

REGULATORY EMOTION RELATIONSHIP WITH BULLYING BEHAVIOR IN PGRI JUNIOR HIGH SCHOOL PEKANBARU STUDENTS

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ABSTRACT

Bullying is an aggressive behavior of a student or group of students who are shown intentionally that is repetitive to disturb other weak students. Emotion regulation is an intrinsic and extrinsic process that can control and adjust emotions that arise to achieve a goal. The purpose of this study was to determine the relationship of emotional regulation with bullying behavior in Pekanbaru PGRI SMP students. This type of research is correlated with cross sectional research design. The population in this study were students in classes VII and VIII, amounting to 280 students, the sample used was 165 students. The sampling technique is cluster sampling technique. The research instrument used a questionnaire. The data obtained was processed by univariate and bivariate data analysis. The results obtained by P Value 0.39 means P Value > 0.05, it can be concluded that there is no significant relationship between emotional regulation and bullying behavior in students at SMP PGRI Pekanbaru. It is expected that the school together with parents work together to prevent and provide health education for assertive behavior, namely the ability to communicate what is desired but still maintain the feelings of others.

Keywords: Emotion Regulation, Bullying Behavior

1. INTRODUCTION

Bullying is an aggressive behavior of a student or group of students that is shown on purpose that is repeated to disturb other weak or strange students (Panggabean, 2015). Bullying can take the form of verbal, physical, psychological or cyber or electronic (Priyatna, 2010). Bullying behavior is behavior that is not normal, unhealthy and socially unacceptable (Wiyani, 2012). Based on data from KPAI (Indonesian Child Protection Commission) in 2011-2016, the number of cases of children in Indonesia as perpetrators of bullying has increased each year, namely 48 cases in 2011, 66 cases in 2012, 63 cases in 2013, 67 cases in 2014, 93 cases in 2015, and 112 cases in 2016 (KPAI, 2016). In CNN (Cable News Network) Indonesia, commissioner of KPAI Jasa Putra stated that from 2011 to 2016 there were around 253 cases of bullying recorded (Muthmainah, 2017). June 2017 there were 117 complaints about bullying cases (Oda, 2017). In 2018, there were 161 cases of perpetrators of violence and bullying to children (Listyarti, 2018). The first case of bullying occurred at SMP Negeri 3 Pangkal Pinang, Bangka Belitung Islands. This bullying was carried out by a group of students to a female student. A student is forced to kneel

to kiss his friends' feet because of a disagreement (Malacca, 2018). The second bullying case occurred at SMP Negeri 2 Tarogong Kidul, West Java. This bullying was carried out by a student to a student from different schools. The perpetrator swore with harsh words and poured mineral water on the face and head of the victim (Solihin, 2018).

Bullying cases have also occurred in Riau, it was reported that a student at a public high school in Bangkinang was a victim of suicide bullying. The student's family said that before the student committed suicide, she did not want to go to school and asked the family to move the school because her friends often mocked (Tanjung, 2017). SMA N 5 Pekanbaru students also experienced cases of bullying. The student submitted his case to the Pekanbaru Mayor's office. He could not stand it because for three years his friends often mocked him with harsh words. He complained to the Pekanbaru Mayor's office because he wanted the bullying to get strict sanctions (Antara, 2017). If the incidence of bullying continues to increase, it will cause bad effects.

Bullying can have an impact on victims, perpetrators and witnesses of bullying (The United State Government, 2017). The impact on victims is that they are lazy to go to school, decreased academic achievement can even lead to depression and suicide (Victoria, 2017). The impact on bullies is that they are often involved in fights, can suffer injuries from fights and can even be expelled from school. The impact on people who witness bullying, they will often experience anxiety, and become timid (Priyatna, 2010). Actually, bullying behavior can be prevented if the child can regulate emotions (Kurniasih, 2013). Parkway (2016) states, people who can regulate their emotions will feel calmer, do not increase problems, do not cut ties, prevent fights. Junior high school students find it difficult to regulate emotions, so they tend to engage in bullying behavior (Desmita, 2011).

