

The Relationship of Bullying Behavior and Social Interaction in School-Age Children at SDN 22 Jambi City

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ABSTRACT

The problem that is currently widespread in education circles is bullying. The Organization for Economic Cooperation and Development (OECD) stated that Indonesia is ranked first in the position of bullying cases in ASEAN with 84% confirmed in 2023, and according to data from the Indonesian Child Protection Commission (KPAI) Bullying cases are quite a worrying issue in the school environment. Data records that there will be at least 1,478 cases of bullying reported in 2023. Bullying makes it difficult for children to interact well in their social environment and this can hinder the child's development process. This research was conducted to identify the relationship between bullying behavior and social interactions in school-age children at SDN 22, Jambi City. The research method used was quantitative research using a cross sectional approach. The research population was students of SDN 22 Jambi City grades IV, V, VI, totaling 103 samples taken using total sampling techniques. This research uses a questionnaire instrument. The analytical test used is Spearman Rho. The results of the research show that generally the bullying behavior data is in the low category of 96 respondents (93.2%) and most social interactions are in the good category of 80 respondents (77.7%). The test results obtained were ($p < 0.01 < 0.05$). The conclusion is that there is a relationship between bullying behavior and social interaction in school-age children at SDN 22 Jambi City. It is hoped that the results of the research will be used as material for consideration by schools in providing guidance and counseling support services, so that students can understand the limits of social interaction.

Keywords: Bullying Behavior, Social Interaction, School Age Children

1. INTRODUCTION

The school age is a period that defines an adult's quality and the hope of being physically, mentally, socially, and emotionally healthy. Bullying is a common occurrence in school that can affect a person's mental health. If bullying is an aggressive act repeatedly carried out by someone with more power over a weak person, both physically and psychologically [1]. The Organization for Economic Cooperation and Development (OECD) reports that 42,540 cases of bullying will be confirmed in 2021. there were 2,790 incidents of bullying worldwide and in Asia. Bullying incidents have been reported in 40 countries, one of which is Indonesia, which has 84% confirmation of bullying incidents in ASEAN in 2023 [2].

According to the Indonesian Child Protection Commission (KPAI) and the Indonesian Federation of Teachers' Unions (FSGI), school bullying is a very worrying problem in the school environment. According to the data, at least 1,478 cases of bullying were reported in 2023. Compared to previous years, this number grew exponentially, 266 cases of bullying were reported in 2022, previously only 53 in 2021 and 119 in 2020 [2]. Common problems in the environment Bullying is dangerous and aggressive behavior that a person repeatedly practices. or a group of strong people to weaker people [3] Dewinda and Efrizon explain that one factor affecting bullying is the

personality of the individual, it does not have to seriously affect the victim. Bullying can take many forms, namely physical, verbal and relational [4].

Bullying is a threatening and offensive act, usually carried out by individuals or groups of people who feel strong against those who appear to be weaker. Incidents at school include verbal abuse, such as teasing, teasing or making fun of someone. Bullying has a huge impact on the social life of children, especially the victims. Bullying makes it difficult for children to communicate successfully in a social environment, so it can hinder the child's growth and development. Victims of bullying find it difficult to make friends and prefer to be alone. Therefore, good social communication is very necessary, so that children can get along well in the irka environment [5].

Social interaction is a relationship between people that leads to a process of mutual influence, creates lasting relationships, and ultimately allows the formation of social structures. Social interaction is a necessity of social life and can influence the society and environment in which a person lives. Especially in community groups where people live with their environment. A good student-student communication process is a relationship that arises and is realized between one student and another without obstacles for the child during the social process [6].

Social behavior is behavior that occurs in social situations, such as how people think, feel, and behave about other people, such as parents, siblings, teachers, and coworkers, and parents must encourage these social behaviors from childhood. From the beginning, they want him and shape his personality until adulthood. In social behavior, children need good social communication skills. These social communication skills will help you adapt to your environment later [4]. Based on the above explanation of bullying and social interaction among children, a good communication process is the first step in building relationships with peers, especially in a school environment. However, this process does not always go well, and arguments can arise between them, such as rejection or bullying from different friends. Therefore, researchers want to do further research to explain the variables, ie, how bullying behavior and social interaction are related [5].

2. METHODS

This study is a quantitative cross-sectional study, which is a type of research where observations or measurements are made simultaneously (simultaneously) between the independent variable and the dependent variable. The population of this study was 22 grade IV, V, and VI students of SD Negeri Jambi City, a total of 103 students in the class of 2022/2023, which consisted of grade IV = 30, grade V = 27, and grade VI = 46. The sample of this study used the total sample, ie, a total of 103 students.

