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PROCEEDING
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"LIFE CYCLE APPROACH FOR SUCCESSFUL AGING"

Faculty of Health Science
University of Muhammadiyah Jember
East Java, Indonesia

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PATH ANALYSIS OF FACTORS AFFECTING BULLYING BEHAVIOR IN SCHOOL AGE CHILDREN IN SMPN 1 RAMBIPUJI JEMBER

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ABSTRACT

BACKGROUND : Bullying that is often found in school-age children can have an impact both physically and psychologically on the lives of children in school and the stages of child development. The impact of bullying for children can last a lifetime, both for victims and bullying perpetrators themselves. Many factors contribute to the emergence of bullying behavior in the school environment. However, these factors were never identified by the school to determine the appropriate intervention in overcoming the problem of bullying in children at school. Nurses can act as early case finding through activities to identify factors that can influence the emergence of bullying in schools to be able to determine the handling and prevention of bullying behavior in schools. The purpose of this study was to analyze the factors that influence bullying behavior in school-age children.

SUBJECT AND METHODE : The design of this study used the explanatory research design of the cross-sectional survey with a sample of 74 respondents.

RESULTS : The results showed that (1) biopsychological factors had a significant effect on bullying behavior; (2) cognitive factors had a significant influence on bullying behavior; (3) social factors had a significant effect on bullying behavior.

DISCUSSION : Pathway analysis of factors affecting bullying by considering biopsychological, cognitive and social factors is adequate for nurses to predict in identifying the causes of bullying behavior in school-age children.

Keywords: bullying, children, school-age

INTRODUCTION

The last few years bullying has become a serious threat to the development of children and causes of violence on children. Bullying is any proactive aggressive behavior that is characterized by an imbalance of power between the offender and the victim which usually involves repetition (Erhabor, 2013; Odar Stough *et al.*, 2016; Zakiyah, Humaedi and Santoso, 2017). Bullying that occurs in schools has three integrated characteristics, including (1) actions that are intentionally carried out by the perpetrators to hurt victims, (2) actions taken unbalanced so as to create a sense of pressure on the victim, and (3) action taken repeatedly (Sufriani and Sari, 2017). The phenomenon of bullying is a world problem that can have a negative impact on a lifetime for perpetrators of bullying, victims of bullying and people around it (Polanin, Espelage and Pigott, 2012).

The impact of bullying in childhood can last for a lifetime, both for the victims and perpetrators of bullying themselves. However, the perpetrators of bullying are found to be healthier compared to victims of bullying (Sufriani and Sari, 2017). The case of bullying in Indonesia can occur at all levels of schools including elementary school, secondary schools to tertiary institutions. The Indonesian Child Protection (KPAI) in 2014 noted that of the total complaints of bullying, which occurred in the education sector as many as 1,480 cases. KPAI found that children experienced bullying in the school environment by 87.6% with details : 29.9% bullying was done by teachers, 42.1% was carried out by classmates, and 28.0%



was carried out by other classmate (Putri, 2015). This shows that the prevalence of bullying behavior is still high in the school environment.

Priyatna (2010) suggest there is no single cause of bullying. Many factors contribute to bullying behavior in the school environment. Individual factors, cognitive, social, environmental risk, protection also determine the etiology of bullying behavior, where this can affect the growth and development of children according to age stages (Sufriani and Sari, 2017).

Nursing as an integral part of health services plays an important role in providing nursing services, including in schools through the management of School Health Efforts (UKS) in order to ensure the students can grow and develop according to the age stages. In line with the purpose of UKS, nurses can act as an early case finding through identifying the causes of bullying in schools to be able to determine the handling and efforts to prevent bullying behavior by conducting research on the path analysis of factors affecting bullying behavior in school age children.

METHODE

The design of this study used an explanatory research design survey cross sectional approach. The study was conducted at SMP1 Rambipuji Jember. The time of study was carried out in April 2019. The focus of this study was conducted at the SMP 1 Rambipuji in the age range of 12 – 15 years old. This phase is classified as early adolescents, where students are undergoing a transition period when children are no longer suitable to be treated as small children, but their physical and mental growth is not yet feasible to be considered an adult. In this phase adolescents experience a period of storm and stress, where unstable emotional upheaval is accompanied by rapid physical growth and psychological development that is very susceptible to environmental influences. The sample size after calculation using Slovin formula is at least 74 respondents. In the process, this research through ethical clearance firstly refer to the National Health Research and Development Ethics Commission (KEPPN, 2017) namely respect for persons, beneficence and maleficence and justice. The instrument used in this study is a questionnaire. Data were analyzed using Partial Least Square (PLS)..

