

The Relationship of Emotional Intelligence of Fifth Grade Students to Bullying Behavior in Elementary Schools

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Abstract: Education in Indonesia is experiencing a bullying emergency. Bullying is aggressive behavior that involves an imbalance of power followed by oppression and solely to make others feel uncomfortable or afraid. Bullying cases in educational institutions, especially in elementary schools, are increasing every year. This is caused by various factors, including external and internal factors. External factors include parenting patterns, the environment, and culture from outside. While internal factors come from within the students, including feelings of empathy and student personality related to emotional intelligence. Therefore, this study aims to determine the relationship between emotional intelligence and bullying behavior in elementary schools. The population in this study was grade V at SDN 12 Pagi Cengkareng Timur with a sample of 30 students. Sampling in this study was determined using a purposive sampling technique because it met certain criteria, such as sample homogeneity which was in the age range of 11-12 years, a sample size sufficient to achieve the desired depth of analysis, and ease of access to members of the population. This study is a quantitative study with a data collection technique using a questionnaire instrument that goes through a statistical test stage, such as validity and reliability tests. This study uses two analysis techniques, namely univariate analysis and bivariate analysis. The results of the correlation test show that the Sig. value is $0.019 < 0.05$ with $r \text{ count } 0.426 > r \text{ table } 0.361$, so there is a positive and significant relationship between emotional intelligence and bullying behavior. The higher the level of emotional intelligence of a student, the lower the tendency of bullying behavior.

Keywords: bullying, emotional intelligence, elementary school

PRELIMINARY

Education is an effort to create a learning environment for students so that they can actively develop their potential to the maximum so that they have spiritual religion, self-control, personality, intelligence, and good skills for themselves, society, nation and state. Education aims solely for students to have noble morals and useful knowledge. (Law No. 20 of 2003) However, in reality, education in Indonesia is experiencing a crisis with the increasing cases of violence and bullying involving children in educational

institutions. (Hafidurrahman et al., 2023). According to data from the official website of the Indonesian Child Protection Commission (KPAI), there have been 37,381 complaints of violence against children in the last nine years from 2011 to 2019, including reports related to bullying. Based on the report, educational institutions and social media received 2,473 reports of bullying and the bullying trend is increasing every year. Supported by data from the Federation of Indonesian Teachers' Unions (FSGI), bullying cases increased throughout 2023 with the highest level of education being junior high school at 50% and followed by elementary school at 30%. This figure is quite concerning that bullying occurs in places that should be used to gain knowledge and moral values for students, especially in elementary schools which are the foundation for students to have moral values and knowledge as provisions in the future. (Dewi, 2020) Bullying is a pattern of aggressive behavior that involves an imbalance of power followed by oppression and is designed to make others feel uncomfortable, afraid, and hurt. (Dewi, 2020; Masyithoh, 2023; Wijayanti & Hidayat, 2022). Bullying has three main components, namely aggression, behavioral patterns, and power imbalances. According to Olweus, (in Masyithoh, 2023) Bullying is usually based on differences, whether in appearance, culture, race, religion, gender, or even social background. Bullying is divided into several dimensions, as explained by Olweus and Coloroso (Masyithoh (2023): (1) Verbal Bullying: Including teasing, gossip, and malicious comments; (2) Physical Bullying: Including actions such as hitting, kicking, pushing, and damaging other people's belongings; (3) Social or Relational Bullying: Aims to damage the victim's reputation and social relationships; (4) Cyberbullying: Bullying that occurs through electronic media such as the internet and mobile phones

Bullying behavior is often associated with several causal factors. For example, in the research of Maramis (2022) and Rahmawati (2021), bullying behavior is caused by parental parenting patterns, then in the research of Ramadhanti and Hidayat (2022), bullying is caused by the influence of online shows and games that involve violence. In addition, bullying that occurs in schools is usually still considered a normal delinquency even though bullying behavior has long-term impacts that are dangerous, both for the perpetrator and the victim (Masyithoh, 2023; Octavia et al., 2020; Rahayu & Permana, 2019). Moreover, if the perpetrators and victims of bullying are elementary school students. At this age, students are experiencing a phase of emotional development.

