

The Effect of Bullying Behavior on Students' Emotional Intelligence and Confident Attitude

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Abstrak

Bullying is a serious problem that impacts students' emotional intelligence and self-confidence and requires attention from parents and educators. Bullying is an aggressive behavior that involves an imbalance of power/power carried out by a person/group. This research method uses quantitative methods with correlational techniques. The population in this study were students of SD IT Al Ghaniyul Martua Bojong Gede, Bogor Regency with a sample of 50 students. The research instruments used for the bullying behavior variable used a behavior scale questionnaire, while the emotional intelligence and self-confidence variables both used an attitude scale questionnaire. The three instruments were tested for validity and reliability, to obtain accurate data. The results showed there is an influence of Bullying Behavior on students' self-confidence, with a correlation coefficient r^2 of 0.685 and a regression equation at a significance level of $\alpha = 0.05$. (3) There is an effect of Bullying Behavior jointly on emotional intelligence and students' self-confidence, with a correlation coefficient R of 0.793 and a multiple regression equation $= 47.46 + 0.50X_1 + 0.27Y_2$ and the price of $F_{hitung} = 116.955 > F_{tabel} = 4.75$ at the significance level $\alpha = 0.05$.

Keywords: Bullying, emotional intelligence, self-confidence

1 INTRODUCTION

Bullying cases in children at school are not new According to the United Nations Children's Fund (UNICEF) in (2017), children in Indonesia often get violence in schools occupying the first position as much as 84% The Indonesian Child Protection Commission (KPAI) in (2011-2017) received complaints of bullying cases as many as 26 thousand cases. while Vietnam and Nepal both recorded 79%, followed by Cambodia 73% and Pakistan 43% (Sindo, 2017). The Indonesian Child Protection Commission (KPAI) in 2018 totaled 161 cases, namely, child victims of violence and bullying as many as 36 cases (22.4%), child victims of policies (extortion, expulsion from school, not allowed to take exams) as many as 30 cases (18.7%). While in Palembang from the results of research conducted by Muhammad, (2017) obtained the results of 142 students who became samples there were 19 students (19.6%) bullying in the high category, 95 students (66.5%) in the medium category, and 28 students (13.3) in the low category.

Data released by the Data and Information Center, National Commission on Child Protection (Komnas PA), stated that the number of violence in 2023 showed a significant and alarming increase. There is an increase in reports or complaints received by the Complaints and Advocacy Division, Komnas Anak. For the number of incoming complaints, the increase reached 98 percent in 2023, namely 2,386 complaints from 1,234 reports in 2022. Cases of sexual violence also increased to 2,508 cases in 2023, an increase from the 2022 data of 2,413 cases. A total of 1,020 cases or equivalent to 62.7 percent of this

figure were cases of sexual violence committed in the form of sodomy, rape, sexual abuse, and incest coupled with physical and psychological violence.(Setiawan;2023) This fact is certainly very concerning. A school that is supposed to be a fun place has turned into a horrible, even life-threatening place. The school that should be a place to find friends has turned into a place to find opponents.

Bangkid Harahap (2019) tells about one of the acts of verbal bullying, it is known about one form of verbal bullying that befalls an elementary school child, where the child tells about his annoying elementary school experience. The child said that during elementary school he experienced verbal bullying in the form of unpleasant taunts, the child was called "Mak Konde" by his elementary school friends. This was an unpleasant experience during her elementary school years. Elementary school-age children have a high curiosity nature, therefore elementary school students are easily affected by the surrounding environment, for example words, behavior. They like to follow what they see directly or indirectly, it often happens in elementary schools that children bully friends with bad names. it is included in verbal bullying.

Verbal bullying is seen in several incidents at SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency such as: Students say dirty words when they are offended, mock and bring their parents' names, and swear at their friends when their friends do wrong. even under normal circumstances, dirty and rude words are often used to insult their friends. students also often mock their friends until they cry, threaten their friends if their friends will complain about their actions to the teacher the student will be beaten. there are also students who incite their friends to ostracize and antagonize their friends, this has an impact on students' emotional intelligence, which in turn can also affect self-confidence.