RESULT AND DISCUSSION

A. Result of Descriptive Study

Table 1. Distribution Frequency Respondents Characteristics

Variable	Frequency	Percentage (%)
a. Gender		
1) Male	33	44,6
2) Female	41	55,4
Total	74	100,0
b. Age (years old)		
1) 12	11	14,9
2) 13	57	77,0
3) 14	6	8,1



Variable	Frequency	Percentage (%)
Total	74	100,0
c. Personality		
1) Introvert	28	37,8
2) Ekstrovert	46	62,2
Total	74	100,0
d. Knowledge		
1) Bad	32	43,2
2) good	42	56,8
Total	74	100,0
e. Peer support		
1) Bad	26	35,1
2) Good	48	64,9
Total	74	100,0

According to the data in table 1 we see that 55,4% respondents are female; 77% are 13 years old; 62,2 % are extrovert; 56.8% respondents has good knowledge; 64.9% respondents has good peer support.

Table 2. Distribution Frequency of Bullying Behavior in SMPN 1 Rambipuji

Variabel	Frequency	Persentase (%)
Bullying behavior		
1) Low	28	37,8
2) Medium	25	33,8
3) High	21	28,4
Total	74	100,0

According to the data on table 2 show that 37.8% respondents show low bullying behavior.

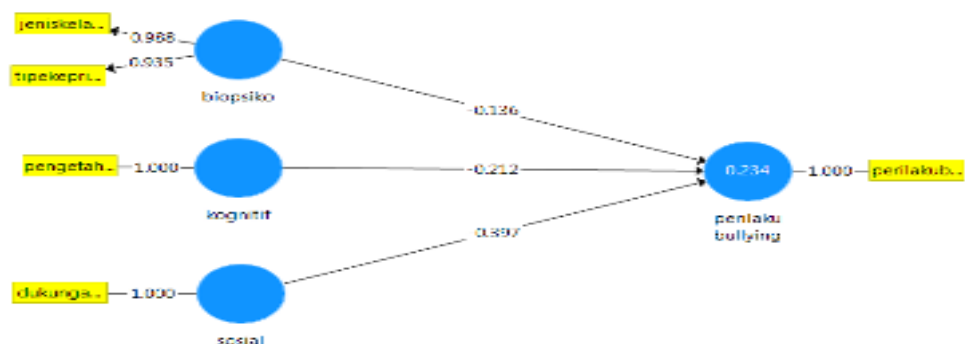
B. Result Study of Interferensial Analysis

1. Hypothesis testing

a. Measurement testing (outer) model

1) Convergent validity

On this study the convergent validity value are shown in the picture below



Picture 1. Path analysis and end outer loading value

Outer loading value for all indicators both from indicator for laten variables such as biopsico, kognitif and social factors that can be seen in this table below :



Table 3. convergent validiy result

No.	Variable	Indicator	Outer Loading	Information
1.	Bipsyco factor	X1.1 gender	0,988	Valid
		X1.2 personality	0,935	Valid
2.	Cognitive factor	X2.1 knowledge	1,000	Valid
3.	Social factor	X4.1 peer support	1,000	Valid

According to the data in table 3 we see that all indicators on the structure has met the validity test

2) Reliability test

Table 4. Result (AVE) composite reliability, cronbachs alpa show > 0.7 so that it can be conclude that all laten variables (biopsycho, kognitif and social factors) has met the reliability test. The next test is convegent validiity is average variance extracted value (AVE). The AVE value above 0.5 is recommended. According to table 4, the AVE value for all laten variables are above 0.5.

b. Structural model testing (inner)

Table 5. Hipotesis Testing Result

No.	variable	Sample origin (0)	T statistic	Innformation
1.	The affect of biopsyco factor to bullying behavior	-0,136	0,927	No effect
2.	The affect of kognitif factor to bullying behavior	-0,212	1,644	No effect
3.	The affect of social factor to bullying behavior	-0,397	3,688	Affecting

According to the data in table 5, ot show that biopsyco (T statistic 2.351 > 2.0) mean that social factors has singnificant effect to bullying behavior. But according to table 5, the association of biopsyco and kognitif factors to bullying behavior are explained as follow:

Table 6. cross tabulation of social and kognitif factirs to bullying behavior

Biophysical	Cathegory	Bullying behavior						Total		P Value
		High		Moderate		Low		N	%	
		F	%	F	%	F	%			
Gender	Male	9	27,3	4	12,1	20	60,6	33	44,6	0,000
	Female	12	29,3	21	51,2	8	19,5	41	55,4	
Personality	Introvert	9	32,1	4	14,3	15	53,6	28	37,8	0,016
	Ekstrovert	12	26,1	21	45,7	13	28,3	46	62,2	
Cognitive	Cathegory	Bullying behavior						total		P Value
		High		Moderate		Low		N	%	
		F	%	F	%	F	%			
Knowledge	Good	11	26,2	8	19,0	23	54,8	42	56,8	0,001
	Bad	10	31,3	17	53,1	5	15,6	32	53,2	



