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Adolescents' Knowledge and Attitudes Towards Bullying At Mtsn 1 Blitar

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ABSTRACT

Bullying in adolescents is one of the things that can cause negative impacts. Until March 31, 2023, KPAI received 64 complaints of violence at the education level. This study aims to identify adolescents' knowledge and attitudes towards bullying at MTSN 1 Blitar in 2023/2024. The research design used is descriptive. Simple random sampling technique with a sampling of 78 respondents. This research data was collected in February 2024 with questionnaires distributed in the classroom. The results showed that most adolescents had good knowledge 95% (76 people) of 78 respondents because the school implemented Islamic religious learning and counseling learning carried out by the school and most had a positive attitude as much as 83% (65 people) because students applied the results of knowing and understanding of bullying. It is hoped that this research can be used to increase knowledge about bullying behavior and attitudes towards bullying and can be used as input for schools to continue to improve learning and counseling services for adolescent development.

Keywords: Knowledge; attitude; bullying; adolescents

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INTRODUCTION

Bullying behavior is the desire to hurt someone physically, psychologically, or verbally, thus causing someone to suffer (1). Bullying among adolescents is not a new thing, so it is currently still receiving special attention and needs to be handled properly and correctly. According to data collected by the Indonesian Child Protection Commission (KPAI) (RI, 2023), bullying is still a terror for children in the school environment, the data shows that there were 226 cases of bullying in 2022, 53 cases in 2021, and 119 cases in 2020 (2). The Federation of Indonesian Teachers' Unions (FSGI) found 16 cases of bullying in schools from January to August 2023 (3). Based on data from the East Java Child Protection Agency (LPA), the number of direct reports of cases of violence against children in 2019 was

90 cases, while in the previous year 131 cases (4). The data above shows that bullying in Indonesia is still widely found in the school environment, even this year 50% of bullying behavior is in the SMP / MTs environment.

Based on research (Utami et al., 2017) obtained results from 95 respondents, there were 49 respondents (52%) with insufficient knowledge (5). This is due to the lack of information collection and sources, as well as the level of knowledge about the forms of bullying that are still lacking. In addition, respondents are still in the early stages of education and have not been exposed to bullying information thoroughly, so respondents do not know about various forms of bullying, such as physical bullying, verbal bullying, relational bullying, and cyberbullying.

Based on the background description above with the results of an interview with one of the resource persons at MTsN 1 Blitar, there are several types of bullying cases occurring in the school environment committed by several students, cases that have occurred in the past are physical violence between students, so research with the title "Knowledge and Attitudes of Adolescents towards Bullying at MTsN 1 Blitar" is needed. The purpose of this study was to determine the description of adolescents' knowledge and attitudes towards bullying at MTsN 1 Blitar.

METHODS

This study uses quantitative research with a descriptive research design. The population in this study were adolescents in class VIII at MTsN 1 Blitar as many as 355 respondents with a sample size of 78 respondents. The sampling technique used in this study is probability sampling with a technique using simple random sampling. How to collect data in an ordinal way. Random sampling method by taking 8 samples per class based on even attendance numbers. The location of this research site at MTsN 1 Blitar. The research was conducted in October 2023 - March 2024. The measuring instrument used to collect data in this study was a questionnaire. The knowledge questionnaire on bullying amounted to 20 questions adapted from Melasari, 2022 with the answer value category: if the question is correct, it gets a score of 1 for the correct answer and if the question is wrong, it gets a score of 0 for the wrong answer. The knowledge of the bullying questionnaire was declared valid with a value of (0.361). The results of the knowledge of bullying reliability test found a value of 0.859, so it was declared reliable. The attitude questionnaire consisted of 20 statements with all statement items being unfavorable statements adapted from Ningsih's research, 2017. The scale used is a Likert scale with the answers: (1) strongly agree, (2) agree, (3) disagree, (4) disagree, and (5) strongly disagree. All items on the attitude questionnaire were declared valid with a value of (0.444). The results of the reliability test of adolescents' attitudes towards bullying found a value of 0.940, so the reliability is perfect.

