Relationship of Peer Social Support and Past Experience of The Risk of Bullying Behavior in Adolescents

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ABSTRAK

Bullying dapat terjadi di kalangan siswa sekolah dan didominasi oleh remaja. Hal ini berdampak tidak hanya pada orang yang terlibat tetapi orang yang melihat kejadian tersebut juga akan merasakannya. Faktor sosial teman dan pengalaman buruk di masa kecil juga menjadi faktor yang mempengaruhi risiko perilaku *bullying*. Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial teman sebaya dan pengalaman masa lalu terhadap perilaku risiko bullying pada remaja. Penelitian ini menggunakan metode cross-sectional design dengan pengambilan sampel secara konsekutif dengan analisis uji Spearman. Penelitian dilakukan pada remaja usia 12-15 tahun di SMP Negeri 2 Kedungbanteng. Instrumen yang digunakan adalah PSS-Fr, Olweus Bully/ Victim Questionnaire, dan Atfiyanah. Hasil penelitian menunjukkan jumlah responden didominasi oleh laki-laki yang berasal dari kelas 7. Variabel dukungan sosial teman sebaya dan risiko perilaku bullying memiliki median skor 13 dan 12. Prevalensi korban bullying pada siswa SMP Negeri 2 Kedungbanteng sebesar 41,3%. Tidak ada hubungan yang signifikan antara dukungan sosial teman sebaya dan pengalaman masa lalu tentang risiko perilaku bullying. Tidak ada hubungan yang signifikan antara dukungan sosial teman sebaya dan pengalaman masa lalu tentang risiko perilaku bullying.

Kata kunci: dukungan sosial teman sebaya, pengalaman masa lalu, remaja, risiko perilaku bullying

ABSTRACT

Bullying can occur among school students and is dominated by adolescents. This has an impact not only on the people involved but those who see the incident will also feel it. Social factors of friends and bad experiences in childhood are also factors that influence the risk of bullying behaviour. This study aimed to determine the relationship between peer social support and expertise on bullying risk behaviour in adolescents. This research used a cross-sectional design method with consecutive sampling and analyses of Spearman's test. The study was conducted on adolescents aged 12-15 years at Junior High School 2 Kedungbanteng. The instruments used are PSS-Fr, Olweus Bully/ Victim Questionnaire, and Atfiyanah. This research showed that the number of respondents was dominated by men coming from grade 7. The peer social support and risk of bullying behaviour variables have median scores of 13 and 12. The prevalence of victims of bullying in Junior High School 2 Kedungbanteng students is 41.3%. There was no significant relationship between peer social support and experience of the risk of bullying behaviour. There was no significant relationship between peer social support and expertise on the risk of bullying behaviour.

Keywords: adolescent, experience, peer social support, risk bullying behaviour

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INTRODUCTION

Aggressive behaviour is one of the problems that have a negative impact on adolescents (Karneli, 2018). According to the National Centre Against Bullying (2022), bullying is the continued and intentional abuse of power in a relationship through repeated verbal, physical, and social. Bullying can occur among school students and is dominated by adolescents. Adolescence is a transitional phase of life between childhood and adulthood. Mönks in Bawono and Suryanto (2019), adolescence is divided into early adolescence (12-15 years), middle adolescence (15-19 years), and late adolescence (19-22 years). Unicef (2020b) said that 41% of 15-year-old students had experienced bullying at least several times a month. A study by the Program for International Student Assessment (PISA) showed that in 2018, the number of students was greater than that of girls. The percentage of cases of bullying behaviour in school children, including adolescents, continues to increase due to several factors. The existence of peer support is very influential on adolescents in building positive social attitudes. As reported by KPAI during National Children's Day 2018, children are perpetrators of violence and bullying in as many as 41 cases out of 161 cases or 25.5 per cent. Bullying has long-term adverse effects. Adolescents with adverse childhood experiences that occur before a child reaches the age of 18 are potentially traumatic. According to the research by Darwin *et al.* (2018), children who have experienced physical violence are more likely to commit violence, including abuse, as well as become victims again in the future. Therefore, researchers are interested in analysing the relationship between peer social support and experience with the risk of bullying behaviour in adolescents.

