying* pada remaja di Sekolah Menengah Pertama Negeri di Wilayah Jakarta Timur.

Jenis penelitian ini adalah penelitian korelasi kuantitatif dengan pendekatan *cross sectional* dan teknik pengambilan sampel dalam penelitian ini dilakukan menggunakan *non random sampling* dengan teknik *purposive sampling*. Jumlah sampel dalam penelitian ini adalah 115 responden dan dianalisis dengan menggunakan uji *chi square* untuk analisis bivariat dan univariat. Berdasarkan hasil analisis, terdapat hubungan antara faktor pola asuh orang tua dengan perilaku *bullying* (p value 0,014), dan faktor teman sebaya (p value 0,006) dengan perilaku *bullying*. Berdasarkan hasil penelitian dari penyajian data dan pembahasan seperti yang telah diuraikan pada bab sebelumnya, maka hasil dari penelitian ini dijelaskan berdasarkan karakteristik responden (usia, jenis kelamin, dan latar belakang pendidikan orang tua) yang menjadi perhatian khusus mengenai faktor internal yang dapat dibentuk dalam keluarga untuk memperhatikan setiap usia tahap perkembangan anak mereka.

Kata Kunci: Perilaku *Bullying*; Usia; Jenis Kelamin; Latar Belakang Orang Tua; Pola Pengasuhan; Teman Sebaya

INTRODUCTION

Bullying is intentional aggressive behavior by a stronger individual or group of peers against a weaker individual or group of peers, whether physically, verbally, or psychologically. This behavior occurs repeatedly and has a negative impact on the victim (Pujiharti, 2023). According to UNICEF from KPAI, bullying complaints to the Indonesian Child Protection Commission (KPAI Team, 2020) totaled 37,381 between 2011 and 2019. In 2020, KPAI recorded more than 500 complaints regarding violence against children which included various forms of bullying. Of this number, the majority are cases of bullying at school, with children being victims of physical and psychological violence.

The highest percentage of bullying occurrences at the junior high school level happened in Jakarta (72.7%), Surabaya (67.2%), and Yogyakarta (63.8%).

Currently, there are many acts of violence occurring in schools and this is evidenced by the many reports in print and online media about acts of violence occurring in schools. Bullying against teenagers often occurs and is real, but is still often ignored, especially in developing countries, one of which is Indonesia. Bullying among teenagers has a negative impact on victims related to emotional, physical and social health status (Kamas & Wijayanti, 2017).

Based on research conducted in 2020 with the Indonesia-National Adolescent Mental Health Survey (I-NAMHS), it was reported that as many as 34.9% of teenagers showed

mental problems. The cause is anxiety, which is a mental disorder that accounts for 26.7% and is commonly experienced among teenagers aged 10-17 years in Indonesia. This phenomenon is caused by risk factors for adolescent mental disorders such as bullying that occurs at school and education, relationships with peers and family, as well as adverse childhood experiences such as giving unconstructive punishment such as excessive physical punishment and using words. rude, so that teenagers will grow up to develop a sense of not respecting each other (Wilopo, 2022).

According to (Syukri, 2020) research on the factors that influence the occurrence of bullying at school, which was conducted at SMP 19 in Jambi City, 14.3% of teenagers had democratic parenting patterns, 18.4% had authoritarian parenting patterns, and 15.3% had permissive parenting styles. According to this investigation, there is a link between parental styles and bullying behavior in adolescents. According to Widodo et al., (2021), factors that influence the occurrence of bullying in the school environment exist. The study was done at SD Panggung 4, Tegal City. It was reported that there was a relationship between peers and bullying incidents in children, which showed that 36 children (46.5%) were in the low category and 41 children (53.2%) were in the medium category. This shows that the

role of peers in doing negative things still exists, but there are some children who want to follow group rules. This study also reported that based on gender characteristics, male respondents with the highest percentage of bullying incidents were 45 children (58.4%) and the number of female respondents was 32 children (41.6%). This is because men have a high tendency to bully, the perception is that boys doing bullying is revenge because they were previously treated the same way.

Another factor related to bullying incidents is the educational background of parents. Research conducted at Nagari Tanjung Sani Middle School in 2023 reported data for the highest level of parental education, the most dominant being high school level at (60.9%), then junior high school level at (21.7%), then elementary school and university level. both are (8.7%). Parental education influences children's growth and development because parents' educational backgrounds form their thinking when educating and leading their children. Education also influences parents' parenting patterns, thereby shaping children's behavior. Based on the description above, it is known that there are many factors that influence the incidence of bullying in teenagers. The increasing number of bullying each year makes researchers want to conduct research " Analysis of Factors

That Influence Bullying Behavior in Adolescents in Public Middle School in East Jakarta Region".

METHOD

This research is a quantitative study that describes analytical descriptive methods using a cross-sectional approach, where data measurements or observations are carried out simultaneously during data collection. This was done to analyze the factors that influence bullying behavior in teenagers by collecting data without any prior intervention or experimental treatment. The population in this study were teenagers aged 12-15 years at SMP Negeri 234 East Jakarta. The number of samples used was 115 respondents.

