



# The Effect of Peer Bullying Booklets on The Cognitive Development of Children

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## ABSTRACT

The incidence of bullying in children at school is still high. This bullying can affect the psychological and cognitive of students. For this reason, schools and parents need attention in handling it. The purpose of this study was to determine the effect of peer bullying behavior on children's cognitive development at West Cilandak 08 public elementary school, South Jakarta. The design of this research is quantitative research using cross sectional time approach. The population in this study is a total sampling of 65 students. The results of the study were that most of the respondents were 11 years old (58.5), most of the respondents were female (58.5%), most of the respondents had 2 siblings (44.6%). most of the respondents were bullying moderate intensity (46.2%), and most of them were doing verbal bullying (62.8%). Most of them have learning achievement in the bad category of 69.2%. The results of statistical tests obtained P Value of  $0.002 > (0.528)$  so it can be concluded that there is a relationship between bullying and cognitive development of children.

## INTRODUCTION

Contemporary mass media often contain social problems in which children become victims. Social problems such as bullying (bullying) that occurs in the environment. This is very sad considering that children should get security and comfort in their environment. The Child Protection Act Number 23 of 2002 concerning child protection, chapter III concerning children's rights and obligations states that every child has the right to live, grow, develop and participate fairly in accordance with human dignity and dignity, and to receive protection from violence and discrimination (UU RI No 35 Tahun 2014).

The facts show that bullying against children that occurs in Indonesia is not a new phenomenon in the school environment, where children live and where they play. According to Ken Rigby in Ponny Retno Astuti's book, bullying is a desire to hurt, which is actualized in action, causing an individual or group to suffer. This action is carried out directly by a stronger person or group, usually it happens repeatedly and the perpetrator bullies with pleasure (Ponny Retno, 2008). In Indonesia, cases of bullying at schools top the ranking of public complaints to the Indonesian Child Protection Commission (KPAI) and the education sector. The Indonesian Child Protection Commission (KPAI) Jasa Putra explained that from 2011 to 2016 his party had found around 23 thousand cases of physical and psychological violence against children (Setyawan, 2017).

This media booklet can be used as an early prevention of deviant bullying behavior. The use of booklet media with all its advantages and disadvantages is expected to have a positive influence on eliminating bullying behavior among students so that harmony is established in the school environment and making the school a safe, comfortable and fun place. In addition, school as an educational institution is a place to gain knowledge and develop one's maturity to show that he is intelligent rationally, emotionally, socially, and spiritually (Levine & Tamburrino, 2014; Wulandari et al., 2020). The use of booklet media with all its advantages and disadvantages is expected to have a positive influence on eliminating bullying behavior among students so that harmony is established in the school environment and realizing the school as a safe place. comfortable, and fun. In addition, school as an educational institution is a place to gain knowledge and develop one's maturity to show that he is intelligent rationally, emotionally, socially, and

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The Sejiwa Foundation (2018) stated that many teachers (27.5%) stated that bullying behavior was behavior that was considered normal or reasonable and most teachers (73%) stated that bullying behavior was behavior that could harm someone. Meanwhile, according to Sejiwa bullying behavior is grouped into physical bullying behavior, non-physical bullying behavior, and mental/psychological bullying behavior. Physical bullying behavior, namely actions that are carried out with direct physical contact and can be seen, such as slapping, hitting, stomping, tripping, throwing things. Verbal bullying behavior, namely actions carried out with words or utterances that can be detected because they can be caught by our hearing senses, such as cursing, insulting, dubbing, shouting, embarrassing in public, accusing, cheering, slandering and so on. Mental or psychological bullying behavior, namely actions such as looking cynical, looking full of threats, embarrassing in public, silence, isolating, humiliating, glaring, and sneering (Sejiwa, 2018).

Based on the results of a preliminary study conducted at West Cilandak 08 public elementary school, South Jakarta for the 2018-2019 academic year through filling out a questionnaire with 20 students, it was found that 15 students had verbally bullied their friends and 5 students had physically bullied by friends. classmate. Students who have carried out this bullying behavior do not get a ranking in their class in terms of the average score of the odd semester with the subjects on the national exam (UN) including MTK, Science and Indonesian. 10 students got an average score of 74 while 7 students got an average score of 77 while 3 students got an average score of 80.