METHODS

This research is quantitative research using a cross-sectional design. The sampling technique in this study used consecutive sampling. The total sample was rounded up to 235 respondents based on the Slovin formula. The sample in this study was selected based on the inclusion and exclusion criteria. The inclusion criteria in this study were students in grades VII and VIII of Junior High School 2 Kedungbanteng, who were willing to be respondents and had filled out informed consent. At the same time, the study exclusion criteria stated that students came from broken homes or incomplete families. The data source for this study was obtained from respondents at Junior High School 2 Kedungbanteng by filling out questionnaires on peer social support using the PSS-Fr questionnaire, past experiences using Olweus Bully/ Victim Questionnaire, and the risk of bullying behaviour using the questionnaire from the Atfiyanah (2013). Data analysis in this study used univariate and bivariate analysis. Univariate analysis was used to determine the characteristics of respondents and presented in the form of frequency distribution tables. Bivariate analysis using the Spearman correlation test to analyse the relationship between peer social support and the risk of bullying behaviour and the relationship between past experiences and the risk of bullying behaviour.

RESULTS

Table 1. Characteristics of Research Respondents (n=235)

Variable	f	%
Gender		
Man	118	50.2
Woman	117	49.8
Grade		
7	163	69.4
8	72	30.6

Table 1 shows that the number of respondents in this study was almost the same but was dominated by men (50.2%), with 69.4% coming from grade 7.

Table 2. Description of peer social support and the risk of bullying behaviour carried out by adolescents (n=235).

Variable	Median	Min	Max
Peer Social Support	13	6	18
Risk of Bullying Behavior	12	10	32

Based on Table 2, the peer social support and risk of bullying behaviour variables have a minimum score of 6 and 10, while the maximum values are 18 and 32.

Table 3. Description of Past Experience

Variable	f	%
Past Experiences		
Not a victim of bullying	138	58.7
Victim of bullying	97	41.3

Respondents were categorised as victims of bullying and not victims of bullying, as seen from the mean value. If the results of the questionnaire show a number above the mean (17.17), then it is included in the category of victims of bullying and vice versa.

Table 4. Relationship between peer social support and the risk of bullying behaviour (n=235).

Correlations			
			Risk of Bullying Behavior
Spearman's rho	Peer Social Support	Correlation Coefficient	-.063
		Sig. (2-tailed)	.335
		N	235

*. Correlation is significant at the 0.05 level (2-tailed).

Bivariate analysis used the Spearman test to determine the relationship between peer social support and the risk of bullying behaviour. Based on the statistical test results with the Spearman test, the results obtained were *P* value $0.335 > 0.05$, meaning that there was no significant relationship between peer social support and the risk of bullying behaviour. The direction of the correlation relationship is indicated by the number -0.063; the negative sign indicates the correlation between the two.

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The variables are opposite; the greater the value of peer social support, the smaller the risk value of bullying behaviour.

Table 5 Relationship between experience of the risk of bullying behaviour

Correlations			
			Risk of Bullying Behavior
Spearman's rho	Past Experience	Correlation Coefficient	.087
		Sig. (2-tailed)	.184
		N	235

*. Correlation is significant at the 0.05 level (2-tailed).

Bivariate analysis used the Spearman test to determine the relationship between the experience of the risk of bullying behaviour. Based on the statistical test results, it was found that the *P* value was

0.184 > 0.05, meaning that there was no significant relationship between experience and the risk of bullying behaviour. The direction of this correlation relationship is indicated by the results of the data 0.087, which states that the two variables are in the same direction. This shows that the greater the value of experience, the greater the risk of bullying behaviour.