Emotional intelligence is a person's ability to recognize the feelings of oneself and others (Helmawati, 2018, p. 215). Individuals who are often victims of bullying or often get bullying behavior such as getting ridiculed, or ridicule is done continuously can become a machine that destroys emotional intelligence. Supported from research. The results showed that out of 70 students had an emotional intelligence level of 42.86% with a p value of 0.000 from the data above bully behavior has a significant effect on emotional intelligence in children who are victims of bullying. Mentioned in the results of the Trends in International Mathematics and Science Study research which shows that the self-confidence of Indonesian students is still low, which is below 30% (Hapsari; 2011).

In reality, many students still do not get protection, especially at school. There is still a lot of violence against children that occurs in schools. Theoretically, violence against children can be defined as an event of physical, mental, or sexual harm, all of which are indicated by losses and threats to the health and well-being of children.(Suryanro; 2013) Bullying behavior that is often received by students is verbal bullying followed by physical bullying. some bullying behavior received by victims will have an impact (Oktarina, Deswita and Hermlinda, 2017). The impact on the victim, will experience fear, feel unhappy, feel alienated, depressed to commit suicide, and also usually the student will not go to school which causes academic problems at school. Daniel Goleman (2000), mentions several characteristics of emotional thoughts as follows: (1) The emotional mind response is much faster than the rational mind. (2) Emotion precedes thought. (3) Emotional logic is associative. (4) Positioning the past as the present. This emotional intelligence increasingly needs to be understood, owned, and considered in its development because considering today's conditions are increasingly complex.

Another impact of victims who experience bullying is the impact on self-confidence. Self-confidence is an attitude of confidence in one's own ability to fulfill every desire and

expectation. Salirawati; 2017) According to Lauster (2003) self-confidence is an attitude or belief in one's own abilities, so that in his actions he is not too anxious, feels free to do things according to his wishes and is responsible for his actions, polite in interacting with others, has a sense of achievement and can recognize his own strengths and weaknesses. Dariyo, et al (2007) say that people who are confident usually have the characteristics of having initiative, being creative and optimistic about the future, being able to realize their own weaknesses and strengths, thinking positively and thinking that all problems must have a way out. Self-confidence is one aspect of personality that functions to encourage students to achieve success that is formed through the learning process of students in their interactions with the environment. (Andayani & Afiatin; 2017) Student confidence is very impactful for students. many things can affect the level of student confidence, one of which is bullying. Verbal bullying is a form of bullying in the form of words that can offend students and make them embarrassed to do something and even lack the confidence to do anything.

2 RESEARCH METHODS

In general, this study aims to obtain an overview of the degree of influence between the variables of bullying behavior on emotional intelligence and self-confidence. The researcher chose the research location at SD IT Al Ghaniyul Martua Bojong Gede, Bogor Regency. This research time starts from July 2023 to September 2023. Based on the variables studied, this study uses a survey research method with correlational techniques, which is a type of research that seeks to suggest whether or not there is an influence between the independent variable and the dependent variable (Pudjiastuti, SR; 2022).

This method is used because the data to be studied comes from a number of samples selected from a number of populations, and uses a questionnaire as the main information collection tool regarding the data in the study. (Singarimbun & Effendi; 2009) While the data analysis technique used is a correlational technique, which calculates how far the influence between the variables studied. (SR Pudjiastuti; 2019) The research variables consist of two independent variables and one dependent variable. The dependent variable is bullying behavior (Y) while the independent variable X1 (emotional intelligence), and the independent variable X2 is self-confidence.

The sampling technique used is proportional random sampling technique as many as 50 respondents. This is based on multivariate analysis (correlation or regression, which states that the number of sample members is at least 10 times the number of variables studied. (Pudjiastuti, SR, et al.; 2023) The research instrument used to measure the bullying behavior variable using a behavior scale questionnaire, while for the emotional intelligence and self-confidence variables using an attitude scale questionnaire. To test the validity of the instrument items of the three variables using the Pearson Product Moment correlation technique.

