



The Relationship Between Adolescents' Knowledge About Bullying And Bullying Behavior Among Students At Mts Sabila In Hamparan Perak Village

Safra Satilla Rambe, Wardiyah Daulay*

Faculty of Nursing, Universitas Sumatera Utara, Medan, Indonesia

*Corresponding Author: wardiyah.daulay@usu.ac.id

ARTICLE INFO

Article history:

Received 07 July 2024

Revised 11 September 2024

Accepted 25 September 2024

Available online 30 September 2024

E-ISSN: [2745-536X](https://doi.org/10.32734/ijma.v5i2.17353)

How to cite:

Rambe SS, Daulay, W.(2024)

The Relationship Between Adolescents' Knowledge About Bullying And Bullying Behavior Among Students At Mts Sabila In Hamparan Perak Village. Indonesian Journal of Medical Anthropology, 5(2), 56-59.

ABSTRACT

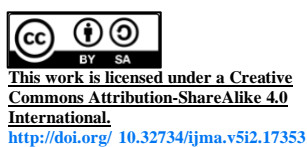
Bullying teenagers seems very common, so that this case should be seriously handled by various parties. It is considered as a phenomenon attached to a certain group of people and is influenced by wider social context. The objective of the research is to find out the correlation of teenagers' knowledge of bullying with bullying behavior in the student of MTs Sabila at Hamparan Perak Village. The research uses descriptive correlation method with cross sectional design. The samples are 56 teenagers, taken by using total sampling technique. The research instrument was questionnaire, and the data are analyzed by using Spearman Rank test. The result of the research show that 37 respondents (66.1%) have bad knowledge, 47 respondents (83.9%) have bad behavior $p\text{-value} = 0.000$ and $r = -0.451$ which indicate that there is the significant correlation between teenagers' knowledge of bullying and bullying behavior in the students of MTs Sabila at Hamparan Perak village. It is recommended that the school management, especially the counseling teachers give special attention to teenagers' behavior at the school and provide the subject of bullying and its impact in order to change or prevent bullying behavior.

Keywords: knowledge, behaviour, bullying

ABSTRAK

Bullying pada remaja sepertinya sudah sangat umum terjadi, sehingga kasus ini harus ditangani secara serius oleh berbagai pihak. Hal ini dianggap sebagai fenomena yang melekat pada sekelompok orang tertentu dan dipengaruhi oleh konteks sosial yang lebih luas. Tujuan penelitian adalah untuk mengetahui hubungan pengetahuan remaja tentang bullying dengan perilaku bullying pada siswa MTs Sabila di Desa Hamparan Perak. Penelitian ini menggunakan metode deskriptif korelasi dengan desain cross sectional. Sampelnya berjumlah 56 remaja, diambil dengan menggunakan teknik total sampling. Instrumen penelitian yang digunakan adalah angket, dan data dianalisis dengan menggunakan uji Spearman Rank. Hasil penelitian menunjukkan bahwa 37 responden (66,1%) mempunyai pengetahuan buruk, 47 responden (83,9%) mempunyai perilaku buruk $p\text{-value} = 0,000$ dan $r = -0,451$ yang menunjukkan bahwa terdapat hubungan yang signifikan antara pengetahuan remaja tentang bullying, dan perilaku bullying pada siswa MTs Sabila di desa Hamparan Perak. Disarankan kepada pihak manajemen sekolah khususnya guru BK untuk memberikan perhatian khusus terhadap perilaku remaja di sekolah dan memberikan materi tentang bullying serta dampaknya guna mengubah atau mencegah perilaku bullying.

Kata Kunci: pengetahuan, perilaku, bullying



1. Introduction

The Adolescence is often recognized as a time of change or transition from childhood to adulthood. During this time, many changes occur including biological and psychological changes. This also triggers various risks of adolescent behavior that can cause positive behavior or negative behavior. If negative behavior appears, there are various risks of delinquency and violence against adolescents, both as perpetrators and victims. This type of violence is called bullying.

Bullying behavior is when a person or group abuses their power and authority over others with the aim of hurting them physically or psychologically. The strong party here has mental and physical strength (Pratiwi et al., 2023).