In this study, the sampling technique used in the research to be carried out is non-random sampling with a purposive sampling technique, using non-random purposive sampling to focus more on the samples taken, namely by selecting samples by the researcher based on the characteristics and traits of the population that have been determined by the researcher in accordance with the inclusion and exclusion criteria, where these criteria determine whether or not the sample can be used, which will be

used. The independent variables in this study are the characteristics of adolescents based on age, gender, parental educational background, parenting patterns, and peers which influence bullying behavior in adolescents. The dependent variable (dependent variable) in this study is bullying behavior in adolescents.

In this investigation, a conventional questionnaire was utilized. Questionnaires are used to assess numerous aspects, including parenting style and bullying behavior. The collected data was then analyzed using the Chi Square test to determine the relationship between variables and the Logistic Regression test to identify the most essential parts. The questionnaires employed in this study were evaluated for validity and reliability, and they were all confirmed to be valid. This study passed an ethical review.

RESULTS AND DISCUSSION

A. Univariate Analysis

1. Description of the Demographic Characteristics of Adolescent Respondents

The characteristics of adolescents in this study were age, gender and parental education.

Table 1.1 Distribution of Data on Demographic Characteristics of Respondents in State Middle Schools in the East Jakarta Region (n=115)

Variable		(n)	(%)
Age	≤ 14 years old	87	75,7
	> 14 years old	28	24,3
Gender	Male	59	51,3
	Female	56	48,7
Parental education	Higher Education	18	15,7
	Secondary Education	77	67,0
	Primary Education	20	17,4

Based on the table above, it is known that the majority of teenage respondents are aged ≤ 14 years, namely 87 teenagers (75.7%), the gender of the majority of respondents is male, namely 59 teenagers (51.3%), the educational background of

their parents. Most of them had a secondary education level, namely 77 respondents (67.0%).

2. Description of Bullying Behavior in Adolescents

Table 1.2 Distribution of Bullying Behavior Descriptions among Adolescents in State Middle Schools in the East Jakarta Region (n=115)

Variable		(n)	(%)
Perpetrator	Never do	31	67,4
	Ever do	15	32,6
Victim	Never do	19	27,5
	Ever do	50	72,5

The table above shows the distribution of data regarding bullying incidents. The majority were victims who had experienced bullying behavior, namely 50 respondents (72.5%), while the perpetrators who had experienced bullying incidents were 15 respondents (32.6%). This is in accordance

with the results of research by Pratiwi et al., (2021) which states that teenagers can act out two behaviors, namely perpetrators and victims of bullying. Bullying behavior allows teenagers to have a dual role, namely as perpetrator and victim. Teenagers who become perpetrators and victims of

bullying are initially teenagers who have experienced bullying, then they will find ways to carry out bullying. They carry out bullying with the aim of revenge, the desire to be praised by friends, and to express pleasure such as being able to control an area that they think they can. respected by other groups.

B. Bivariate Analysis

Bivariate data analysis for further analysis of perpetrators and victims of bullying is referred to as bullying behavior.

Determination of bullying behavior is in accordance with what was stated according to Parada (2000). This analysis also uses the chi-square test to assess the relationship between factors that influence bullying behavior in adolescents based on (adolescent age, gender, parents' educational background, parenting style factors, and peer factors) bullying behavior in adolescents. The peer variable was dichotomized, because in the chi-square test there were 20% cells with an expected value <5.

Table 1.3 Distribution of Data on the Relationship of Factors that Influence Bullying Behavior among Adolescents in State Middle Schools in the East Jakarta Region (n=115)

Variable	Bullying Behavior				Total		<i>p value</i>	OR (95% CI)
	Never do		Ever do		F	%		
	F	%	F	%				
Age								
≤ 14 years old	21	24,1	66	75,9	87	75,7	0,120	-
> 14 years old	11	39,3	17	60,7	28	24,3		
Gender								
Male	16	27,1	43	72,9	59	51,3	0,862	-
Female	16	28,6	40	71,4	56	48,7		
Parental Education								
Higher Education	6	33,3	12	66,7	18	15,7	0,286	-
Secondary Education	18	23,4	59	76,6	77	67,0		
Primary Education	8	40,0	12	60,0	20	17,4		
Parental Pattern								
<i>Democratic</i>	12	38,7	19	61,3	31	27,0	0,014	-
<i>Permissive</i>	16	34,8	30	65,2	46	40,0		
<i>Authoritarian</i>	4	10,5	34	89,5	38	33,0		
Peers								
Good Influence	13	18,6	57	81,4	70	60,9	0,006	0,312 (0,134 – 0,726)
Bad Influence	19	42,2	26	57,8	45	39,1		

1. Relationship between age and bullying behavior in teenagers

The results of the analysis of the relationship between adolescent age and the incidence of bullying behavior show a p-value of 0.120 ($> \alpha = 0.05$), which means that H_a is rejected and H_0 is accepted. The results of this analysis show that there is no significant relationship between adolescent age and the incidence of bullying behavior in adolescents. This is in line with what is said according to research by Samarinda et al., (2023) that teenagers aged 12-15 years are considered to be teenagers who are still very unstable and have many problems because of the desire to try to rebel, resulting in high levels of bullying behavior.