Junior high school students (Middle School) are students aged 12-15 years. The stage of development of this junior high school age child is categorized as the stage of adolescent development (Desmita, 2011). Adolescence is a period of transition from childhood to adulthood. During this period, they experience a lot of emotional instability that can trigger delinquency behavior, one of which is bullying (Kartono, 2014). The results of Umasugi's (2013) research on

the relationship between emotional regulation and religiosity with the tendency of bullying behavior in adolescents show that there is a significant negative relationship between emotional regulation and religiosity with the tendency of bullying behavior in adolescents at SMA Negeri 5 Yogyakarta. This means that adolescents who have good emotional regulation and religiosity will not bully, on the other hand, adolescents who have poor emotional regulation and religiosity will tend to bully.

The results of Mawardah and Adiyanti's (2014) study which examined the regulation of emotions and peer groups of cyber bullying actors showed a negative relationship between cyberbullying perpetrators and emotional regulation, the lower the emotional regulation, the higher the tendency to become a cyberbullying actor and vice versa. This is in line with the results of Puspitasari's research (2015) on XI high school adolescents at the Islamic Modern Islamic Boarding School Assalam, which also shows that the higher the emotional regulation, the lower the bullying behavior.

Researchers conducted a preliminary survey to determine the phenomenon of bullying and emotional regulation of students at SMP PGRI Pekanbaru. Researchers used the interview method to the counseling teacher at SMP PGRI Pekanbaru. The results of the interview, he said that cases often reported by students at PGRI Junior High School either via verbal or mailbox were bullying cases. According to him, the most bullying is verbal bullying, such as mocking friends' names, taunting parents' names, and some even physically mocking. He said one of the students did not want to come to school because his friends mocked his legs that were not the same length. He also said that several students who were victims of bullying had brought their parents to school to punish the bully and asked him to remove the bullying from school.

The initial survey was also conducted on 10 students of SMP PGRI Pekanbaru by using the interview method which showed that all students had done bullying, be it verbal bullying, physical bullying, social bullying, and cyber bullying. The results of the interviews with several students were 6 students said that they had done verbal bullying such as mocking their parents' names, physically taunting friends and cyber bullying such as taunting friends on social media, and 4 other students said they had done physical bullying such as hitting and kicking friends.

Based on the phenomena described, researchers are interested in conducting research on "The Relationship between Emotional Regulation and Bullying Behavior in SMP PGRI Students".

2. MATERIALS AND METHODS

This study uses a quantitative research approach and uses a correlation type of research. This research was conducted at SMP PGRI Pekanbaru. The population in this study were all students of class VII and class VIII at SMP PGRI Pekanbaru as many as 280 students. The sample in this study amounted to 165 students with a sampling technique (cluster sampling) with inclusion criteria. The research instrument used was a questionnaire. Data analysis used Chi-Square statistical testing.

3. RESULT

The results of distributing questionnaires that were conducted on March 14, 2020 at SMP PGRI Pekanbaru to 165 respondents, about the relationship between emotional regulation and bullying behavior. The results obtained were only 150 respondents, because the other 15 respondents had permission to leave by reason of going to the bathroom, but did not return to class. The independent variable in this study is emotional regulation, while the dependent variable is bullying behavior. The results are as follows:

A. Univariate Analysis

1. Characteristics of respondents based on age

Table 1. Frequency distribution of respondents by age

No	Age	Frequency	Persentase
1	12 year	5	3

2	13 year	36	21,8
3	14 year	75	45,5
4	15 year	49	29,7
	Total	165	100

Based on table 1 above, it shows that of the 165 respondents at SMP PGRI Pekanbaru, the largest distribution of respondents according to age was 14 years, totaling 75 respondents (45.5%).

2. Characteristics of respondents based on gender

Table 2. Distribution of respondents based on gender

No	Gender	Frequency	Persentase
1	male	74	44,8
2	female	91	55,2
	Total	165	100

Based on table 2 above shows that out of 165 respondents at SMP PGRI Pekanbaru, the largest distribution of respondents based on gender was female with a total of 91 respondents (55.2%).