The data obtained from the research results were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was used to determine the maximum score, minimum score, range, mean, median, mode, standard deviation and variance of each variable. Furthermore, the results of these calculations are described in the frequency list of each variable which is then visualized in the form of a histogram. While inferential statistical analysis is needed for hypothesis testing and research generalization. Before hypothesis testing, prerequisite analysis consisting of normality test of estimated error and homogeneity test of variance was conducted. The normality test of the estimated error was carried out using the Lilliefors technique, while the variance homogeneity test was carried out with the Barlett test.

The analytical techniques for hypothesis testing used include: (1) Simple linear regression is based on the functional and causal relationship of one independent variable with one dependent variable. (2) Simple correlation means the correlation between bullying behavior (Y) and emotional intelligence (X1) and between bullying behavior (Y)

and self-confidence (X2). (3) Multiple linear regression is based on the functional and causal relationship of two or more independent variables with one dependent variable. (4) Multiple correlation. The calculation uses the double correlation statistic or R. The test of the significance of the double correlation is carried out using the F-test. (5) Partial correlation means the relationship between bullying behavior (Y) and emotional intelligence (X1) when bullying behavior (Y) is controlled by self-confidence (X2). As for the effect between bullying behavior (Y) and self-confidence (X2) when bullying behavior (Y) is controlled by emotional intelligence (X1). The significance test of the partial correlation coefficient was carried out using the t-test.

3 RESULT AND DISCUSSION

3.1 Description of Research Data Results

The description of the research data is intended to provide an overview of the distribution of data, both in the form of measures of central symptoms, measures of location and frequency distribution. The prices that will be presented after being processed from raw data using descriptive statistical methods, namely; average price, standard deviation, mode, median, frequency distribution and histogram graph.

3.1.1. Bullying Behavior Variable

The results showed that the range of bullying behavior variable scores was between 82 and 130 from a theoretical score of 44 to 132, an average score of 105.88 standard deviation of 13.25, a median of 104.5 mode of 97 and 106. While the frequency distribution can be seen in the following table.

Table 1.
Frequency Distribution of Bullying Behavior

No.	Interval Class	Frequency. Absolute	Frek. Relatif
1.	82 – 88	5	10,00
2.	89 – 95	5	10,00
3.	96 – 102	13	26,00
4.	103 – 109	8	16,00
5.	110 – 116	7	14,00
6.	117 – 123	6	12,00
7.	124 – 130	6	12,00
Total		50	100,00

From the data shown in the frequency distribution table above, when compared with the average price, it shows that the bullying behavior score which is below the average price is 23 respondents (46.00%), while those in the average price class group are 8 respondents (16.00%) and those above the average price are 19 respondents (38.00%). Thus it can be concluded that the bullying behavior of students of SD IT Al Ghaniyul Martua Bojong Gede, Bogor Regency is in the low category.

3.1.2. Emotional Intelligence Variable

The theoretical score expected to be obtained by students from the emotional intelligence variable is located in the range of scores between 40 and 120. It turns out that the research results show that emotional intelligence is only between 75 and 120, the average score is 99.36 standard deviation or standard deviation of 11.14, median of 101, mode of 101. The frequency distribution can be seen in the following table.

Table 2.
Frequency Distribution of Emotional Intelligence

No.	Kelas Interval	Frek. Absolut	Frek. Relative
1.	75 – 81	1	2,00
2.	82 – 88	10	20,00
3.	89 – 95	10	20,00
4.	96 – 102	8	16,00
5.	103 – 109	11	22,00
6.	110 – 116	8	16,00
7.	117 – 123	2	16,00
Total		50	100,00

Based on the frequency distribution table above, when compared with the average price, it shows that the emotional intelligence score below the average price is 21 respondents (42.00%), while those in the average price class group are 8 respondents (16.00%) and those above the average price are 21 respondents (42.00%). Thus it can be concluded that the emotional intelligence of students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency is in the moderate category.

3.1.3. Self-confidence Attitude Variable

The theoretical score expected to be obtained from research for the self-confident attitude variable is in the range of scores between 41 and 123. It turns out that the results showed that the students' self-confidence scores were only between 74 and 122, the average score was 98.98, the standard deviation was 13.12, the median was 98, the mode was 89. While the frequency distribution can be seen in the following table.

