

Analysis of Bullying Behavior in Elementary School Students in View of the Big Five Personality Types

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Abstract

Bullying is an act of behavior accompanied by violence with intentional or unintentional actions by a group of people or individually, in which the violence is carried out physically or verbally. This research aims to determine students' bullying behavior using analysis of the Big Five personality types. This research is a type of descriptive qualitative research with a case study approach. Data was obtained using interview and observation techniques. The analysis in this research uses data reduction, data presentation and obtaining conclusions. The results of this study show that there are 3 types of bullying behavior that occur in elementary schools, namely physical bullying by hitting, verbal bullying by mocking and making fun of, calling friends by their parents' names, calling friends by funny names, saying rude things and insulting members. body. One of the causes of bullying behavior is personality type. Individuals with low agreeableness and conscientiousness personalities are said to have high levels of bullying behavior, while individuals with high levels of neuroticism or emotional stability are considered to have a tendency towards bullying behavior.

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1. INTRODUCTION

Current technological advances give us easy access to find out various information easily and quickly. However, currently the media often displays social issues of violence that occur in society, especially in educational institutions. Schools are safe places for students to gain academic knowledge, foster social and religious values, and interact with various individuals from different backgrounds, but are no longer safe spaces for children. Based on data quoted from the Indonesian Child Protection Commission, as many as 84% of Indonesian children experience violence at school (Setiawan, 2017).

There are various types of violence that often occur in the school environment, but it is quoted from the Kompas newspaper that bullying violence is the most common case (Arandito, 2023). Based on the Federation of Indonesian Teachers' Unions, the types of bullying cases often experienced by victims are physical bullying 55.5%, verbal bullying 29.3%, and psychological bullying 15.2%. Meanwhile, for educational level, elementary school students were the most victims of bullying, namely 26%, followed by junior high school students at 25%, and high school and vocational school students at 18.75% (Andriansyah, 2023). In fact, based on the regulations of Law Number 23 of 2002 concerning child protection, it is stated that every individual has protection, the right to grow and develop their abilities naturally based on human dignity and dignity and has the right to receive protection from forms of discrimination and violence.

Bullying is any form of oppression or intimidation that is carried out repeatedly, usually carried out by perpetrators who are stronger physically, socially or economically than the victim. The American Psychology Association (APA) states that bullying is aggressive behavior that is repeated and carried out with the aim of making other people feel hurt or uncomfortable. Bullying is also a form of behavior that can violate human rights, this can be seen from the aim of bullying itself, namely hurting other people (Wedhayanti, 2023).

Forms of deviant behavior in elementary school students are not only aggressive and violent behavior, but various things that we view as normal behavior carried out by elementary school age children are also classified as deviant behavior such as mocking friends, hitting, pinching, grabbing and tripping friends.(Dewi, 2020). Oktaviani Ramadan(2023)assume that teachers are not serious in responding to bullying behavior in students because they assume that bullying behavior is part of the student development process.

Based on the results of observations and interviews of teachers and students at one of the elementary schools in Bayan District, North Lombok, bullying behavior does not only occur in physical form such as hitting, but also in verbal form such as mocking, making fun of with insulting facial expressions. The bullying behavior that occurred among students was initially caused by fights between friends which ended in fights, kicking friends and objects around them, and pushing each other hard. This fight can occur because the perpetrator calls a friend by their parents' name, or calls a friend by a funny name to make other friends laugh. Apart from that, perpetrators of verbal bullying also often say rude things and insult other friends' body parts.

In the research of Sofyan et al(2022)that there are three types of bullying that occur in elementary school students, namely physical bullying, verbal bullying, and psychological bullying. Physical bullying is done by kicking a friend. Verbal bullying is carried out by mocking and making fun of. Meanwhile, psychological bullying is carried out by looking cynically at and isolating other people. Bullying carried out physically and verbally will cause short-term and long-term trauma for the victim. This sense of trauma will also affect the victim's adjustment to the school environment (Modecki, et al., 2014). Even in research conducted by Cornell et al(2013)found that bullying was a predictor for students' levels of academic achievement and school dropout.

Bullying behavior that occurs in elementary schools is basically caused by various factors, one of which is the individual factor (Rahmat, et al., 2023). Bakhshi & Sharma (2019) in their research, the phenomenon of bullying cannot be separated from a person's personality characteristics. Individuals who are involved in acts of bullying, whether as perpetrators or victims, cannot be separated from the personality they have. A person who initially only follows along and imitates a harshly educated environment does not rule out the possibility that later he will develop a person who is also harsh towards the people around him (Khairunnisa et al, 2022). Most people who are targets of bullying usually have weak personalities and are unable to fight back against those who bully them.