The bullying questionnaire and the social communication questionnaire were used as tools. The bullying behavior questionnaire was modified by the researchers of the 2020 Ainun Pudjiastam study, which consisted of 17 questions. At the same time, researchers in Ainun Pudjiastam's 2020 study modified the social interaction questionnaire, which had a total of 14 questions, both of which used a Likert scale. The validity and reliability of both questionnaires were tested on 20/02/2024 at SD Negeri 87 Jambi City. The sample was 15 respondents. Based on the validity test results, 17 bullying behavior questions and 14 social interaction questions were accepted as valid with an r-table of 0.514 when $df = 15 - 2 = 13$ and the r-number of each question item was greater than the r-table. At the same time, the reliability test results show that each variable is greater than 0.60, which means that the study is considered reliable.

This study uses data analysis, namely univariate analysis, it is an analysis that describes or describes each variable, ie. independent variable (bullying) = X and dependent variable (social interaction) = Y and bivariate analysis is analysis. was conducted on two variables to determine

whether bullying has an effect on the social interactions of school-age children. The statistical test used is the Spearman Rho test. This test is used to see the relationship between the independent variable and the dependent variable. This study also underwent ethical testing at the Faculty of Medicine, University of Jambi, and was found to be ethically acceptable.

3. RESULTS AND DISCUSSION

Based on the gender distribution of characteristic data, this can be seen in Table 1 below.

Table 1 Frequency Distribution of Respondent Characteristics

Characteristics	f	%
Gender:		
Man	55	53,4
Woman	48	46,6
Total	103	100

Source: Processed Primary Data (2024)

Based on above table 1, it is clear that the majority of the respondents were men, ie. 55 students (53.4%), and women, i.e. 48 female students (46.6%).

Analysis Univariate

1. Description of Behavior Bullying

Table 2. Frequency Distribution of Behaviour Bullying in SDN 22 Jambi City

No	Behaviour	f	%
1	Lower	96	93,2
2	Middle	5	4,9
3	High	2	1,9
	Total	103	100

Source: Processed Primary Data (2024)

From Table 2 above, it can be seen that most levels of bullying behavior are in the low category with 96 respondents (93.2%), while the moderate category is 5 (4.9%) and the high category is 2 (1.9%).

2. Description of Social Interaction

Table 3. Frequency Distribution Interaction Social in SDN 22 Jambi City

No	Interaction	f	%
1	Good	80	77,7
2	Enough	23	22,2
3	Lower	0	0
	Total	103	100

Source: Processed Primary Data (2024)

From the table above it can be explained that the respondents' social interactions are in the good category 77.7%, and the sufficient category 22.2% while the low category is 0%.

4.1 Analysis Bivariate

1. The Relationship Between Bullying Behavior and Social Interaction in School Children.

Table 4. Relationship Between Bullying Behavior and Social Interaction Among School Age Children in SDN 22 Jambi City.

Bullying Behavior	Social Interaction								<i>r</i>	<i>p-value</i>
	Good		Enough		Low		Total			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%		
Lower	77	74,8	19	18,4	0	0,0	96	93,2	-.315	0,001
Middle	3	2,9	2	1,9	0	0,0	5	4,9		
High	0	0,0	2	1,9	0	0,0	2	1,9		
Total	80	77,7	23	22,3	0	0,0	103	100		

Source: Processed Primary Data (2024)

From the table 4 above, it can be seen that out of 103 respondents, more than half of the respondents were found to have experienced bullying. low by as many as 96 (93.2%) of the respondents and good social interaction by more than half of the respondents by as many as 80 (77.7%) of the respondents, the results of the Spearman Rho statistic became a coefficient of -.305, which means the level of strength. the relationship between these two variables is in the strong category and the coefficient number is negative. The relationship between these two variables is therefore unidirectional, so it can be interpreted that the less bullying, the better the social interaction of school-age children. The results of data analysis with Spearman's rho test obtained a significance value of 0.001. Based on this value, the value is 0.001.