Table 3.
Frequency Distribution of Self-Confidence Attitude

No.	Interval Class	Frek. Absolut	Frek. Relative
1.	74 – 80	4	8,00
2.	81 – 87	5	10,00
3.	88 – 94	11	22,00
4.	95 – 101	8	16,00
5.	102 – 108	9	18,00
6.	109 – 115	6	12,00
7.	116 – 122	7	14,00
Total		50	100,00

From the data shown in the frequency distribution table above, when compared with the average price, it shows that the self-confidence score below the average price is 20 respondents (40.00%), while those in the average price class group are 8 respondents (16.00%) and those above the average price are 22 respondents (44.00%). Thus it can be concluded that the attitude of confidence in students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency is in the high category.

3.2. Testing Data Analysis Requirements

Data on research variables analyzed using inferential statistical analysis through simple correlation and multiple regression techniques must meet several requirements. To meet these requirements, the analysis requirements have been tested, namely testing the normality of data distribution and testing the homogeneity of the data. The test results are presented below:

1. Normality Test

Normality testing of each variable is carried out with the intention of knowing whether the data distribution of each variable does not deviate from the characteristics of normally distributed data. Normality testing was carried out on the estimated error of the regression of bullying behavior on emotional intelligence, and bullying behavior on self-confidence by using the Lilliefors Test statistics.

Testing the estimated error of the bullying behavior regression on emotional intelligence resulted in a maximum L_{count} price of 0.122 while the L_{tabel} at the real level of alpha 0.05 obtained a value of 0.125. It turns out that $L_{count} < L_{tabel}$ or $0.122 < 0.125$. Thus it can be concluded that the estimated error of bullying behavior on emotional intelligence is normally distributed.

For testing the estimated error of the bullying behavior regression on self-confidence, the maximum L_{count} price is 0.109 while the L_{tabel} at the real level of alpha 0.05 obtained a value of 0.125. It turns out that $L_{count} < L_{tabel}$ or $0.109 < 0.125$. Thus it can be concluded that the error estimates of bullying behavior on Y_2 are also normally distributed. Therefore, the error estimates of X on Y_1 and X on self-confidence are normally distributed. Thus hypothesis testing using correlation and regression analysis can be done. The results of the overall normality test can be shown in appendix 6.3 and 6.5. While a summary of the overall normality test results can be seen in the following table.

Table 4.
Summary of Normality Test of Estimated Error

No	Estimation Error	L_0	$L_{tabel}(0.05)$	Decision	Description
1.	Y top X_1	0,122	0,125	Accept H_0	Normal
2.	Y top X_2	0,109	0,125	Accept H_0	Normal

2. Homogeneity Test

Homogeneity testing is carried out with the intention of knowing whether the distribution of data from each variable does not deviate from the characteristics of homogeneous data. Homogeneous testing was carried out on the regression variance of Y on X_1 and Y on X_2 using the Bartlett test. For testing the regression variance of Y on X_1 resulted in a price χ^2_{count} of 9.279 while χ^2_{tabel} at a real level of alpha 0.05 obtained a value of 25.000. It turns out that $\chi^2_{count} < \chi^2_{tabel}$ or $9.279 < 25.000$. Thus it can be concluded that the variance of Y on X_1 is homogeneous. Testing the regression variance of Y on X_2 results in a price χ^2_{count} of 20.613 while χ^2_{tabel} at a real level of alpha 0.05 obtained a value of 25.000. It

turns out that $\chi^2_{\text{count}} < \chi^2_{\text{tabel}}$ or $20.613 < 25.000$. Thus it can be concluded that the variance of Y over X_2 is homogeneous.

Overall the regression variance of Y on X_1 and Y on X_2 can be declared homogeneous. Thus hypothesis testing using correlation and regression analysis can be done. The results of testing the homogeneity of the regression variance as a whole can be shown in appendix 6.7 to 6.8. While the summary of the overall homogeneity test results can be seen in the following table:

Table 5.
Summary of Homogeneity Test of Regression Variance Y on X_1 and Y on X_2

No.	Varians	χ^2_{count}	K	χ^2_{tabel}	Decision	Description
1.	Y top X_1	9,279	15	25,000	Accept H_0	Homogen
2.	Y top X_2	20,613	15	25,000	Accept H_0	Homogen

Thus the hypotheses proposed in this study can be analyzed using correlation and regression analysis.