The result of data analysis using chi square test association tabulation biophysical factors (gender and personality) to bullying behavior on the table 6 we could see that p value is 0.000 and 0.0016 with significance value 0.05 and association tabulation cognitive factors (knowledge level) to the bullying factors can be seen that p value 0.001 with significance value 0.05. P value is smaller than significance level, so the H₀ is rejected. It means there are significant relationships between biophysical and cognitive factors to bullying behavior in school age children at SMPN 1 Rambipuji. So we can conclude that biophysical and cognitive factors have significant effects on bullying behavior of school age children.

C. Biophysical factors to bullying behavior

Biophysical factor analysis (gender and personality) has no significant effect on bullying behavior in school age children. But according to analysis using chi square test the association of biophysical factors (gender and personality) to bullying behavior shows significant correlation with negative influence direction (original sample -0,136) which is female respondents with extrovert personality tend to be low in bullying behavior.

This result is supported by the study of Erhabor (2013) which shows that boys commit more aggression and intimidation than girls. Male violent behavior tends to be open and does not hesitate to use physical violence. On the contrary, that women tend not to do violence directly and more often to use violence that is closed and difficult to observe (Reed and Submitted, 2007). However, bullying can be found in both boys and girls, but its intensity is influenced by the received socialization process. This shows that male gender contributes a lot to bullying behavior.

Personality of bullying behaviors has been reported as one of factors that could predict problems of bullying behavior in school age children (Erhabor, 2013). Bullying behavior is affected by individual personality types and tends to happen at teenage boys with extrovert personality (Utomo, 2013). But this study result is showing that the extrovert personality tends to be low in practicing the bullying behavior. And it is affected by other factors in personality type according to Eysenck (1970: Erhabor, 2013); extrovert and introvert factors are equipped by other factors such as psychoticism (Eysenck, 1970). The nature of this psychotic factor can be conveyed briefly which is characterized (ie, has a high burden): (1) solitary, not caring for others, (2) partial difficulties; (3) cruel; inhumane, (4) Lack of feelings; not sensitive, (5) sensation seeking "arousal jag", (6) hostile to others; (9) fooling others. According to Eysenck there is close relationship between psychosis (especially schizophrenia) and crime or that psychosis has certain important characteristics with crime. In addition, this is also influenced by other factors such as parenting style, where according to the results of research by Sewanna Conner Buchanan (2013), an active child who is not supervised by parents and shy children, timid with hard discipline shows a high level of aggression. Thus, extrovert personality types which can be influenced by other factors namely psychoticism and parenting patterns.

D. Cognitive behavior to bullying behavior

Cognitive factor analysis is not significantly affected by the bullying behavior in school age children. Cognitive factors (knowledge) affect bullying behavior in school age children. But according to chi square test the association of cognitive factor (knowledge) to bullying behavior shows significant correlation with negative influence direction (original sample -0.212) meaning that the lower the knowledge, the lower the bullying behavior. So the cognitive behavior is



significantly affected the bullying behavior. This results is supported by the study conducted by Nurfadli(2012) which shows almost half of (48.3%) which is 42 respondents has good knowledge about bullying has low bullying behavior where the better knowledge of the teenagers it will minimize or get rid of bullying behavior.

E. Social factors to bullying behavior

Analysis social factors is significantly effected bullying behavior at school age children. Social factors (peer group support) is affected bullying behavior in school age children with negatif influence direction (original sample -0.397). mean that the better peer group support the bullying behavior tend to minimize. It shows that the role of their peer to do negative thing is almost not exist (Annisa'i Rohimah, 2016). Peer group, teacher, and school environment and uphold religious values are very important in shaping the character of the students. This is contrary to the research from Nathania and Godwin (2012) that the existence of peers has a negative influence by spreading the idea (both actively and passively) that bullying is not a big problem and is a natural thing to do.

CONCLUSION AND RECOMMENDATION

According to the result of study, it can be conclude that :

1. Female tend to be low in bullying behavior
2. Extrovert personality is tend to be low in doing bullying behavior if compared with introvert behavior which affected by others factor such as psychotisme and parenting type
3. The higher knowledge the bullying behavior tend to be low
4. The better support from peer support the bullying behavior tend to be low

The next study are expected to do further study that can be developed on bullying victims such as the impact of bullying on children's growth and development

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