Students' emotions are related to reactions to various feelings and experiences experienced. If a student is involved and experiences bullying behavior, it will have an impact on the emotional aspect of the student. In addition, elementary school students, especially in the age range of 11-12 years or those in grade V are experiencing a process of adjusting their identity in the transition from childhood to adolescence. In this transition phase, the student's self-adjustment process is accompanied by emotional instability so that students at this age are vulnerable to becoming bullies. (Marsari et al., 2021; Nadia et al., 2023). The impact that occurs if students are involved and experience bullying behavior during their development is loss of self-confidence and decreased empathy which can lead to poor mental health (Malida et al., 2021; Marsela & Fitriyeni, 2024)Click or tap here to enter text.

Students who become bullies will have a tough and arrogant character because they feel they have power, and students who become victims will experience mental disorders or personality disorders which if not treated will lead to feelings of despair and intrusive thoughts such as suicide or other extreme actions, such as revenge. Bullying victims who are accustomed to receiving bullying behavior will reflect on the actions they receive so that they can encourage the victim's motivation to change into a bully. (Rahayu & Permana, 2019)

Individuals who experience bullying or become bullies have low emotional intelligence because they are unable to manage their own emotions and the emotions of others (empathy). (Jempru & Trihastuti, 2023; Rahayu & Permana, 2019). Emotional intelligence is the ability to recognize, understand, and manage one's own and others' emotions well and effectively. (Goleman, 2000). Referring to previous studies, namely in the studies of Malida et al. (2021) and Suryani et al. (2021) it was found that there is a relationship between emotional intelligence and bullying behavior. Meanwhile, in Nasihah's (2021) study, there was a positive relationship between emotional intelligence and bullying behavior. This is what the researcher paid attention to in order to show that a person's level of emotional intelligence has the potential to lead to bullying behavior, especially in fifth grade elementary school students. This study has several differences from previous studies, such as the relationship between variables and the focus of levels that have not been widely studied. In previous studies, researchers analyzed the relationship between bullying behavior and other variables, such as parenting patterns

and interpersonal intelligence. In addition, the focus of the levels analyzed by previous studies focused on junior high school students or high school students. Meanwhile, research that focuses on elementary school level with the same variables is very little. Based on these findings, the researcher reviewed previous studies and found new things to analyze in this study, such as the relationship between emotional intelligence and bullying behavior of elementary school students, especially in fifth grade. The purpose of this study is to show the relationship between students' emotional intelligence and bullying behavior. The discussion regarding the relationship between the two variables involves a multidimensional approach from various aspects of emotional intelligence, such as self-awareness, emotional regulation, motivation, empathy, and social skills so that it can specifically contribute to information regarding student development and future research. In addition, this research can be used to increase awareness among educators and students regarding the dangers of bullying.

METHOD

This study uses a quantitative approach. Quantitative research is a research method based on the philosophy of positivism, as a scientific method because it has met scientific principles in a concrete or empirical, objective, measurable, rational, and systematic manner. (Sugiyono, 2019). The population in this study was class V of SDN 12 Pagi Cengkareng Timur with 30 students as respondents. Sampling in this study was determined using purposive sampling because the sample was homogeneous and specific, as well as time and cost efficiency. Before the study, the researcher had asked permission from the school. In the initial stage, the researcher collected 20 scientific literatures related to emotional intelligence and bullying behavior in elementary schools. The literature that had been collected was reviewed again to obtain a strong theoretical basis. After obtaining a theoretical basis, the researcher compiled a questionnaire for each variable. The compilation of the emotional intelligence questionnaire used references from the theory put forward by Goleman, while the compilation of the questionnaire for bullying behavior used references from the theory put forward by Olweus. Each questionnaire consists of 30 statement items with a 4-scale Likert scale, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). The questionnaire was tested by conducting validity and reliability tests on grade V students. The validity and

reliability tests of the questionnaire were carried out using SPSS. After the questionnaire was declared valid and reliable, the researcher collected data by distributing the questionnaire to grade V students. The filling of the questionnaire was supervised by the researcher directly in class. After collecting the data, the researcher re-entered the data from the questionnaire into Microsoft Excel before entering it into SPSS to analyze the data using univariate analysis and product moment correlation analysis. After the analysis results showed the distribution of data and the results of the hypothesis test of the relationship, the researcher interpreted the results of the analysis to answer the research objectives and discuss the research findings based on the theory used.

RESULTS

The research conducted at SDN 12 Pagi involved 30 fifth grade students as respondents in filling out the questionnaire. The results of the questionnaire answers were processed using univariate analysis techniques to determine the frequency distribution of emotional intelligence and bullying behavior in students, as well as bivariate analysis techniques in the form of Pearson product moment correlation tests to measure the relationship between the two research variables. The following are the results of data processing analysis using SPSS assistance.