3.3. Hypothesis Testing

In this study, three hypotheses have been proposed, which will be tested using inferential statistics through regression and correlation analysis techniques. The first and second hypotheses were tested using simple regression and correlation analysis techniques, while the third hypothesis was tested using multiple regression and correlation analysis, which was then continued with partial correlation analysis. Each of these tests is described in detail below:

3.3.1. The Effect of Bullying Behavior on Emotional Intelligence

Based on the results of simple linear regression analysis between the data pairs of bullying behavior (variable Y) and emotional intelligence (variable X_1), it is known that the regression coefficient value b obtained is 0.92 and the constant value a is 14.61. Thus the regression equation between the bullying behavior variable and emotional intelligence is . To find out whether the regression equation model can be used to draw conclusions or whether the regression equation that has been obtained is significant or not, it can be known by using analysis of variance (F-test) as shown in appendix 7.1. Therefore, the regression equation can be used to explain and draw further conclusions about the influence between bullying behavior on students' emotional intelligence.

A simple correlation calculation of the pair of data of the bullying behavior variable (Y) against the emotional intelligence variable (X_1), resulted in a correlation coefficient price r_{y_1} of 0.772. This coefficient suggests that the influence between bullying behavior on students' emotional intelligence variable is positive.

To find out whether the correlation coefficient r_{y_1} obtained is significant or not, testing is carried out using the "t" test analysis. The results of the "t" test analysis obtained a t_{count} of 8.424. If this amount is consulted with the amount of t table (0.01), the amount of 2.423 is obtained, which indicates that the correlation coefficient between bullying behavior (variable Y) on emotional intelligence (variable X_1) is very significant. A summary of the results of the simple correlation analysis of variable Y on variable X_1 and the t significance test can be seen in the following table.

The results of the simple relationship analysis mean that there is an influence between bullying behavior and students' emotional intelligence. Thus it can be concluded that the better the anti-bullying behavior, the better the student's emotional intelligence. The findings in this study also reject H_0 which states "there is no influence between bullying behavior on students' emotional intelligence and accept H_1 which states there is an influence between bullying behavior on students' emotional intelligence".

The strength of the influence between bullying behavior (variable Y) on emotional intelligence (variable X_1) can be known from the calculation of the coefficient of determination. The coefficient of determination is 0.60. This magnitude provides an understanding that 60% of the variation in bullying behavior can be explained by variations in students' emotional intelligence. To see the effect of one independent variable with the dependent variable under the condition that the other independent variables are controlled (fixed), a partial correlation analysis is carried out. Partial correlation analysis was conducted between variable Y and variable X_1 under the condition that variable X_2 was controlled (fixed). The calculation results obtained a magnitude of 0.562. The significance test of the partial correlation coefficient used the "t" test statistic and obtained a tcount of 4.707. This magnitude is consulted with the t table at the real level of alpha 0.01; obtained a t amount of 2.423 or $t_{\text{count}} > t_{\text{table}}$. Thus the partial correlation coefficient can be declared highly significant.

Table 6.
Summary of Simple Correlation Analysis Results between Bullying Behavior and Emotional Intelligence and Significance Test t

n	$r_{X_1Y_1}$	t_{Count}	t_{tabel}	
			0,05	0,01
50	0,772	8,424**	1,684	2,423

** $\alpha < 0.01$ correlation is very significant ($r_{\text{count}} > r_{\text{table}}$)

3.3.2. The Effect of Bullying Behavior on Confident Attitude

Based on the results of simple linear regression analysis between pairs of bullying behavior data (variable Y) on self-confidence (variable X_2), it is known that the regression coefficient value b obtained is 0.74 and the constant value a is 32.55. Thus the regression equation between the bullying behavior variable and self-confidence is . To find out whether the regression equation model can be used to draw conclusions or whether the regression equation that has been obtained is significant or not, it can be known by using analysis of variance (F-test) as shown in appendix 7.2. Therefore, the regression equation can be used to explain and draw further conclusions about the influence between bullying behavior and students' self-confidence.

