

The Impact of Peer SSIAL Support on Bullying Behavior in Adolescents

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ABSTRAK

Banyaknya kasus bullying yang terjadi setiap tahunnya hal ini menimbulkan rasa cemas dan menjadi fokus perhatian masyarakat dan pemerintah. Tujuan penelitian adalah untuk mengetahui hubungan dukungan sosial teman sebaya dengan perilaku bullying pada remaja di MA. Ma'arif NU Sidomukti Gresik. Peneliti ini menggunakan metode kuantitatif dengan pendekatan cross sectional. Populasi 80 orang remaja, diteliti sebanyak 67 sampel dengan menggunakan Teknik random sampling. Instrumen yang digunakan pada penelitian ini berbentuk kuesioner Sosial Provisions Scale (SPS) dan OBQ dengan menggunakan uji chi-square. Hasil penelitian didapatkan sebagian besar siswa memiliki dukungan sosial teman sebaya tinggi sebanyak 43 (64.2%). Setengahnya siswa tidak berperilaku bullying sebanyak 39 (58.2%). Berdasarkan hasil uji chi-square, terbukti bahwa nilai p-value 0.490 berada diatas 0,05 ($0.490 > 0.05$). Tidak ada hubungan antara dukungan sosial teman sebaya dengan perilaku bullying di MA. Ma'arif NU Sidomukti Gresik. Meskipun tidak adanya hubungan pihak sekolah dan guru hendaknya tetap mngawasi kegiatan yang dilakukan oleh siswa yang tidak menganggap remeh setipa permasalahan serta menindaklanjuti masalah tersebut agar perilaku bullying tidak terjadi.

Kata Kunci: Dukungan Sosial Teman Sebaya, Perilaku Bullying.

ABSTRACT

The large number of bullying cases that occur every year causes anxiety and becomes the focus of attention of society and the government. The aim of the research was to determine the relationship between peer social support and bullying behavior among adolescents in MA. Ma'arif NU Sidomukti Gresik. This research uses quantitative methods with a cross sectional approach. A population of 80 teenagers, 67 samples were studied using random sampling techniques. The instruments used in this research were the Social Provisions Scale (SPS) and OBQ questionnaires using the chi-square test. The research results showed that the majority of students had high peer social support, 43 (64.2%). Half of the students did not behave bullying, 39 (58.2%). Based on the results of the chi-square test, it is proven that the p-value of 0.490 is above 0.05 ($0.490 > 0.05$). Conclusion: There is no relationship between peer social support and bullying behavior in MA. Ma'arif NU Sidomukti Gresik. Even though there is no relationship, the school and teachers should still monitor the activities carried out by students who do not take any problems lightly and follow up on these problems so that bullying behavior does not occur.

Keywords: Peer Social Support, Bullying Behavior

INTRODUCTION

The Big Indonesian Dictionary (KKBI) states that harassment is a term used to restrain oneself. According to the KKBI, the word "mengganggu" comes from the word "menghalangi, terus melesahkan, atau penyebab masalah." Physical, verbal, and emotional violence are the most common forms of bullying in educational settings (Puspita & Kustanti, 2018). Many incidents of bullying cause unrest and attract the attention of the government and society every year (Sulfemi & Yasita, 2020). Repeated behavior that is carried out consciously against someone who is weak, easily embarrassed, and unable to defend themselves is known as bullying (Kundre & Rompas, 2018).

Bullying is a global problem. Bullying is estimated to occur between 8% and 50% in several countries in Asia, America, and Europe (Syukri, 2020). In Indonesia, incidents of harassment are categorized as "emergency bullying", especially in schools (Syukri, 2020). From 2011 to 2019, the Indonesian Child Protection Council (KPAI) recorded 37,381 complaints of violence against children and 2,473 cases of bullying reported on social media and education, this number continues to increase (Febriana Tasya, 2021).

In 2021, the Indonesian Child Protection Council (KPAI) reported 2,982 complaints of violence against children. The number of incidents reported for bullying in the education and social fields was 1,138, with fights between students being the most common. The fact that the perpetrators of this bullying are mostly teenagers makes the situation even more concerning (Dihni, 2022).