DISCUSSION

Characteristics of respondents based on gender

Based on Table 4.1, the results showed that the respondents were almost balanced but were more dominated by men, namely 118 people (50.2%) and female respondents, there were 117 (49.8%). This is in accordance with data from the Central Statistics Agency for 2021, that man dominates the age group between 10-14 years with a total of 11392.7, while women are 10723.2 residents. This is in line with research conducted by (Wardani *et al.*, 2021), which was conducted at Junior High School 1 Gerokgak in Buleleng Regency, namely the majority of respondents were male, as many as 50 people (65.4%). However, the results of this study are inversely proportional to the research of Tresika and Pratiti (2017) at Junior High School 15 Yogyakarta. The results were obtained from 104 respondents; 58 students were female (55.8%), while 46 were male students (44.2%). Meanwhile, based on student data from Central Java Province, where Central Java occupies the top third position which has the most students in Indonesia with a total of 1,132,554, dominated by men with a total of 579,786 students (Kemdikbud, 2023).

Characteristics of respondents based on grade level

Class level characteristics of the respondents in this study consisted of grades VII and VIII. The results showed that most of the respondents were in grade VII, consisting of 163 students (69.4%), while there were 72 students (30.6%) in grade VII. This is caused by the sampling technique used by researchers, namely consecutive sampling. In this study, respondents from

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class VII filled out the link form earlier than class VIII. In this study, respondents with grades VII and VIII ranged in age from 12-15 years. This is also supported by the statement of Mönks in Bawono and Suryanto (2019) that early adolescence ranges from 12-15 years of age. This is supported by Hapsari (2019), who states that adolescents aged 12-14 years are included in the early adolescent stage category.

Description of Peer Social Support Carried Out by Adolescents

The results showed that the minimum value of the overall total score on the peer social support questionnaire was 6, with the interpretation of the results of the respondents stating that the respondent had low peer social support, as evidenced by the statement that when he talked to his peers, he did not feel comfortable and was supported by the statement that he has no close friends in class. The maximum score obtained from the peer social support questionnaire in this study was 18 out of a total score of 22. This stated that respondents had high peer social support from their peers. It is proved that the respondent has at least 2 close friends in class. This is in line with the research of Saarento-Zaprudin and Salmivalli (2015), which states that the presence of high cohesiveness can indicate high peer influence in peer groups as well. The relationship between the concept of child development stages and peer groups is significant. As children progress through various developmental stages, their interactions with peers play a crucial role in shaping their social, emotional, and cognitive growth. Peer groups provide a context for children to develop essential skills such as communication, cooperation, conflict resolution, and empathy. At different stages of development, the influence of peers evolves, impacting a child's self-concept, identity formation, and understanding of social norms. Thus, peer groups are an integral part of a child's developmental process, influencing and being influenced by the stages of their growth. This is also proven by Surilena (2016), which shows that having a peer group at school will provide opportunities for adolescents to join and contribute more to their peer group.

Description of Past Experience Carried Out by Adolescents

The results of calculating the frequency of respondents in this study showed that the prevalence of victims of bullying among students of Junior High School 2 Kedungbanteng was 41.3%, consisting of 39 female students and 58 male students who were victims of bullying. This figure is greater than the research by Tresika and Pratiti (2017), which showed a result of 38.5%. This shows that more respondents did not fall into the category of victims of bullying, namely as much as 58.7%, but when seen from the data from the results of filling out the experience questionnaire, at least 138 respondents had experienced some bullying behaviour in the past, but did not fall into the category of victims. Bullying because the total score obtained is less than 17 (mean). The results of research conducted by Prasetyo (2014) state that there are long-term impacts that victims of bullying must receive; these impacts will carry over into adulthood if not appropriately handled. In this study, it was proven by several respondents who said they had the desire to repay the

bullying behaviour they received. At the same time, some respondents do not have the desire to respond to the bullying behaviour and prefer to remain silent so that new problems do not arise. The depiction of bullying experienced in the past refers to the various forms of harassment, intimidation, or abuse that an individual may have endured during earlier stages of life. This could include physical, verbal, or emotional bullying, often taking place in settings such as schools, neighbourhoods, or even within the family. These experiences can leave lasting impacts on a person's self-esteem, mental health, and social relationships, influencing how they perceive and interact with the world as they grow older.