To determine whether the regression equation obtained is linear or not can be known by using the regression linearity test with the assessment criteria $F_{\text{count}} < F_{\text{tabel}} (0.01) (35: 13)$. The calculation results can be seen in appendix 7.2. Therefore, the regression equation can be declared linear. Calculation of a simple correlation of pairs of data on the bullying behavior variable (Y) against the self-confidence variable (X_2), resulting in a correlation coefficient price $r_{X_2Y_2}$ of 0.734. This figure suggests that the influence between bullying behavior on the self-confidence variable is positive. To find out whether the correlation coefficient $r_{X_2Y_2}$ obtained is significant or not, testing is carried out using the "t" test analysis. The results of the "t" test analysis obtained a tcount of 7.483. If this amount is consulted with the amount of t table (0.01), the amount of 2.423 is obtained, which indicates that the correlation coefficient between bullying behavior (variable Y) on students' self-confidence (variable X_2) is very significant. A summary of the results of the simple correlation analysis of variable Y with variable X_2 and the t significance test can be seen in the following table.

Table 7.

Summary of Simple Correlation Analysis Results between Bullying Behavior and Confident Attitude and Significance Test t

n	r_{y2}	t_{Count}	t_{tabel}	
			0,05	0,01
50	0,734	7,483**	1,684	2,423

** <0.01 correlation is very significant ($r_{\text{count}} > r_{\text{table}}$)

The results of the simple effect analysis mean that there is an influence between bullying behavior and self-confidence. Thus it can be concluded that the higher the anti-bullying behavior, the higher the student's self-confidence. The findings in this study also reject H_0 which states "there is no influence between bullying behavior on students' self-confidence and accept H_1 which states there is an influence between bullying behavior on students' self-confidence". The strength of the influence between bullying behavior (variable Y) on self-confidence (variable X_2) can be seen from the calculation of the coefficient of determination. The coefficient of determination is 0.54. This magnitude provides an understanding that 54% of variations in bullying behavior can be explained by variations in self-confidence. Partial correlation analysis was conducted between the bullying behavior variable and the self-confidence variable under the condition that the self-confidence variable was controlled (fixed). The calculation results obtained a magnitude of 0.467. The significance test of the partial correlation coefficient used the "t" test statistic and obtained a t_{count} of 3.659. This amount is consulted t table in the real level of alpha 0.01; obtained the amount of t of 2.423 or $t_{\text{count}} > t_{\text{table}}$. Thus the partial correlation coefficient can be declared highly significant.

3.3.3. The Influence between Bullying Behavior and Emotional Intelligence Together with Self-Confidence Attitude

Based on the results of multiple regression analysis between pairs of bullying behavior data (variable Y) on emotional intelligence (variable X_1) together with a confident attitude (variable X_2), it is known that the value of the multiple regression coefficient $b_1 = 0.61$ and $b_2 = 0.40$ with a constant value a of 6.05. Thus the form of influence between the bullying behavior variable (variable Y) on emotional intelligence (variable X_1) with a confident attitude (variable X_2) is described by the regression equation, namely: $= 6.05 + 0.61Y_1 + 0.40Y_2$. To find out whether the regression line equation model can be used to draw conclusions or whether the regression line equation is significant or not, it can be tested using analysis of variance (F-test).

Double correlation analysis of pairs of bullying behavior data on emotional intelligence and self-confidence resulted in a double R correlation coefficient of 0.827. A summary of the results of the multiple correlation analysis between bullying behavior on emotional intelligence and self-confidence and the F-test can be shown in the appendix. The results of the analysis in the attachment show that the magnitude of the correlation coefficient R of 0.827 means that bullying behavior jointly has an influence on students' emotional intelligence and self-confidence. This means that the higher the anti-bullying behavior, the better the student's emotional intelligence, and the better the student's self-confidence.