Table 1. Univariate analysis of emotional intelligence of fifth grade students of SDN 12 Pagi

Category	Emotional Intelligencel	
	Frequensy	Persentase (%)
High	23	76.7
Medium	7	23.3
Low	-	-

Based on table 1, it can be concluded that grade V students of SDN 12 Pagi have high emotional intelligence, namely 76.7% and followed by a medium category level of 23.3%.

Table 2. Univariate analysis of bullying behavior of class V students at SDN 12 Pagi

Category	Emotional Intelligencel	
	Frequensy	Persentase (%)
High	-	-
Medium	-	-
Low	30	100

Based on table 2, the tendency of bullying behavior in grade V students of SDN 12 Pagi Cengkareng Timur is in the low category, which is 100%. This means that all grade V students at SDN 12 Pagi have good behavior. As for the analysis of the relationship between the two variables, Pearson product moment correlation analysis was used with the condition that the data is normally distributed and meets the assumptions or other requirements such as linearity test and homogeneity test. In the normality test, the significance value of Asymp. Sig (2 tailed) was obtained at 0.189. If the significance value, which is $0.189 > 0.05$, then the research data is normally distributed. Furthermore, for the linearity test, the linear deviation value of Sig. was obtained at 0.834, greater than 0.05. This means that the distribution of data in this study is linear. In the homogeneity test, the Sig. value was obtained based on the average for variable Y, namely bullying behavior, was 0.139, greater than 0.05. Based on the calculation results, it can be concluded that the variance of the research data is homogeneous.

Table 3. Pearson product moment correlation test for emotional intelligence variables and bullying behavior variables

		Emotional Intelligence	Bullying Behavior
Emotional Intelligence	Pearson Correlation	1	.426*
	Sig. (2-tailed)		.019
	N	30	30
Bullying Behavior	Pearson Correlation	.426*	1
	Sig. (2-tailed)	.019	
	N	30	30

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

Based on table 3, the data shows that the Sig. value obtained by the emotional intelligence variable with bullying behavior is 0.019 with a significance level of 0.05. This means that the Sig. value of $0.019 < 0.05$. If the Sig. value is smaller than the significance level, then the null hypothesis (H_0) is rejected. These results indicate that there is a significant relationship between emotional intelligence and bullying behavior. The calculated correlation coefficient (r) value obtained is 0.426. While the r table at a significance level of 0.05 with a sample size of 30 is 0.361. Because the calculated r

(0.426) > from the r table (0.361), then the relationship between emotional intelligence and bullying behavior is significant and has a positive value.

DISCUSSION

Based on the research results, the level of emotional intelligence of fifth grade students at SDN 12 Pagi is included in the high category. This study had 30 respondents who were fifth grade students in one class with the number of female students dominating at 18 students and the number of male students at 12 students. Based on gender characteristics, men and women have different developments in emotional intelligence. As according to Goleman (2001) in Bariyyah & Latifah (2019), emotional intelligence is influenced by various factors, such as age, experience, gender, and position. Supported by the opinion of Suryani et.al (2018) in Malida et al., (2021), the characteristics of the female and male genders have differences in certain aspects of emotional intelligence. Women tend to have maternal traits, high empathy, and feeling-oriented in acting so that this makes women more sensitive to their surroundings, (Chong et.al, 2016; Meyers-Levy & Loken, 2015 in Bariyyah & Latifah, 2019). Because of this, women have high emotional intelligence.

In terms of age, respondents in the study were in the age range of 11-12 years. This age range is also called late childhood or the transition period from childhood to early adolescence. (Siti Anisah et al., 2021) In this age range, students are experiencing a phase of socio-emotional development. (Khaulani et al., 2020) The socio-emotional development phase is characterized by an increase in the intensity of relationships between students and their peers, as well as a decrease in dependence on family. In this phase, students prefer to play and talk in their social environment so that peers have an important role in shaping student behavior.