RESULT

Table 1. Adolescent Knowledge of Bullying in the Research Sample of MTsN 1 Blitar Students

January-March 2024 (n=78)

Bullying Knowledge	Frequency	Percentage (%)
Good	74	95
Enough	4	5
Less	0	0
Total	78	100

Based on Table 1, adolescents' knowledge of bullying shows that most of them have good knowledge as much as 95% (74 students).

Table 2. Attitude towards Bullying in the Research Sample of MTsN 1 Blitar January-March 2024

Students (n=78)

Teenage Attitude	Frequency (F)	Percentage (%)
Negative	1	1
Netral	12	16
Positif	65	83
Total	78	100

Based on Table 2, the attitude towards bullying shows that most of them have a positive attitude category as much as 83% (65 students).

DISCUSSION

Bullying Knowledge

As a result of good knowledge gained from the counseling teacher's guidance on the dangers and consequences of violence in schools, adolescents can gain a deep understanding of bullying. The school also implements learning based on the Islamic Religion. According to the results of research by Anisa Anggraeni Mustikasari Budiana, et al 2022 conducted on Class XII SMA Tamansiswa Rancaekek students, most respondents had good knowledge as much as 61.3% (38 people) (6). The results of research by (Utami et al., 2017) are inversely proportional to the results obtained from 95 respondents, there are 52% (49 respondents) with poor knowledge (5). This is due to the lack of digging up information and the lack of sources of information so the level of knowledge about bullying is still lacking.

According to Notoatmodjo, knowledge is the result of knowing that arises after humans perceive a certain object, while according to Bloom, knowledge is the result of knowing, and this occurs after

people perceive a certain object. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste, and touch (7).

Based on the researcher's assumption, the results of good knowledge are based on counseling conducted at school, which allows students to better understand what they know about bullying behavior, table 4.3 shows the results of good knowledge and attitudes because the school applies learning with the basis of Islamic religion and counseling that has been done by teachers so that many students know and understand bullying behavior. Age in Table 1 shows the majority in early adolescence where physical changes and social relationships occur many changes, so the school is very appropriate to conduct counseling about bullying behavior.

Bullying Attitude

Positive attitude results are obtained from students who apply the results of the counseling teacher's guidance about the dangers and consequences of violence in schools. Questionnaire data almost all of them have learned from school about bullying, and this has made students at MTSN 1 Blitar have a positive attitude towards other friends.

The results of previous research conducted by Andriani, et al, 2022 agree that the respondents' attitudes towards bullying showed positive results found from 85 respondents there were 57.% (49 people) and adolescents' attitudes towards bullying in SMA Negeri 3 Bukittinggi City, were also found that more than half of the respondents (90%) had a positive attitude about bullying behavior (8). According to Notoatmodjo, attitude is a reaction or response that is still closed from a person to a stimulus or object. Attitude is also a readiness or willingness to act and is also the implementation of certain motives.

Bullying according to Olweus is defined as deliberate, aggressive, repetitive, and sometimes violent behavior or actions by a group or individual against a victim who cannot defend himself or does not make any systematic efforts to commit violence. According to Hurlock, in early adolescence, 13 years or 14 years to 17 years occurs physical changes very quickly and reach their peak. Emotionally it becomes unbalanced and unstable in many ways and at this age, there are changes in self-identity and social relationships.

Based on the researcher's assumption, a positive attitude can be possessed by every student, if good knowledge will encourage someone to act positively and attitudes in responding to bullying cases can be good and positive if students know and understand good and bad behavior, but some students do not understand what attitudes must be understood about bullying because they are still hesitant and do not listen so that students do not imagine what is given by the researcher.

CONCLUSION

Based on the results of research at MTsN 1 Blitar in 2023/2024, it can be concluded that adolescents with knowledge of bullying almost all have good knowledge as much as 95% (74 people), these results are because the counseling teacher has conducted learning about the dangers and consequences of violence in schools and schools that implement learning based on Islamic religion, so that adolescents understand bullying. Adolescents showed that most of them had a positive attitude category of 83% (65 people), these results were obtained from students who applied the results of tau obtained from school learning and understood good behavior. It is hoped that this research can be used to increase knowledge about bullying behavior and attitudes towards bullying and can be used as input for schools to continue to improve learning and counseling services for adolescent development.

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