The results of KPAI monitoring and evaluation in nine provinces: West Sumatra, Lampung, Jambi, Banten, Central Java, DIY, West Java, East Java, and East Kalimantan show that the level of education is very high. The number of children who experienced violence against teachers was the least 628 (66.5%), children experienced violence from their classmates 767 (74.8), and children experienced violence from their classmates 578 (56.3) (Salmi et al., 2018). The incidence of bullying reached 26.10% in elementary schools, 9.03% in junior high schools, and 28.90% in vocational schools

(Ulfah & Gustina, 2020).

Schools that are prone to bullying and inconsistent school policies can cause bullies to continue bullying their victims (Sakdiyah et al., 2020). Schools that set disciplinary rules for their students can also prevent bullying by encouraging students to remain silent when they want to work alone (Puspita & Kustanti, 2018).

According to research (Utami et al., 2019) individual character can influence bullying behavior; if someone is able to restrain themselves, bullying behavior is unlikely to occur. According to the research he conducted, the types of harassment are classified into physical bullying (eg, hitting, kicking, pinching, and pushing), verbal bullying (eg, using inappropriate names, insulting, teasing, intimidating, and verbally abusing), and rational bullying (eg, lying or spreading fake news), unpleasant facial movements or physical appearance, threatening, and insulting).

Bullying often occurs among teenagers. Research shows that bullying incidents are between 20 and 30 percent among teenagers aged 12 to 18 years (Yanezz, 2016). This case shows that harassment can have an impact on a person's mental health. Victims also show various symptoms of negative physical and mental health, as well as high social adjustment and psychological stress. If not handled properly, it can cause more serious illnesses such as mental disorders in adolescents (Widianti, 2019). In addition, this has an impact on children's behavior which is hampered during their maturation process. Victims feel anxious and uncomfortable, intimidated, inferior, worthless, intimidated, and worthless, and have difficulty concentrating and participating in environmental activities. You may not be able to. Schools can be a scary and traumatic place for children who are victims of bullying (Amanda, 2020). Schools and the government should pay more attention to this problem. Peer support at school can reduce bullying behavior. Peer support allows people to connect with others and helps them develop social behavior and develop age-appropriate skills and interests (Kurniawan & Sudrajat, 2018). Peers are very important to help children understand their identity and adapt to their environment. Children who do not have support from peers feel excluded and unwanted. If

children get support from their peers, they will feel that their lives are more meaningful and developing.

A preliminary study at MA. Ma'arif NU Sidomukti Gresik collected information about 20 grade XII students who had experienced harassment at school. A total of 16 people experienced verbal and psychological harassment, and four people experienced physical harassment. Students said they often experienced violent behavior, often experienced harassment from their friends, and mocked their parents' names. Some students at MA. Ma'arif NU Sidomukti Gresik formed peer groups to help peers who were victims of harassment, but there were also peer groups who harassed their own friends. This requires greater attention from the school.

Based on the background explanation above, the researcher wants to conduct additional research with the title "The Relationship between Peer Social Support and Bullying Behavior in Adolescents at MA. Ma'arif NU Sidomukti Gresik."

LITERATURE REVIEW

Social support for adolescents is the care, support, and assistance provided by individuals or groups to others. This can come from family, friends, groups, or communities. Studies show that social support is very important for increasing the resilience of adolescents who are addicted to social media. (Fitrianur et al., 2022).

A person's behavior that shows peer social support can help someone adjust to the norms in their peer group. Strong peers can provide significant pressure and encourage certain behaviors without direct pressure (Yulianti, 2019).

Social support for adolescents is the care, support, and assistance given by individuals or groups to others. This can come from family, friends, groups, or communities. Studies show that social support is very important for increasing the resilience of adolescents who are addicted to social media. (Fitrianur et al., 2022). Bullying behavior is a maladaptive behavior that results from a lack of social skills and failure to process social information (Volk et al., 2018). The type of child bullying that is usually carried out by peers against friends who are lower or

weaker than them is known as bullying (Yuyarti, 2018).