To find out whether the correlation coefficient R obtained is significant or not, it can be tested using the F test. The results of the "F" test analysis obtained a magnitude of 50.957. This magnitude is consulted with the magnitude of the t table (0.01) obtained a magnitude of 7.19, which indicates that the correlation coefficient between bullying behavior together

on emotional intelligence and self-confidence of students is very significant. Thus the third hypothesis which states that there is an influence between bullying behavior together on emotional intelligence and self-confidence is accepted and the test results can be declared significant. To find out the magnitude of the contribution of the bullying behavior variable to emotional intelligence and self-confidence, it can be done by squaring the amount of the correlation coefficient. The result of squaring the amount obtained is an amount of 0.68. Thus it can be concluded that the magnitude of the contribution of bullying behavior together on emotional intelligence and self-confidence is 68%, in the sense that the other 32 percent is influenced by other variables not observed in this study.

3.4. Discussion of Research Results

Based on the results of hypothesis testing, it turns out that the three alternative hypotheses proposed are significantly acceptable. The description of each acceptance of the three hypotheses in question can be explained as follows:

First, testing the first hypothesis concludes that there is a very significant influence between bullying behavior on students' emotional intelligence as indicated by the t_{count} value of 8.424 which is much greater than the t_{table} value at the 0.01 alpha significance level, namely 2.423 or $8.424 > t_{0.01}(49) = 2.423$. The pattern of the relationship between these two variables is expressed by the regression equation. This equation provides information that any change in one level of bullying behavior will result in a change in emotional intelligence by 0.92 at a constant of 14.61. The results of a simple correlation analysis between bullying behavior and emotional intelligence obtained a correlation coefficient r_{y1} of 0.772. This value gives the understanding that the influence between bullying behavior on students' emotional intelligence is high and positive, meaning that the higher the anti-bullying behavior, the better the students' emotional intelligence. Vice versa, the lower the anti-bullying behavior, the lower the student's emotional intelligence.

The amount of contribution or contribution of anti-bullying behavior variables to emotional intelligence can be known by squaring the acquisition of the simple correlation coefficient value. The result of squaring the simple correlation coefficient value is 0.60. Statistically, this value gives the understanding that approximately 60% of the variation in anti-bullying behavior change is determined/explained by students' emotional intelligence with its functional influence pattern as shown by the regression equation above. That is, if all students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency are given a questionnaire about bullying behavior and students' emotional intelligence, then approximately 60% of the variation in the pair of scores of the two variables will be distributed and follow the pattern of influence between the variables of bullying behavior on students' emotional intelligence according to the regression line equation.

Second, the second hypothesis testing concluded that there is a very significant influence between bullying behavior on self-confidence as indicated by the t_{count} value of 7.483 much greater than the t_{table} value at the 0.01 alpha significance level of 2.423 or $t = 7.483 > t_{0.01}(49) = 2.423$. The pattern of influence between these two variables is expressed by the regression equation. This equation provides information that any change in one unit of bullying behavior score will result in a change in self-confidence score of 0.74 at a constant 32.55. The results of a simple correlation analysis between bullying behavior and students' self-confidence obtained a correlation coefficient r_{xy2} of 0.734. This value provides an understanding that the relationship between bullying behavior and self-confidence is high and positive, meaning that the higher the anti-bullying behavior, the higher the student's self-confidence. Vice versa, the lower the anti-bullying behavior, the lower the student's self-confidence.

The amount of contribution or contribution of the bullying behavior variable to self-confidence can be known by squaring the simple correlation coefficient value. The result of squaring the simple correlation coefficient value is 0.54. Statistically, this value gives the understanding that approximately 54% of the variance in changes in bullying behavior

is determined / explained by self-confidence with a functional influence pattern as shown by the regression equation above. This means that if all students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency are measured for their bullying behavior and self-confidence, then approximately 54% of the variation in the pair of scores of the two variables will be distributed and follow the pattern of influence between the variables of bullying behavior and self-confidence through the regression line equation.

