

Hubungan Antara Komunikasi Interpersonal Siswa Kepada Orang Lain dengan Perilaku Bullying di Sekolah Menengah Atas

The Relationship Between Students' Interpersonal Communication to Other People and Bullying Behavior in High School

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan komunikasi interpersonal siswa terhadap perilaku bullying khususnya pada siswa SMA. Metode penelitian ini menggunakan kuantitatif korelasional dengan jumlah subjek sebanyak 199 orang siswa SMA. Komunikasi interpersonal diukur dengan skala Devito dan perilaku bullying diukur dengan skala Coloroso. Teknik analisis data yang digunakan dalam penelitian ini adalah korelasi pearson product moment. Berdasarkan data statistik hasil analisis menunjukkan bahwa korelasi Pearson $r = -0,315$ ($p < 0,05$) yang berarti ada hubungan negatif yang signifikan antara komunikasi interpersonal dengan perilaku bullying pada siswa, yang berarti semakin tinggi komunikasi interpersonal siswa dengan orang lain, maka semakin rendah perilaku bullying yang terjadi pada siswa SMA.

Kata Kunci: Perundungan; Komunikasi Interpersonal; Siswa Sekolah Menengah Atas.

Abstract

This study aims to determine the relationship of student's interpersonal communication toward bullying behavior especially in high school students. This research method using the correlational quantitative with a total of 199 subjects in high school. interpersonal communication measured by Devito's scale and bullying was measured by Coloroso's scale. The data analysis technique used in this study is the Pearson product moment correlation. According to data statistic the results of the analysis shown that Pearson correlation $r = -0.315$ ($p < 0.05$) that is means result is significantly negative between interpersonal communication toward student bullying behavior, which means that the higher interpersonal communication of students with others, the lower bullying behavior happened in high school.

Keywords: *Bullying; Interpersonal Communication; High School Students.*

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INTRODUCTION

Bullying behaviour can be seen when a person or group of people repeatedly tries to hurt someone who is weak, such as hitting, kicking, or by using unkind nicknames, mocking, insulting and teasing or with sexual slurs, spreading rumours or trying to make others reject someone (Masdin, 2013). According to the United Nation International Children's Emergency Fund (UNICEF) in 2016 release, placing Indonesia in the first rank for violence that occurs in schools. The phenomenon of bullying in Indonesia may have entered an alarming level. According to data from the Indonesian Child Protection Commission (KPAI, 2014), from 2011 to 2016 there were around 253 cases of bullying, consisting of 122 children who were victims and 131 children who were perpetrators. As of June 2017, the Ministry of Social Affairs has received reports of 967 cases, 117 of which were bullying cases.

Bullying cases in Indonesia are still occurring now that many reports have been received about bullying. According to Coloroso (2008) bullying is a conscious and deliberate act that aims to harm, cause fear and create terror in the victim. Bullying perpetrators have several characteristics such as dominating others, using others to get what they want, it is difficult to understand situations from other people's perspectives, only focusing on their own desires and pleasures and not caring about the desires, rights and feelings of the people around them (Coloroso, 2008). Based on the above understanding, bullying can be interpreted as a form of aggressiveness behaviour that is carried out repeatedly with the aim of hurting and oppressing someone who is considered

inferior and weaker than the bully in order to gain power and be feared.

Coloroso (200) explains that bullying can occur in several forms of action, namely a) physical bullying, the most visible and identifiable type of bullying (e.g. hitting, choking, elbowing, punching, kicking, biting, etc.) and b) physical bullying, the most visible and identifiable type of bullying, memiting dan mencakar); b) bullying verbal, kekerasan yang easy to do and can be whispered in the presence of adults and peers, without being detected (e.g. name-calling, reproaches, slander, cruel criticism, insults, and statements of sexual solicitation or sexual harassment); and c) relational bullying, which is violence that aims to systematically weaken the self-esteem of the victim of bullying through neglect, exclusion, exclusion, or avoidance.

The impacts of bullying behaviour on victims include loneliness, poor academic achievement, adjustment difficulties, increased risk of substance use, involvement in criminal acts and greater vulnerability to mental emotional disorders, such as anxiety, insomnia, substance abuse and depression compared to other children or adolescents who are not involved in bullying behaviour (Surilena, 2016). Furthermore, individuals who were bullied when they were 8 years old had a 3 times greater risk of experiencing depression when they were 18 years old compared to those who were not involved. In addition, there are differences between male and female students on the impact of bullying. Male students who are victims of bullying are more at risk of depression than female students (Surilena, 2016).