Some factors of bullying behavior consist of family factors, peer factors. In addition to the victims of bullying, the people involved also feel the impact. Many victims of harassment feel hurt and depressed by this behavior. In addition, many victims are desperate and try to end their own lives (Sari Yendi, 2019). This bullying incident disturbs the soul and body of the perpetrator and the victim, and if this action is not taken immediately, it can cause mental damage and self-doubt in the long term. In the shadows, feelings of inferiority and trauma are always there. Victims experience deeper trauma as a result of the shadow of the treatment they receive over time.

The physical health that is most caused by harassment is wounds, bruises, headaches, sore throats, flu, coughs, chest pain, and death (Sari Yendi, 2019). In addition, the invisible consequences of bullying, namely the victim's psychological condition becomes worse and has difficulty adjusting to a new social environment.

METHODS

The methods section tells readers how you conducted your study. It includes information about your population, sample, methods, and equipment. The "gold standard" of the methods section is that it should enable readers to duplicate your study. Methods sections typically use subheadings; they are written in past tense, and they use a lot of passive voice. This is typically the least read section of an IMRaD report. (Times New Rowman 11). There are several ways to prevent bullying from happening, including making it a topic of conversation, getting used to working together, being responsive, confronting bullies and involving parents.

One of the reasons teenagers engage in bullying behavior is because they feel like they are members of another group or because they are attracted to their peers. To get the opportunity to join the group, they engage in bullying behavior. In addition, there are individuals who commit harassment and want to carry out these actions to take revenge. Peer conformity factor, which

causes students to bully their friends (Andini & Kurniasari, 2021).

Results from research conducted (Harefa & Rozali, 2020). Bullying is a source of stress for teenagers. Bullying is a bad action carried out by an individual or group to hurt someone physically or mentally and have a negative impact on their psychosocial health, such as anxiety, social isolation, low self-esteem, and even depression. (Harefa & Rozali, 2020).

Several previous studies have investigated peer support and bullying behavior. Study conducted by (Miftahudin, 2019) According to the research results, there is no significant correlation between the role of peers and bullying behavior. Therefore, it was concluded that additional factors, such as adolescent characteristics, parental parenting patterns, and home environment, were not correlated with these two variables.

RESULTS AND DISCUSSION

Peer Social Support at MA. Ma'arif NU Sidomukti Gresik

The results of the study showed that most students had high peer social support, as many as 43 (64.2%), while 21 (31.3%) students had very high social support and 3 (4.5%) students had low social support.

Table 1 Frequency Distribution of Adolescents Based on Independent Variables at MA. Ma'arif NU Sidomukti Gresik 2023.

No.	Peer Social Support	Frequency (n)	Percentage (%)
1.	Very High	21	31.3
2.	High	43	64.2
3.	Low	3	4.5
4.	Very Low	0	0
Total		67	100

For teenagers and students, peers have their own social space. By interacting with like-minded people, getting to know each other, making friends, and spending time together. If your friend's behavior is deemed appropriate, they will form a group. Both positive and negative behaviors can be fostered by peers. Peers are a form of small social grouping that is

largely responsible for the development of an individual's personality, the development of individuality in behavior, and the strengthening of identity both in the intellectual and social fields (Puspita & Kustanti, 2018).

Researchers assume that the number of students who have high peer social support means that students can solve problems together when they encounter them. This finding is proven by the fact that peer influence is more valuable than others, such as strong closeness, the emergence of a sense of comfort, caring for each other, helping each other and trusting each other. The results of this study are also in line with (Hanifah, 2018) of the 80 respondents of peer social support in this study, most students received high peer support as many as 50 (51.3%). The responses from students agreed that they had partners who helped each other.

Bullying Behavior in Teenagers at MA. Ma'arif NU Sidomukti Gresik

The results of the study on 67 respondents showed that half of the students did not behave in a bullying manner, 39 (58.2%) and 28 (41.8%) behaved in a bullying manner.