Bullying in schools is one of the most common and challenging problems in education. It is physical or psychological abuse carried out by a student (or group of students) against another person, who is selected as a victim of repeated attacks (Martínez M. et al., 2023). Bullying against teenagers is nothing new, and this case is still a special concern that is being handled seriously by various parties (Andriati, R. H, 2020). Bullying can occur physically, verbally, and cyberbullying. Physical bullying involves direct physical contact between the perpetrator and the victim, such as slapping, kicking, and hitting the victim. Then verbal bullying is intimidation that is done by mocking or using words that are detrimental to insults such as cursing, giving inappropriate nicknames, to threatening someone or a weaker group. And finally cyberbullying is a form of bullying that is done through social media such as giving rude comments or threatening words written through social networks (Diannita et al., 2023).

The World Health Organization (2020) states that 58% of female adolescents experience bullying behavior and 42% of male adolescents. Sexual violence, physical altercations, and bullying are some of the most common types of bullying. The United Nations Education Scientific and Cultural Organization (UNESCO) states that bullying behavior occurs throughout the world, and an estimated 245 million children experience it each year. Until now, bullying incidents are still a concern for international institutions. According to research conducted by the NGO Plan International and the International Center for Research on Women (ICRW), the five countries in Asia with the highest bullying are Cambodia, Vietnam, Nepal, Pakistan, and Indonesia. Indonesia ranks first with 84% of bullying cases in schools. Another survey was also conducted by the United Nations International Children's Emergency Fund (UNICEF) which found that 50% of students aged 13-15 years in Indonesia experienced bullying at school (Pratiwi et al., 2023). The prevalence of bullying is very high in Indonesia, 41% of 15-year-old students have experienced bullying. 45% of Indonesian teenagers aged 14 to 24 have experienced online bullying. In addition, there are various types of bullying, including physical bullying at 18%, 22% taking and destroying the victim's belongings, 14% threats, 22% teasing, 19% ostracizing, and 20% spreading bad news about the victim. The previous Minister of Social Affairs, Khofifah Indar Parawansa, stated that bullying caused almost 40% of suicide cases in Indonesia (Alvarez et al., 2023).

According to data collected by the Indonesian Child Protection Commission in 2020, there were 1,567 cases that occurred in the field of education. 76 cases of children becoming victims of bullying, 12 cases as perpetrators of bullying at school, and 13 cases as perpetrators of bullying on social media. In addition, until March 31, 2023, the KPAI received 64 complaints of violence against children in educational units. Physical violence, bullying, or bullying are some forms of complaints of violence that occur in schools. Furthermore, the Federation of Indonesian Teachers' Unions (FSGI) found 16 cases of bullying in schools from January to August 2023. In addition to the survey of violence against adolescents that occurred in Indonesia, the province of North Sumatra also has a fairly high number of cases of violence against children, with 98 cases in Medan and 242 cases in North Sumatra in 2016. Compared to other cities, Medan City has a fairly high level of violence. Knowledge is thought to be a factor that can influence bullying behavior. Knowledge is usually defined as the understanding of information obtained from a person's experience and research. According to Notoadmojo (2012) in (Alvarez et al., 2023) the factors that influence knowledge are education level, information, culture and experience. One of the factors that can influence a person's behavior is knowledge. There is a unidirectional relationship between knowledge and behavior, which means that when someone has good knowledge, they also tend to behave well towards something. Thus, knowledge plays an important role in determining a person's behavior. Knowledge about the definition of bullying, types of bullying, characteristics of bullying, and factors that cause bullying will likely influence a person not to engage in bullying behavior because they already know the impact that occurs when it is done.

The impact of bullying can be seen and observed from the victim's behavioral patterns, where the victim experiences suffering, emotions, and excessive stress, which can affect the victim. In students, the impact of bullying has a negative impact on education and hinders the victim's learning process, causing the victim to experience depression, impaired thinking, decreased self-confidence, and the desire to drop out of school, and this bullying can make the victim have feelings of revenge to suicide. Victims of bullying will feel sick, avoid school, decrease academic achievement, excessive fear, anxiety, and panic (Diannita et al., 2023).

2. Methods

The research conducted by the researcher is a type of quantitative research. The research design used is descriptive correlational using a cross-sectional approach. Where this study aims to see the relationship between two variables, namely the relationship between adolescent knowledge about bullying and bullying behavior. The approach used in this study is cross-sectional, which emphasizes the time of measuring independent and dependent variable data only once, at one time. The population in this study were all students of MTs Sabila in Hamparan Perak Village totaling 56 teenagers. The number of samples is the same as the population of 56 teenagers. The sampling technique used was Non Probability with the Total Sample method. Where the non probability sampling technique is a method of sampling with all objects or elements in the population do not have the same opportunity to be selected as a sample.