Description of Risk of Bullying Behavior Carried Out by Adolescents

Based on Table 4.2, the results of the study show that the lowest total score of the risk of bullying behaviour questionnaire in this study was 10, obtained from 82 respondents with a low-risk interpretation of bullying behaviour. Whereas the maximum value is 32, obtained from 1 respondent with the result of the interpretation that the risk of bullying behaviour is high. If seen from the data, the number of students who have a high risk of bullying is 2 students who were previously victims of bullying. At the same time, 17 students who had previously been victims of bullying had moderate risk. Many factors can influence the risk of bullying behaviour in adolescents. Bullying behaviour by adolescents comes in various ways, namely physical bullying, verbal bullying, psychological bullying, bullying in social relations such as social rejection, sexual bullying, and the last is cyber-bullying (Ahmed *et al.*, 2022). The characteristics of respondents at risk of engaging in bullying behaviour typically include factors such as a history of aggression, low empathy, a need for power or control, and exposure to violence or abusive behaviour in their environment. These individuals may also have difficulties with emotional regulation and social skills or face peer pressure to assert dominance. The link between these characteristics and bullying behaviour is significant, as these traits often contribute to a higher likelihood of engaging in bullying, driven by underlying psychological, social, or environmental factors.

Relationship between Peer Social Support of the Risk of Bullying Behavior

The results of peer social support analysis on the risk of bullying behaviour showed that there was no significant relationship between the two, with a p-value = 0.335 (p-value> 0.05). The r value is - 0.063, indicating that the correlation between the two is negative, meaning that the greater the value of peer social support, the smaller the risk value of bullying behaviour. The results of this study are in line with research on the relationship between peer influence and bullying behaviour in adolescents in rural areas conducted by Pratiwi and Waliyanti (2018), with the result that there is no relationship between peer influence and bullying behaviour in adolescents in rural areas.

Another factor that can influence the risk of bullying behaviour is the school environment. In this

study, teachers at school also have an important role, namely by giving more attention and making. The school is a positive environment. This is evidenced by research conducted by Mandiri and Marsudi (2017) with the result that there is a teacher's role in bullying at school, namely as a mentor and adviser who can direct and foster students so as to minimise bullying cases that occur in schools so that student behaviour can be better. There are other factors in this study, namely the amount of positive support given by peers. This is proven from the results of observations during the study where when a friend had difficulties or became a victim of bullying, several close friends around him would help and provide support.

Relationship between Past Experience of the Risk of Bullying Behavior

The results of the analysis obtained regarding the relationship between past experiences and the risk of bullying behaviour show that there is no significant relationship, as evidenced by a P value of $0.184 > 0.05$. There is a positive relationship between the two, as indicated by the r-value of 0.087, where the greater the value of experience, the greater the risk of bullying behaviour in adolescents. This is not in line with Muhopilah and Tentama (2019) that childhood experiences influence bullying. In this study, other factors besides experience can influence the risk of bullying behaviour in adolescents. Divorced family background is another factor that can have a significant influence. According to research conducted by Rahmawati (2021), children who do not get enough love and lack positive teachings from their families can potentially turn children into bullies. The results of the interviews conducted during the research showed that some of the respondents in this study had problems in the family where, which could increase their risk of being bullied, and this made the respondents have the desire to repay the bullying to other people. Family is one of the risk factors for bullying behaviour in adolescents. Based on this, researchers consider that the family is a significant factor in the social growth of adolescents.

CONCLUSION

The number of research respondents is predominantly male, dominated by class VII students and have moderate peer social support; this is indicated by the respondent having at least 2 close friends in class and also having a low risk of bullying behaviour. The majority of students are not victims of bullying. In this study, there was no significant relationship between peer social support and the risk of bullying behaviour, and there was no significant relationship between experience and the risk of bullying behaviour.

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