Bullying is very common among adolescents, one of the factors that influence bullying behaviour that occurs in schools is family factors, social environment factors, school factors, media factors and student interpersonal communication intelligence factors also affect bullying behaviour (Wahyuni, Sulaiman & Mahrud, 2016). One of the causes of bullying is interpersonal communication by students. According to Devito, interpersonal communication is the delivery of verbal and nonverbal messages by one person to another person or a small group of people, and mutual feedback between them (Devito, 2011). Interpersonal communication will run when communication has feedback between them, when communicants and communicators give each other the same response.

The ability of interpersonal communication in a person is different because this interpersonal intelligence is not carried by children from birth, but is obtained through a continuous learning process. Children need training and guidance to be able to improve their interpersonal communication skills. Children need high interpersonal skills to be able and skilled to get along with their friends (Wahyuni, Sulaiman & Mahrud, 2016). Research conducted by Sinaga (2010) that friends or people around them affect the behaviour of these students because friends are where students can communicate daily, hang out, exchange ideas, and experiences in providing changes and development in their social and personal lives. Children will imitate everything they learn in their friendships, when students commit bullying behaviour

it is because students are friends with people who like bullying and these students will imitate this behaviour.

Many cases of bullying occur at school, one of which is due to poor or negative interpersonal communication. According to research conducted by Maili (2006), bullying arises because the message to be conveyed is an oppressive message, with various forms both verbally and nonverbally. Bullying will arise because communication is negative and oppressive and is done intentionally. In line with research conducted by Widodo (2016) when communication is conveyed unkindly or negatively with the aim of hurting someone, it can be said to be bullying behaviour. When bullying behaviour arises it is due to negative interpersonal communication with the aim of hurting someone. Such communication causes bullying behaviour.

Based on the explanation above, the problem formulation proposed in this study is whether there is a relationship between students' interpersonal communication with others and bullying behaviour in high school students.

RESEARCH METHOD

This study uses a method with a quantitative approach. The approach in quantitative research is research that emphasises its analysis on numerical data (numbers) processed by statistical methods to obtain the significance of the relationship between the variables studied (Azwar, 2013). Meanwhile, the method used is a correlational method which has the aim of knowing the extent to which variations in one variable are related to

other variables, based on the correlation coefficient (Azwar, 2013).

This study uses the help of SPSS 21.0 for windows to facilitate the calculation of researchers. Sampling in this study were 199 students using G-power 3.1.9.2. The sampling technique used in this study used nonprobability sampling method, with accidental sampling technique. The sampling of this study was taken from four high schools located in Probolinggo and Malang, namely 3 schools and 1 school in Malang.

The instruments in this study used research instruments in the form of scales in which contained items that had been arranged in such a way and based on relevant theories. This study uses two scales, namely Devito's interpersonal communication (2011) which has been adapted by Firdaus (2014) and Coloroso's bullying scale (2008) which has been adapted by Yohana (2015).

The interpersonal communication scale used in this study is Devito's (2011) communication scale which has been modified by Firdaus (2014). Cronbachs Alpha of the interpersonal communication scale in this study is 0.94.

The bullying scale made based on bullying indicators according to Coloroso (2008) which has been adapted by Yohana (2015) which consists of 16 items, based on the results of the try out conducted by the researcher obtained a reliability result of 0.934 (Cronbach's Alpha) and there were no invalid items. The Likert scale method is used to measure bullying behaviour with answer choices in the form of Very Often (SS), Often (S), Sometimes (T), and Never (TD). The assessment given for the response given by the subject for

each item (SS = 4), (S = 3), (T = 2) and (TD = 1) the higher the score obtained by the subject, the higher the bullying committed by the subject. Conversely, the lower the score obtained by the subject means the lower the bullying committed by the subject.

Reliability measurement on this research measuring instrument uses the Cronbach's Alpha formula with the help of SPSS 20.0 for windows. The reliability value after aitem discrimination, the reliability result obtained by the interpersonal communication variable is 0.938 and the bullying variable is 0.934. This data shows that the measuring instrument used can be said to be reliable.