The assessment of the questionnaire for bullying knowledge, the value is true (1), false (0). For the bullying behavior questionnaire, the value is never (0), ever (1), rarely (2), often (3), always (4). The data is then categorized

according to the knowledge and behavior of adolescents, where those who have high knowledge will have good behavior. Data analysis in this study used the Spearman Rank test.

3. Results and Discussion

3.1. Knowledge about Bullying in Teenagers at MTs Sabila Hamparan Village Perak.

The results of the study on adolescent knowledge about bullying showed that adolescents with good knowledge were 19 adolescents (33.9%), while those with poor knowledge were 37 adolescents (66.1%). Based on the results of the study, it is known that adolescents at MTs Sabila still lack knowledge about bullying. This is in accordance with Sitasari's theory in (Sari, I., 2022) that adolescents' lack of knowledge greatly influences the occurrence of bullying in the school environment.

This can be caused by the lack of information or learning about bullying from their teachers at school that can result in actions such as teasing, insulting, and hitting friends can lead to bullying. According to researchers from the results of the study that most teenagers MTs Sabila Hamparan Perak still often do verbal bullying and physical bullying against friends because they still do not know about bullying. One of the causal factors that influences knowledge is information. Information is knowledge obtained through experience, learning, or instruction. This information can also be found in everyday life such as through social media. From the results of the study that MTs Sabila Hamparan Perak teenagers as many as 35 teenagers (62.5%) do not have social media so that MTs Sabila students do not know information about bullying and cause MTs Sabila teenagers' knowledge to be less related to bullying. Education is needed to obtain information related to bullying in accordance with the factors that influence knowledge, namely education.

Education affects the learning process, the higher a person's education, the easier it is for that person to receive information (Notoatmodjo, 2010). With the next factor that influences knowledge, namely age, according to Hurclok in Wawan and Dewi (2010) the older the person, the more mature the level of maturity and strength of a person will be in thinking and working. Currently, respondents are at an average age of 14 years because age will affect the level of a person's mindset and maturity which is getting better, and respondents are still in the early stages of higher education where their current age is a transitional period in other words, they are not included in the child group and are not included in the adult group where they often start to doubt what is called good and bad and have not been able to determine which is the best in solving problems.

Knowledge is also one of the factors that influences a person's behavior or personality attitude. The data is in line with or supported by the results of research by researchers (Rosadi, M. & Safrudin, (2020) in (Alvareza et al., 2023). Based on these data, researchers analyzed that the higher the knowledge of adolescents about bullying, the greater the likelihood that adolescents will not engage in bullying behavior. Knowledge is the result of human curiosity about anything through certain methods and tools. This knowledge has various types and natures, some are direct and some are indirect, some are not permanent (changing), subjective, and specific, and some are permanent, objective and general.

3.2 Bullying Behavior of MTs Sabila Students in Hamparan Perak Village.

Bullying behavior in MTs Sabila teenagers is included in the high category. This is shown that the majority of teenagers have ever bullied their friends. These results are related to the behavior of teenagers who like to tease and commit physical violence against other teenagers. Teenagers call other people by names they don't like, threaten and use harsh words to order their friends. They also commit physical violence such as pushing, hitting and pushing other students' body parts. This shows that there is bullying behavior in MTs Sabila Hamparan Perak teenagers.

The results of the study on bullying behavior showed that respondents with good behavior were 9 respondents (16.1%), while respondents with bad behavior were 47 respondents (83.9%). The conclusion that can be obtained is that more than half of the students at MTs Sabila Hamparan Perak still carry out bullying actions, either consciously or unconsciously. This bullying action is often caused by joking that begins with teasing and insulting each other. Bullying actions that begin with joking with friends and over time have become bad and deviant habits. This statement is reinforced by research by Soedjatmiko, (2016) in (Sari, I., 2022). Bullying actions that often occur in school children are verbal bullying such as mocking parents' names, mocking friends' names and badmouthing body shape and physical bullying such as hitting friends.

3.3 The relationship between the level of adolescent knowledge about bullying and bullying behavior in MTs Sabila students in Hamparan Perak Village.

Based on the results of this study, the results of P value 0.000, 0.005 were obtained, which means correlation or H_a is accepted, and the results of r- count = -0.451, which means the level of relationship is a fairly strong relationship and the direction of the relationship between the two variables is not in the same direction, because the results of the coefficient are negative, namely if variable X increases, variable Y will decrease, which means that the higher the knowledge, the lower the bullying behavior. So it can be concluded that there is a significant relationship between bullying knowledge and bullying behavior in adolescents at MTs Sabila Hamparan Perak.