## **METHOD**

The type of research used is quantitative with a cross-sectional approach. This research is located at West Cilandak 08 public elementary school, South Jakarta. This research was conducted from July to October 2022. The population in this study is the total sample (all) of class III students at West Cilandak 08 public elementary school, South Jakarta in 2022. consisting of class III A totaling 22 students, III B totaling 21 students and III C totaling 22 students, and if counted the total becomes 65 students. The inclusion criteria of this study include: Healthy kid, children who want to participate in research. Data collection in this study was carried out by distributing questionnaires to students. This study uses univariate and bivariate analysis (c-square).

**RESULT****Table 1.** Frequency Distribution of Student Characteristics

Variable	Frequency	Percent (%)
<b>Age</b>		
10 years	20	30,7
11 years	38	58.5
12 years	7	10,8
<b>Gender</b>		
Male	38	58.5
Female	27	41.5
<b>Number of siblings</b>		
1 Brother	25	38.5
2 Brothers	29	44,6
>2 Siblings (3-4 Siblings)	11	16,9

Based on Table 1 it can be seen that most of the respondents according to the age of the children were at most 11 years old (58.5%). Most of the respondents with Type female sex is more (56.9%). most of the respondents with the most number of siblings were those who had 2 siblings (44.6%).

**Table 2.** Frequency Distribution of Student Characteristics based on Bullying Behavior

Bullying Behavior	Frequency	Percent (%)
Low Bullying	20	30.7
Moderate Bullying	30	46.2
High Bullying	15	23,1
Total	65	100

Based on Table 2, it can be concluded that all students carried out bullying behavior, and those who did the most were with moderate intensity, namely (46.2%).

**Table 3.** Frequency Distribution of Student Characteristics by Type of Bullying

Type of Bullying	Frequency	Percent (%)
Physical Bullying	7	13.1
Verbal Bullying	40	62.8
Psychological Bullying	18	24.1
Total	65	100

Based on table 3. Based on the table above, it can be concluded that overall it can be seen that students do more verbal bullying behavior by 62.8%, while physical bullying behavior is 13.1%, and psychological bullying behavior is 24.1%.

**Table 4.** Frequency Distribution of Student Characteristics based on Study Presentation

Study Presentation	Frequency	Percent (%)
Good >75	20	30.8
Less < 75	45	69.2
Total	65	100

Based on table 4 above, it can be concluded that from the whole it can be seen that students do more verbal bullying behavior by 62.8%, while the behavior *bullying* physical bullying by 13.1%, and psychological bullying behavior by 24.1%.

**Table 5.** Relationship Frequency Distribution Bullying with Cognitive Students

Development Cognitif	Bullyingg Low		Bullying Medium		Total Bullying High				p-value	r
	N	%	N	%	N	%	N	%		
Good $\geq$ 75	7	35	8	26.7	5	33.3	20	30.8	< 0.002	0.528
Less < 75	13	65	22	73.3	10	66.7	45	68.2		
Total	20	100	30	100	15	100	65	100		

Based on the table above, it can be concluded that out of a total of 65 respondents, respondents with good cognitive behavior mostly did bullying with low intensity (35%). Respondents with less cognition with medium bullying behavior intensity (73.3%). p-value of 0.002 was obtained, so it can be concluded that there is a relationship between bullying and the cognitive development of children at West Cilandak 08 public elementary school.

## DISCUSSION

Based on the research results of 65 students, the most results were in the category of moderate bullying behavior (46.2%). According to Willis (2013) family and school are two very important systems in children's lives in terms of their social development. While at school, children will hang out with their peers. They will interact with each other at the same age level so that at that time the child will be easily influenced by behavior that violates rules or discipline so that deviant behavior such as bullying will be created (Willis, 2013).

The results of this study are in line with Widiyanti (2013) with a moderate category of bullying behavior (58.0%) which shows that childhood is a time when children will spend more time at school and playing. Children will play more with their friends both at school and in the environment where they live. At this time children tend to be more easily influenced by their peers, this can cause children to engage in deviant behavior such as bullying their friends. Bullying behavior is a negative action in which there is an abuse of power or power which is carried out repeatedly by one or more students who are aggressive because of it imbalance of power between the parties involved. A strong party does not only mean physically strong but also mentally strong (Anggaraeni, 2013).