Based on the results of the survey of 103 respondents in SDN 22 Jambi City, it was found that 96 students (96.2%) were in the low category, 5 students (4.9%), and 2 students (1.9%) were in the middle category (into the low category) belongs to the high category. From the above results, it can be seen that the percentage of bullying among students is low, ie. (96.2%). Bullying behavior in SDN 22 Jambi City is in a low category, which means that there is no verbal, physical, or psychological bullying, in this case, there are no students who bully, such as insulting, hurting, humiliating, mocking, and humiliating. One of the reasons for the lack of bullying in the school is the rules of the school that bullying is not allowed, which can prevent bullying. The research findings were supported by previous researcher Abdul Wakhi who found that the research results of 98 respondents mostly did not experience bullying behavior (68.1%), 6 students (60%) experienced moderate bullying, and 2 students (20%) experienced bullying was moderate bullying.

Students must increase the sense of mutual respect and appreciation for learning to go well. In addition, students can communicate well with each other and create a sense of mutual trust, the studies are not consistent with Praghlapati's study, ie. the majority of 73 students in the high category (88%) and 10 teenagers (12%). the low category were victims of bullying. The majority of students who were victims of bullying were men, as many as 48 teenagers (57.8%), while 25 teenagers (30.1%) belonged to the high category of women. Bullying is caused by many factors that make a case high or low, including environmental factors [7]

Based on the results of the SDN 22 Jambi City bullying behavior survey, the social interaction level of students is average in the "good" category, 80 students (77.7%) out of 103 students are in a good category [8]. There are 23 students in the sufficient category (22.1%), and 0 in the insufficient category (0%). The above results show that for most of the students, social interaction is in a good category, which according to Arifin is shown by the highest percentage of respondents ie. 80 respondents (77.7%) that constitute good social interactions. is e.g. internal and external factors such as imitation, suggestion, identification, sympathy, motivation, and empathy [9]. Rahmawati's

earlier study found that most of the respondents had moderate social interaction (66.7%). It can be interpreted as a dynamic social relationship [10].

The relevant social relationship can be between an individual and another individual, a group and another group, or a group and an individual. [11] explains that social interaction is a relationship between an individual and another individual, where an individual can be influenced by another individual and vice versa. This relationship can exist between individuals, between individuals and groups, or between groups. In social interaction, people can adapt to other people and vice versa. The purpose of this interactive process is to enable the person to continue his life as a socially capable individual [12]

The results of this study are supported by previous studies by Fernanda, Sano and Nurfarhanah. In this study, 71.2% of the students were in the good category, 19.9% of the students were in the sometimes category, and 28.8% of the students were in the rarely category. The better the social communication skills, the better the results, this learning happens collaboratively. The relationship between individuals and individuals and groups [7].

Based on the described research results, it can be seen that there is a relationship between bullying behavior and the social interaction of students. This can be seen from the significance value of 0.002 with a correlation value of -.305, indicating that the two variables are negatively related or in the opposite direction. This means that when bullying behavior is high, communication skills are good, and conversely, when social interaction is good, bullying behavior is low.

Bullying affects students' social interactions. From this it can be observed that students with social interaction are found to a greater or lesser extent among students who receive a lot of bullying. Similarly, students who experience low levels of bullying are more likely to have good social interactions. However, students get good social interaction because there are family factors that support students so that they do not affect the school environment. In this case, efforts must be made to prevent school bullying so that students no longer experience pressure that affects students' social interactions. Students must be educated about bullying behavior and its effects on victims of bullying. With the help of this training, it is hoped to eradicate school bullying so that there are no more victims of bullying and the social interaction of students is better maintained. [3] research results obtained a correlation coefficient of 0.832 and significance. 0.000. If 0.05, H_a is said to be accepted and H_o is rejected. It can be concluded that there is a significant relationship between SD Negeri Minormartani 6 Ngarik Sleman Yogyakarta bullying behavior and social interaction.

Khalifah supports previous research findings and argues that there is a significant relationship between bullying behavior and social interaction skills. This is evident from the correlation analysis results with an r value of 0.501. Based on these results, bullying can have negative effects on children, such as shame, loneliness and social isolation. This can affect the development of children in their social environment "The relationship between bullying behavior and social interaction", [1] stated that good social interaction is very necessary in the process of growth and development of children. Because this social interaction helps a person to adapt to his environment. One of the factors hindering the growth and development of children is bullying, which can also hinder the development of children's social communication, and bullying makes it difficult for children to communicate effectively.

CONCLUSION

Based on the above research findings, it can be concluded that bullying greatly affects the social interaction of school children at SD Negri 22, Jambi City. This study can be used as a benchmark for more in-depth research with a qualitative study that takes a closer look at the effects of bullying on children's social interactions.



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