Table 2 Frequency Distribution of Adolescents Based on Dependent Variables at MA. Ma'arif NU Sidomukti Gresik 2023.

No	Bullying Behavior	Frequency (n)	Percentage (%)
1.	Behaving bullying	28	41.8
2.	Not behaving bullying	39	58.2
Total		67	100

Bullying is defined as a kind of bad behavior that is done by one or more individuals consistently and aggressively. Teenagers can develop this aggressive nature because they often experiment and learn from what they see: their environment, family, school, friends, and people around them. Because the psychological condition of teenagers is difficult to predict, delinquency problems such as bullying can affect teenagers' emotions (Olweus, 2003).

According to previous research, peers who have strong relationships will reduce student involvement in bullying behavior. Researchers assume that low bullying behavior means that the

environment around them is created well so that it produces productive peers and other students are free from negative characters such as bullying (Yusri, 2017). A good environment that is meant is peers who never do not join in when their friends tease or harm other students.

The results of the study showed that there was no relevant relationship between peer social support and bullying behavior with MA students. Ma'arif NU Sidomukti Gresik. The p-value is 0.490, which means α 0.05. Based on research that has been conducted on 67 respondents regarding peer social support, the data obtained were mostly social support as many as 43 students (64.2%), and half of them as many as 39 (58.2%) students did not behave bullying. It can be concluded that the higher the social support,

the lower the bullying behavior.

The Relationship between Peer Social Support and Bullying Behavior in Adolescents at MA. Ma'arif Nu Sidomukti Gresik

The results of the study showed that there was no relevant relationship between peer social support and bullying behavior with MA students. Ma'arif NU Sidomukti Gresik. The p-value is 0.490, which means α 0.05. Based on research that has been conducted on 67 respondents regarding peer social support, the data obtained were mostly social support as many as 43 students (64.2%), and half of them as many as 39 (58.2%) students did not behave bullying. It can be concluded that the higher the social support, the lower the bullying behavior

Table 3 Cross Tabulation of the Relationship between Peer Social Support and Bullying Behavior Incidents at MA. Ma'arif NU Sidomukti Gresik 2023.

Peer Social Support	Bullying Incidents				Total	
	Behaving Bullying		Not behaving in a bullying manner			
	N	%	N	%	N	%
Very High	11	52.4%	10	47.6%	21	100%
High	16	37.2%	27	62.8%	43	100%
Low	1	33.3%	2	66.7%	3	100%
Total	28	41.8%	39	58.2%	67	100%
P = 0,490 > 0,05						

The results of the study on peer support were among the highest. This finding is reinforced by the fact that peer support is valued higher than other forms of support, such as strong intimacy, security, and mutual consideration. This answer is in accordance with the ability to solve problems between peers or groups. In addition, if one of their friends is treated negatively by another friend, they will approach the other friend and try to protect their classmate. Peers have a great impact on peer interactions.

Negative peer influence can make students dependent on their peers, which can lead to bad emotions and inappropriate behavior. Positive social influence, on the other hand, helps students become more independent and more mature. Negative acts of violence can be

influenced by peers. Students who commit violence against their peers do so solely because they want to be respected and accepted in their group, and because they have been victims of bullying by others (Mustikaningsih et al., 2015). Bullying behavior is classified as low in this study. Bullying is something that teenagers do to get attention from their peers. Teenagers who bully feel very happy and proud when their friends laugh and join in their actions. Teenagers who have healthy interactions with their peers have lower levels of bullying behavior. Teenagers who have strong friendships often help and support each other because of their sense of solidarity, especially when group members are treated badly by others or their friends.

CONCLUSION

In this study it can be concluded most students at MA. Ma'arif NU Sidomukti have high peer social support as many as 43 (64.2%) students. Half of the students at MA. Ma'arif NU Sidomukti Gresik do not behave in bullying as many as 39 (58.2%) students. There is no relationship between peer social support and bullying behavior in adolescents at MA. Ma'arif NU Sidomukti Gresik.

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- VIII Di SMP Muhammadiyah 1 BAMBANGLIPURO BANTUL YOGYAKARTA.
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