Third, hypothesis testing concluded that there is a very significant influence between bullying behavior together on emotional intelligence and students' self-confidence as indicated by the F_{count} value of 50.957. This value is much greater than the F_{table} value at the 0.01 alpha significance level which is 7.19, or $F = 50.957 > F_{0.01}(2;48) = 7.19$. The pattern of influence between the three variables expressed by the multiple regression equation $\hat{Y} = 6.05 + 0.61Y_1 + 0.40Y_2$. This equation provides information that any change in one unit of bullying behavior score together with emotional intelligence will result in a change in students' self-confidence by 0.61 or 0.40. The results of the multiple correlation analysis between bullying behavior on emotional intelligence and self-confidence obtained a multiple correlation coefficient value of $R_{yx_{12}}$ of 0.827. This value indicates that the effect between bullying behavior together on emotional intelligence and self-confidence is high and positive. This means that the higher the anti-bullying behavior, the higher the emotional intelligence, the higher the student's self-confidence. Conversely, the lower the anti-bullying behavior, the lower the emotional intelligence, and the lower the student's self-confidence.

The amount of contribution or contribution of bullying behavior variables together to emotional intelligence and self-confidence can be known through the coefficient of determination of 0.68. The results of this analysis indicate that approximately 68% of variations in changes in bullying behavior are jointly determined / explained by emotional intelligence and self-confidence in their functional influence as shown by the regression equation above. This means that if all students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency are examined for bullying behavior jointly against emotional intelligence by looking at their self-confidence, then approximately 68% of the variation in the pair of scores of the three variables will follow the pattern of the regression equation $\hat{Y} = 6.05 + 0.61Y_1 + 0.40Y_2$. To determine the pure contribution of each independent variable to the dependent variable, a partial correlation analysis has been carried out. The pure contribution of each variable is known by controlling for other independent variables. The results of the analysis are reported below.

First, the pure contribution of the dependent variable of bullying behavior to emotional intelligence, if the attitude of love for the country is constant, obtained a value of 32%. This condition shows that there is a decrease in the level of influence between bullying behavior and students' emotional intelligence. Thus, emotional intelligence is not the only variable that can determine anti-bullying behavior, but there are still other variables, namely self-confidence, which also have an effect.

Second, the pure contribution of the dependent variable of bullying behavior to self-confidence if emotional intelligence is constant, obtained a value of 22%. This condition shows that there is a decrease in the level of influence between bullying behavior and self-confidence, which means that self-confidence is not the only variable that can determine bullying behavior, but there are still other variables, namely the emotional intelligence of students that come into play.

Based on the description above, it can be seen that the independent variable that has the strongest influence and the greatest contribution to the dependent variable is emotional intelligence.

4 CONCLUSION

The results of hypothesis testing show that the three alternative hypotheses (H_a) proposed in this study are accepted, and reject the null hypothesis (H_0). Thus, it means that there is an influence between: (1) The effect of bullying behavior on emotional intelligence in students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency, (2) The effect of bullying behavior on self-confidence in students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency, (3) The effect of bullying behavior on emotional intelligence and self-confidence in students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency. The results of the "t" test for the first hypothesis and the second hypothesis, as well as the results of the "F" test for the third hypothesis showed that the effect was highly significant, both at the alpha significance level of 0.05 and at the alpha significance level of 0.01. Based on this description, several research conclusions can be formulated as follows:

First, there is an influence of bullying behavior on emotional intelligence in students of SD IT Al Ghaniyul Martua Bojong Gede Bogor Regency. This means that the better the anti-bullying behavior, the better the student's emotional intelligence. Vice versa, the worse the bullying behavior, the worse the student's emotional intelligence. Therefore, emotional intelligence is an important variable to consider in predicting anti-bullying behavior.

Second, there is an effect of bullying behavior on self-confidence in students of SD IT Al Ghaniyul Martua Bojong Gede, Bogor Regency. This means that the higher the anti-bullying behavior, the higher the student's self-confidence. Vice versa, the lower the anti-bullying behavior, the lower the student's self-confidence. Therefore, self-confidence is an important variable to consider in predicting anti-bullying behavior.

Third, there is an effect of bullying behavior on emotional intelligence and self-confidence in students of SD IT Al Ghaniyul Martua Bojong Gede, Bogor Regency. This means that the better the bullying behavior, the higher the emotional intelligence, the higher the self-confidence of the student. Vice versa, the worse the bullying behavior, the lower the emotional intelligence, the lower the student's self-confidence. This condition shows that emotional intelligence and self-confidence are two variables that are important to consider in explaining the improvement of students' bullying behavior.

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