Based on the results of the research that has been done, the results of the classification of bullying are verbal bullying with more harsh questions, (62.8%). The booklet according to the expert is stated to be valid and very usable, does not need to be revised. Even though the expert stated that it was useful and very relevant to help, it did not need to be revised, but the expert provided input to make the title more interesting, added verses and hadiths that prohibit bullying and the legal basis for bullying, so that the booklet according to experts was declared valid and very suitable for use. Even though the expert stated that it was useful and very relevant to help, it did not need to be revised, but the expert provided input to make the title more interesting, added verses and hadiths that prohibit bullying and the legal basis for bullying. Based on expert input, booklet improvements were made by changing the color of the cover to make it more attractive, using language that was easier to understand, and adding pictures and photos about student bullying and delinquency behavior. After the booklet was revised, the title was changed to "Let's Make Friends" with a background of elementary school children lining up and a child covering his face as a sign of shame and sadness. The title and arrangement are made so that middle school students feel interested in reading it (Sulfemi, 2020).

The results of the study at West Cilandak 08 public elementary school showed that there were more females (56.9%). According to Kusumawati (2012) that boys more often socialize physically such as playing ball while girls tend to hang out and converse. Gender differences in the game environment can cause children to behave inappropriately for their age (Kusumawati, 2012).

The results of research on children's cognitive development at West Cilandak 08 public elementary school by looking at the average odd semester scores. From the data on the characteristics of the respondents, it was shown that most of the learning achievements were in the less category (69.2%). This study is in line with Sukandar and Solihin (2013), namely the highest percentage is cognitive development in the less category (76.8%) which is indicated by a z-score of  $45.01 \pm 13.2$ . At this age, children need a lot of knowledge and education to hone their thinking and memory. Based on research at West Cilandak 08 public elementary school, the highest percentage of children is 11 years old (58.5%) (Solihin et al., 2013). According to Piaget's theory (2017) that cognitive development at this stage is the concrete operational

stage aged 8-11 years, that is, at this stage the child is able to think more broadly or more thoroughly by looking at elements at the same time and is already able to think well. At this stage the child will be more visible on his cognitive abilities at school by looking at his learning achievements in class (Marinda, 2020).

Based on the results of research with 65 respondents, respondents with cognitive development by looking at learning achievement average grades in odd semesters, more cognitive development was in the less category by carrying out high-intensity bullying behavior (88.2%). Statistical tests using chi-square, it is known that the p-value is  $< 0.002 < \alpha (0.05)$ , so it can be concluded that there is a significant relationship between peer bullying behavior and children's cognitive development at SDN 08 Cilandak Barat. According to Indrawati's research (2014) it showed that there was a significant relationship between acts of bullying and the learning achievement of children who were bullied at the elementary school level with a p-value  $< 0.000 < 0.05$  (Indrawati, 2014). According to Willis (2013) family and school are two very important systems in a child's life. When entering school, school is not only to develop cognitive skills, but also affect emotional and social (Willis, 2013).

## CONCLUSION

Bullying behavior is still high which can affect cognitive development, namely student learning outcomes. Bullying behavior resulted in decreased or poor student learning outcomes, the characteristics of the respondents according to the age of the child were mostly 11 years old (58.5%). The female sex is more numerous (56.9%). The highest number of siblings is those who have 2 siblings, namely (44.6%). Students do bullying behavior, and the most doing it is with moderate intensity, namely as much as (46.2%). Based on the type of bullying, the most bullying behavior is verbal type of 62.8%, with the cognitive development of students, most of them have learning achievements in the category bad by 69.2%.

The relationship between bullying and cognitive children at SDN 08 West Cilandak can be concluded that out of a total of 65 respondents, most respondents with less cognitive and high intensity bullying behavior (88.2%). A p-value of 0.002 was obtained, so it can be concluded that there is a relationship between bullying and the cognitive development of children at SDN 08 Cilandak Barat. To determine the closeness of the relationship is done by looking at the value of the correlation coefficient. Based on the results of the analysis, it was found that the correlation coefficient was 0.528 indicating that the closeness of the relationship between bullying behavior and cognitive development at SDN 08 Cilandak Barat is moderate because it lies in the correlation coefficient range of 0.400-0.599.

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