3. Overview of emotional regulation

Table 3: Distribution of respondents based on emotional regulation

No	Emotional Regulation Level	Frequency	Persentase
1	High	83	50,3
2	Low	82	49,7
	Total	165	100

Based on table 3 above, it shows that of the 165 respondents at SMP PGRI Pekanbaru, the most distribution of respondents based on emotional regulation was respondents who had high emotional regulation with a total of 83 respondents (50.3%).

4. Description of bullying behavior

Table 4 Distribution of respondents based on bullying behavior

No	Bullying behaviour	Frequency	Persentase
1	High	94	57
2	Low	71	43
	Total	165	100

Based on table 4 above, it shows that of the 165 respondents at SMP PGRI Pekanbaru, the distribution of respondents based on bullying behavior was mostly respondents who had high bullying behavior with a total of 94 respondents (57%).

B. Bivariate Analysis

Table 5. Relationship between emotional regulation and bullying behavior

Emotional Regulation Level	Bullying Behaviour Level						P value
	High		Low		Total		
	N	%	N	%	N	%	0,39

High	44	53,7	38	46,3	82	100
Low	50	60,2	33	39,8	83	100
Total	94	57	71	43	165	100

The results of the analysis of the relationship between emotional regulation and bullying behavior found that out of 82 respondents who had high emotional regulation, 44 respondents (53.7%) had high bullying behavior and 38 respondents (46.3%) had low bullying behavior. Meanwhile, of 83 respondents who had low emotional regulation, 50 respondents (60.2%) had high bullying behavior and 33 respondents (39.8%) had low bullying behavior. The results of statistical tests show that the P value = 0.39 > α = 0.05. It can be concluded that there is no significant relationship between emotional regulation and bullying behavior among students at SMP PGRI Pekanbaru

4. DISCUSSION

A. Univariate Analysis

1. Emotion regulation

Based on the results of the study, it was found that the distribution based on emotional regulation was mostly respondents who had high emotional regulation with a total of 83 respondents (50.3%). Emotional regulation is a person's ability to realize and understand, manage and balance emotions in oneself and change emotions so that they are able to motivate themselves from difficult circumstances (Silaen & Dewi, 2015). The results of this study are consistent with Hasanah's research (2010) on the relationship of self-efficacy and emotional regulation with juvenile delinquency in students of SMPN 7 Klaten, which states that the majority of respondents have high emotional regulation as many as 74 respondents (51.7%).

The results of this study indicate that there is a slight difference between respondents who have high emotional regulation (83 respondents) and respondents who have low emotional regulation

(82 respondents). Although the characteristics of adolescents are emotionally unstable, there are other factors that influence emotional regulation in adolescents such as the relationship between parents and children, environmental factors, and factors of emotional experience of these adolescents. Emotional regulation of students at SMP PGRI Pekanbaru is high. Because some of them can control their feelings, manage and balance their emotions in themselves and hold back their emotions. Thus according to the assumption of researchers that in the results of this study, emotional regulation in adolescents has differences, such as unstable emotions, rudimentary self-control, and environmental influences.

2. Bullying behavior

Based on the results of the study, the distribution of respondents based on bullying behavior was mostly respondents who had high bullying behavior with a total of 94 respondents (57%). Bullying is the aggressive behavior of a student or a group of students who is shown intentionally and repeatedly to disturb other weak or strange students. , usually without provocation (Panggabean, 2015). The results of this study are in line with Sistrany's (2016) research on the effect of bullying on emotional intelligence in students at SMP Negeri 2 Samarinda, which states that the majority of respondents are in the category of high bullying behavior, namely 70 respondents (56.7%).

Bullying behavior of students at SMP PGRI Pekanbaru is high. One of them is due to social factors, they will quickly be influenced to act harshly to their friends if someone invites them. Thus, according to the assumption of researchers that in the results of this study, bullying behavior in adolescents is high, this is due to social risk factors and family risk factors.