Specifically in the emotional development phase, students with an age range of 9-12 years have been able to recognize and regulate emotional expressions, both negative and positive in the social situations they experience. Students are also able to understand the diversity of emotions they feel and can respond to emotional disturbances that occur, both in others and in themselves. In addition, students also have the capacity to learn how to suppress emotions and channel those emotions effectively at this stage. (Siti Anisah et al., 2021). If students experience disturbances in the emotional development phase and

cannot fulfill their developmental tasks, then the emotions that will be formed in these students will be less than good and can be exacerbated by the formation of bad character or behavior by not being given good parenting. (Hurlock, 1980 in Siti Anisah et al., 2021). Emotions in students play an important role because they can lead to success in establishing social relationships. Students who have positive emotions will get acceptance from their peers or environment. Meanwhile, children who have negative emotions will get rejection from their peers or environment (Hurlock, 2007 in Wijaya & Khusnal, 2019). Negative emotions can be formed from the failure to fulfill emotional development tasks, which then become the basis for the formation of bad personality and behavior. One of the behaviors that can be formed is bullying behavior. Olweus (2005) in Masyithoh (2023), argues that bullying is a behavior or act of violence that is carried out intentionally and repeatedly which is supported by the abuse of power against the victim so that the victim cannot defend themselves. Students who become perpetrators of bullying are formed based on experience, either having experienced bullying or seeing bullying. Students who have experienced bullying have a grudge against the perpetrator so that when there is an opportunity to retaliate for what has been experienced, students who were previously victims can also become perpetrators. (Djuwita, 2011; Lipkins, 2008 in Wijaya & Khusnal, 2019).

Soedjatmiko (2015) in Nasihah (2021) stated that bullying perpetrators usually have emotional and behavioral problems within themselves. Supported by the opinion of Malida et al. (2021), bullying behavior in perpetrators can be caused by a lack of emotional intelligence. According to Goleman (2006) in (Masyithoh (2023), emotional intelligence is divided into several dimensions, namely: (1) Recognizing one's own emotions, (2) managing emotions, (3) motivating oneself, (4) recognizing other people's emotions or empathy, (5) establishing relationships with others. Good emotional intelligence can lead individuals to recognize and understand their own emotions and those of others well. Understanding their own and other people's emotions can encourage individuals to control themselves and express their emotions in a positive way. Expressing emotions in positive ways can build empathy so that these feelings can help individuals avoid behavior that hurts others (Masyithoh, 2023). And vice versa. Low emotional intelligence can encourage individuals to have bad traits. In bullies, low emotional intelligence is indicated by the development of temperamental traits and reduced

empathy. (Malida et al., 2021; Rahayu & Permana, 2019). According to Jolliffe & Farrington (2006) in Rahayu & Permana (2019), bullies are less able to respond to pressure and discomfort from others because of their low empathy. This lack of empathy also makes it difficult for bullies to connect with others so that they cannot connect their unfriendly behavior with the emotional reactions of others. Referring to the previous explanation, emotional intelligence can influence an individual's tendency to bully. As according to Malida et al. (2021) and Nasihah (2021), the higher the emotional intelligence, the lower the tendency to bully. Conversely, if emotional intelligence is low, the higher the tendency to bully. Based on the results of the study, students of SDN 12 pagi have a low tendency to bully because their emotional intelligence is in the high category. This shows that there is a relationship between emotional intelligence and bullying behavior. This relationship is also influenced by the age of the students which is in the range of 11-12 years. According to Hurlock (2013) in Malida et al. (2021), the older an individual is, the higher their level of maturity in thinking. As a person gets older, their comprehension and thought patterns will develop, which will have an impact on high emotional intelligence. High emotional intelligence can help students recognize and regulate their emotions so that if students experience intense feelings, they can hold back and channel them effectively.

This study is in line with the findings of previous studies. In the study of Wijaya & Khusnal (2019), a positive relationship was found between emotional intelligence and bullying behavior. In the studies of Malida et al. (2021) and Nasihah (2021), a positive relationship was also found between emotional intelligence and bullying behavior. This shows that high emotional intelligence can prevent or minimize bullying behavior in students.

CONCLUSION

The emotional intelligence of fifth grade students of SDN 12 Pagi Cengkareng Timur, West Jakarta is in the high category with a percentage of 76.7% and followed by a medium category level of 23.3%. As for bullying behavior, fifth grade students of SDN 12 Pagi Cengkareng Timur are in the low category with a percentage of 100%. In addition, based on the data from the Pearson product moment correlation test, the Sig. value of the emotional intelligence variable with bullying behavior is $0.019 < 0.05$. The Sig. value of

0.019 is smaller than the significance level of 0.05, meaning that the null hypothesis (H_0) is rejected. These results indicate a significant relationship between emotional intelligence and bullying behavior. The calculated correlation coefficient (r) and r table values are 0.426 and 0.361, meaning that the calculated r (0.426) > from r table (0.361). These results show that the relationship between emotional intelligence and bullying behavior is significant and positive, so the conclusion that can be obtained from this study is that the higher the emotional intelligence possessed by students, the lower the tendency for bullying behavior.

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