The results of this study are in line with the research conducted by (Yuniliza, 2020) entitled *The Relationship Between Knowledge and Attitudes of Adolescents about Bullying at SMAN 3 Bukittinggi City*. Data analysis using the Chi Square

statistical test P -value = 0.035 ($P < 0.005$) means that there is a relationship between knowledge and bullying in adolescents at SMAN 3 Bukittinggi City. The results of this study are also in line with those conducted by Nasif et.al 2021 in (Putri et al., 2023) with the title of the relationship between knowledge and bullying behavior in adolescents at SMK PI Ambarukmo 1 Depok Sleman Yogyakarta. Based on the results of the Kendall's tau calculation, r -count = 0.180 and p -value = 0.036 ($p < 0.005$) were obtained, which means that there is a relationship between knowledge and bullying behavior in adolescents at SMK PI Ambarukmo Depok Sleman Yogyakarta.

Knowledge is a continuous formation by someone who is always developing in an organization because of understandings. Knowledge is a very important domain in the formation of a person's actions. According to Green's theory (1980) in (Andriati R., H, 2020) states that one of the factors that determines a person's behavior is knowledge. A good level of knowledge is expected to form a person's positive behavior to carry out early prevention of bullying behavior. From this statement, researchers argue that knowledge plays an important role in determining behavior, if someone has good knowledge, it will motivate someone to have positive behavior. For example, teenagers are prohibited from bullying or insulting each other, without explaining what impacts will occur, then teenagers will try to insult because it is not based on knowledge about the dangers of bullying or the impacts that will occur.

The results of this study are in line with or supported by the results of research by researchers (Rosadi, M. 2020) in (Alvareza et al., 2023) Based on these data, researchers conducted an analysis that the better the knowledge of adolescents about bullying behavior, the greater the likelihood that the adolescent will not engage in bullying behavior, regarding the relationship between the school environment and knowledge and attitudes about bullying in adolescents at SMP Negeri 1 Sangasanga which has been carried out on 203 adolescents, it is said that knowledge will affect problems about bullying in adolescents. The results of this study are also in line with research (Handalan, 2020) in (Alvareza et al., 2023) regarding the relationship between knowledge and bullying in school-age children, that the results of the analysis carried out found that there was a significant relationship between knowledge and bullying (p -value = 0.018).

4. Conclusion

This study concludes that Sikkam bark (*Bischofia javanica Blume*) remains popular as a traditional remedy for digestive issues in Dairi Regency due to its availability, cost-effectiveness, and traditional beliefs in its benefits. Its use involves specific preparation processes and has side effects such as gastric irritation and allergic reactions that need to be considered. The community's belief in both the medicinal and magical properties of Sikkam bark also influences its usage. This study underscores the importance of preserving traditional knowledge and strengthening scientific evidence regarding the benefits of Sikkam bark in traditional medicine.

References

- Alvareza, A., et. al(2023). Relationship between Knowledge Level and Bullying Behavior in Adolescents at SMP Santo Louis Palembang. 2(5), 1009–1014. doi: 10.55123/insologi.v2i5.2761
- Andriati, R., et. al (2020). The Relationship Between Self- Esteem and Knowledge About Bullying and Bullying Behavior in Adolescents. *Altruistic Nursing Scientific Journal*, 3(2), 28–37. doi: 10.48079/vol3.iss2.57
- Diannita, A., et. al(2023). The Influence of Bullying on Students at the Junior High School Level. *Journal of Education Research*, 4(1), 297–301. doi: 10.37985/jer.v4i1.117
- Martínez, M., et.al (2023). School bullying and cyberbullying in academically gifted students: A systematic review. *Aggression and Violent Behavior*, 71(April). doi: 10.1016/j.avb.2023.101842.
- Pratiwi, N., et.al (2023). Overview of the Level of Bullying Knowledge Among Adolescents in Gunaksa Village, Klungkung. *Journal of Community Care*, 5(September), 819–826.
- Sari, I. (2022). © 2022 Jurnal Keperawatan. The Relationship of Knowledge to Bullying Actions in Adolescents, 15(*Jurnal Keperawatan*), 15(1), 88.<http://ejournal.lppmdianhusada.ac.id/index.php/pjk/article/view/211/198>.
- Yuniliza, Y. (2020). The Relationship Between Knowledge and Attitudes of Adolescents Towards Bullying at Sman 3 Bukittinggi City. *Maternal Child Health Care*, 2(3), doi:10.32883/mchc.v2i3.1053