B. Bivariate analysis

Relationship between Emotion Regulation and Bullying Behavior. Based on the results of this study, it is revealed that there is no relationship between emotional regulation and bullying behavior. From the statistical test results, there is only a slight difference between adolescents with high and low bullying behavior in regulating emotions. The results of the analysis of the relationship between emotional regulation and bullying behavior found that out of 82 respondents

who had high emotional regulation, 44 respondents (53.7%) had high bullying behavior and 38 respondents (46.3%) had low bullying behavior. Meanwhile, of 83 respondents who had low emotional regulation, 50 respondents (60.2%) had high bullying behavior and 33 respondents (39.8%) had low bullying behavior. The results of statistical tests show that the P value = $0.39 > \alpha = 0.05$. It can be concluded that there is no significant relationship between emotional regulation and bullying behavior among students at SMP PGRI Pekanbaru.

The results of this study are different from what was expressed by Mawardah and Adiyanti (2014) that the ability to manage good emotions can help a person control himself not to engage in negative behavior, especially when experiencing problems and pressures. This means, the ability to regulate emotions affects a person's ability to control himself so that good self-control can make someone direct their behavior properly and avoid bullying behavior.

The results of this study are inversely proportional to Umasugi's (2013) research on the relationship between emotional regulation and religiosity with the tendency of bullying behavior in adolescents, showing that there is a significant relationship between emotional regulation and religiosity with the tendency of bullying behavior in adolescents in SMA Negeri 5 Yogyakarta. Likewise, Puspitasari's research (2015) in class XI high school adolescents at the Assalam Modern Islamic Boarding School also shows that the higher the regulation of emotions, the lower the bullying behavior.

The majority of respondents in this study already have high emotional regulation, but the bullying behavior factor is not only emotional regulation, there are other factors. According to research by Putri, Nauli, and Novayelinda (2015), there is an influence between personality type, self-confidence, school climate, and peer social support on bullying behavior. According to research conducted by Sufriani and Sari (2017) there is a relationship between family attachment, peers, and the media with bullying behavior.

Sejiwa (2008) states that there are two factors of bullying behavior, namely family factors and social factors. Family factors include a lack of warmth and a low level of parental care for their children, too permissive parenting styles, lack of parental supervision, the attitudes of parents who like to give examples of bullying behavior, and the influence of sibling behavior at home. .

Meanwhile, social factors include socializing with children who are used to bullying, and associating with children who like violence.

According to research conducted by Eninta, Nauli, and Woferst (2017), there is a relationship between group conformity and bullying behavior. Adolescents consider loyalty with their group mates to be something that must be done, even though some of the group's behavior seems deviant. If adolescents with positive groups do meaningful activities and do not violate the rules and norms of the environment, but if adolescents with negative groups do the opposite. Thus according to the assumption of the researcher that in the results of this study the majority of adolescents who have high or low emotional regulation can do high bullying behavior depending on other factors that influence it.

5. CONCLUSION

Based on the results of research conducted in March 2020 on 165 respondents about "The Relationship between Emotional Regulation and Bullying Behavior in SMP PGRI Pekanbaru Students", it can be concluded that the results of the analysis of the relationship between emotional regulation and bullying behavior indicated that out of 82 respondents who had high emotional regulation there were 44 respondents (53.7%) had high bullying behavior and 38 respondents (46.3%) had low bullying behavior. Meanwhile, of 83 respondents who had low emotional regulation, 50 respondents (60.2%) had high bullying behavior and 33 respondents (39.8%) had low bullying behavior. The results of statistical tests show that the P value = 0.39 > α = 0.05. It can be concluded that there is no significant relationship between emotional regulation and bullying behavior among students at SMP PGRI Pekanbaru. Suggestions for schools of the results of this study can provide information and input for classroom teachers and counseling teachers related to things that affect bullying behavior so that it can prevent and provide health education on assertive behavior, namely the ability to communicate what people want, feel, and think other but while maintaining and respecting the rights and feelings of other parties

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