This study uses the Kolmogorov-Smirnov normality technique with the provision that if the significance value > 0.05 then the data is spread normally and vice versa. Based on the table data below, the normality test carried out by the Kolmogorov Smirnov method on interpersonal communication obtained a p-value of 0.022 and bullying obtained a p-value of 0.000. (p-value > 0,05). These results can be concluded that the data is not normally distributed.

The linearity test is used to find out whether the two research variables have a significant linear relationship or not. In this study, linearity testing using SPSS 20 for windows software used the F test with a significant level > 0.05. The results of the linearity test conducted obtained a significance of 0.078 (P > 0.05). Based on the test results, it can be concluded that the data from the interpersonal communication and bullying variables are linearly related or the points are parallel to the straight line.

Hypothesis testing aims to determine the relationship between one variable and another. The results of hypothesis testing can be used to determine whether the hypothesis that has been made by the author is accepted or rejected. Hypothesis testing in this study uses Pearson's Product Moment. Based on the results of the analysis, it is known that the correlation (r) between interpersonal communication and bullying is -0.315 and the p-value is 0.000 ($p < 0.05$). So that there is a significant relationship between the variable of students' interpersonal communication with others on bullying behaviour that occurs in high school, which means that when students' interpersonal communication skills are good or high, bullying behaviour that occurs at school will decrease.

RESULT AND DISCUSSION

Based on the results of data analysis and hypothesis testing that has been carried out by the author previously, there is a negative and significant relationship between interpersonal communication and bullying behaviour. This is shown from the results of the coefficient value of -0.315 with a significant value of 0.000, meaning that when students communicate well, bullying behaviour at school will decrease, on the contrary, if the interpersonal communication carried out by students is not good, bullying behaviour will increase.

Rachman and Syahrin (2018) stated that by communicating well with friends or other people and venturing to communicate or open up to others will minimise bullying behaviour that occurs at school. The results of this study state that interpersonal communication is important

for students because the daily lives of these students from socializing, communicating and exchanging ideas are carried out daily and affect the behaviour of these students. When interpersonal communication is good, bullying behaviour will decrease because due to good communication there is no misunderstanding and communication occurs both ways.

Devito (2008) states that interpersonal communication occurs because of the delivery of verbal and nonverbal messages by one person to another person or a small group of people and provide mutual feedback between them. When interpersonal communication is not good due to a misunderstanding of the messenger as a result some understanding arises. This results in bullying in schools.

Wicaksana and Setyorini (2019) state that there is a negative and significant relationship between interpersonal communication and bullying behaviour of students of SMK negeri 1 Tangerang. The better the interpersonal communication carried out by SMK 1 Tangerang students, the lower the bullying behaviour that occurs at school. This is the same as the results of research conducted by the author which states that there is a negative relationship between interpersonal communication and bullying behaviour. negative and significant, which means that the higher the students' interpersonal communication with others, the lower the bullying behaviour that occurs at school.

Tuasikal (2008) stated that when students have a high level of communication intensity, the aggression of violence committed will decrease. Interpersonal communication that is full of

obstacles or barriers causes the communication to fail and makes the individuals who communicate become frustrated. The frustration experienced by these individuals can then be expressed by aggressive or violent actions and bullying behaviour to vent their anger.

In accordance with previous research and the results of this study also have a negative relationship in other words, students' interpersonal communication relationships with others affect bullying behaviour that occurs at school. Factors causing bullying behaviour that occurs in schools are family factors, social environment factors, school factors, media factors and student interpersonal communication intelligence factors also affect bullying behaviour. Children need high interpersonal skills to be able and skilled to get along with their friends.

CONCLUSION

Based on the results of data analysis and hypothesis testing that has been carried out by the author previously, it can be concluded that there is a negative and significant relationship between interpersonal communication and bullying behaviour. This is indicated by the coefficient value of -0.315 with a significant value of 0.000. Thus it can be concluded that when students' interpersonal communication increases, bullying behaviour that occurs in high schools will decrease.

Based on the research that has been carried out and the limitations of the research that have been explained by the previous researcher, there are several suggestions that researchers can describe with the research results. For high school

students to improve their interpersonal communication skills so that students are able and skilled at communicating with their friends so that bullying behaviour can be minimised.

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