2. The Relationship between Gender and Bullying Behavior in Adolescents

The results of the analysis of the relationship between gender factors and the incidence of bullying behavior show a p-value of 0.862 ($> \alpha = 0.05$), which means that H_a is rejected and H_0 is accepted. The results of this analysis show that there is no significant relationship between gender and the incidence of bullying behavior in adolescents. This is in line with previous research that the majority of incidents were male, namely 67 respondents (47.5%) male teenagers tended to carry out bullying acts

compared to female teenagers. Because teenage boys naturally have an aggressive nature compared to teenage girls, this has an influence because teenage boys tend to do physical activity so their behavior is aggressive compared to teenage girls who rarely do physical activity (Luthfiani Saputri, 2022).

3. Relationship between parents' educational background and bullying behavior in adolescents

The results of the analysis of the relationship between parental background factors and the incidence of bullying behavior in adolescents show data with a significance value or p-value of 0.286 ($> \alpha = 0.05$), which means that H_a is rejected and H_0 is accepted. It can be concluded that there is no significant relationship between parental education and the incidence of bullying behavior in adolescents. This is in line with previous research which states that highly educated parents will have wider access and opportunities to study or find out about children's bullying behavior and its effects on children's development, therefore parents are said to be the foundation of all knowledge or modeling for children in overcoming bullying behavior. Apart from that, parental involvement also illustrates that parents have a broad understanding and view of

bullying behavior, helping parents learn and understand each child's attitudes and actions whether they fall into the category of bullying behavior or not (Diannita et al., 2023).

4. Relationship between parenting styles and bullying behavior in teenagers

The results of the analysis of the relationship between parenting patterns and the incidence of bullying behavior showed that $p\text{-value} = 0.014$, because $p\text{-value} = 0.014 (< \alpha = 0.05)$ so it means that H_0 was rejected and H_a was accepted. It can be seen that there is a significant relationship between parental parenting patterns and the incidence of bullying behavior among teenagers in State Middle Schools in the East Jakarta Region. The results of this research are in line with (Syukri, 2020) which found that there was a relationship between parenting styles and bullying behavior in teenagers at SMP Negeri 19 Jambi city $p\text{-value} < 0.05$ which explains that the parenting patterns implemented by parents will influence bullying behavior in teenagers, where the better the parenting pattern that is implemented and the method and the goals of the parenting match are in line, the more aggressive behavior, including bullying behavior, will be minimized by teenagers.

This research states that the parenting style applied by respondents is more of an authoritarian parenting style. Authoritarian parenting is applied by parents who do not recognize compromise and communication is always one-way. Parents tend to force, order and punish if children do not obey their orders. An authoritarian parenting style that makes it mandatory for children to follow all the rules, this gives the impression that parents rarely show a warm attitude towards their children and tend to be cold in responding to their children's emotional needs. Parents who apply this type of parenting feel that children do not have the right to voice their own decisions, do not involve children in making decisions on the grounds that parents understand better and know what is best for their children (Ahyani & Astuti, 2019).

5. Peer Relationship with Bullying Behavior in Adolescents

The results of the analysis of the relationship between peers and bullying incidents showed that the $p\text{-value} = 0.006$, because the $p\text{-value} = 0.006 (< \alpha = 0.05)$ means that H_0 is rejected and H_a is accepted, which means there is a significant relationship between peer behavior and incidents of bullying behavior in East Jakarta Regional Public Middle Schools. With an OR value of 0.312, it shows that peers with good influence have a 0.312

chance of not carrying out bullying behavior. This is in line with research conducted at SMP Negeri 5 Samarinda that a peer group or peer group is a relationship that has an important role in adolescent development, namely social development, cognitive development and adolescent behavior, therefore peers can influence adolescents because in part When teenagers spend a lot of time with friends, bullying behavior generally occurs due to the influence of group friends in their environment (Sari & Budiman, 2021).

CONCLUSION

Based on the results of the research that has been carried out and described in the previous chapters, the following conclusions have been drawn:

1. The results of this study explain that based on the characteristics of the respondents (age, gender, and educational background of parents) special attention is paid to the internal factors that can be formed in the family so that attention is given to each stage of their child's developmental age, whether they are perpetrators or victims of bullying. because teenagers are vulnerable to bad behavior.
2. Then the peer factor as a cause of bullying also has an influential role, because teenagers spend most of their time interacting with their peers, both at school and at home. This excessive intensity of communication between peers is what allows bullying behavior to emerge due to the influence of their peers. Apart from that, there is a desire to be recognized by other members of their peer group so that they are considered to have full power over their group so that they are feared by other groups.
3. Parental parenting style factors will influence their child's behavior. Authoritarian parenting patterns applied by parents who do not recognize compromise, communication that tends to be one-way, and scolding children when they make mistakes will increase the risk of children being involved in bullying behavior. Parenting patterns that always differentiate their children within the family will also trigger feelings of envy that cause children to want to vent their anger at their friends at school.

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