As an effort to deal with the problem of bullying which is increasingly common among elementary school age children, one of the efforts is to find out about the personality type possessed by behavior that has a tendency to carry out acts of bullying which will be very unique and different from others (Rahayu, 2019). Based on this phenomenon, researchers are interested in conducting research to gain knowledge and descriptions of bullying that occurs in elementary school children. So, this research is able to provide more benefits regarding bullying behavior in elementary schools and of course this research functions as a reference in developing research regarding bullying behavior in elementary schools.

2. METHOD

This research is a qualitative type. Qualitative research seeks to provide an understanding of events related to what the research subjects experienced. Qualitative research is research with the aim of obtaining an in-depth understanding of social cases or problems. Qualitative research allows researchers to adapt concepts and data collection to obtain the latest research developments. In this research, researchers used a case study

approach. The procedure in this research starts from finding problems by analyzing acts of bullying behavior in one of the elementary schools in Bayan District, North Lombok Regency. The data sources in this research are primary and secondary data. Data collection techniques in this research used interviews, observation and documentation. Meanwhile, data validation for this research uses technical triangulation and source triangulation.

3. RESULTS AND DISCUSSION

Big Five Personalities

The Big Five theory was first introduced by Lewis R. Goldberg in 1981. Then the Big Five theory was redeveloped by several figures including Allport, Sir Francis Galton, Raymond Cattell, Robert R. McCrae, and Paul T. Big Five is one approach that used to analyze personality through traits which are arranged in five personality dimensions which have been formed through factor analysis. The five dimensions of personality traits are neuroticism, extraversion, agreeableness, openness and conscientiousness. Personality traits are defined as dimensions of individual differences that tend to show consistent patterns of thoughts, feelings, and actions. When describing an individual with a good trait, this means that the individual tends to do good at all times and in every situation. Quoting from research by Wedhayanti (2023), the following is an explanation of the five personality traits:

1. Neuroticism (N) or emotional stability. Individuals with high scores on the Neuroticism dimension have a tendency to experience anxiety, temperamental, self-pity, self-consciousness, emotionality, and are susceptible to stress disorders. Someone who has a low level of neuroticism will be happier and more satisfied with life than someone who has a high level of neuroticism, while individuals with a low score on N are usually calm, even-tempered, self-satisfied, and unemotional.
2. Extraversion(E) Extraversion is also often called surgency. Individuals with high scores on the extraversion dimension (E) tend to be full of affection, cheerful, talkative, like to gather, and like fun. In addition, these individuals will remember all social interactions, interacting with more people compared to individuals who have a low E score. The extraversion dimension is characterized by positive tendencies such as having high enthusiasm, being sociable, energetic, interested in many things, having positive emotions, ambitious, workaholic and friendly towards other people. Extraversion also has high motivation in socializing, establishing relationships with others and being dominant in one's environment. On the other hand, individuals with low levels of extraversion prefer to remain silent, calm, passive, and are less able to express their feelings.
3. Agreeableness(A) The agreeableness dimension differentiates between individuals who are soft-hearted and those who are merciless. Individuals with scores that are more directed towards this dimension have a tendency to be full of trust, generous, willing to give in, accepting, and kind. Dimension A is also called social adaptability or likability, which characterizes someone who is friendly, has a personality that always gives in and avoids conflict. Meanwhile, individuals with a low level of agreeableness are suspicious, stingy, unfriendly, easily offended, tend to be more aggressive and critical of others and less cooperative.
4. Openness(O) or Intellect The openness dimension differentiates between individuals who choose variety compared to individuals who close themselves off and individuals who find comfort in their relationships with things and people they know. Individuals who continually seek differences and varied experiences will have high scores on dimension (O). Openness refers to how the individual is willing to make adjustments to new situations and ideas. These individuals are characterized by being tolerant,

having the capacity to absorb information, being focused and being able to be alert to various feelings, thoughts and impulsivity. Individuals with a low level of openness are described as narrow-minded, conservative and do not like change.

5. **Conscientiousness (C)** Conscientiousness is described as an individual who is obedient, controlled, organized, ambitious, focused on achievement, and self-disciplined. This dimension of conscientiousness can also be called dependability, impulse control and will to achieve. In general, individuals who score high on this dimension are hard workers, careful, punctual, and persistent. On the other hand, individuals who score low in this dimension tend to be disorganized, careless, lazy, and have no goals and easily give up when they encounter difficulties in their tasks.

Forms of Bullying Behavior

Bullying is a form of violent action carried out consciously or unconsciously, this can happen to individuals or groups in the form of verbal and physical actions. In the social science category, bullying behavior is included in the category of aggressive behavior which is characterized by a weak condition within the individual or group with conditions of mental and physical pressure (Putri, 2018). Bullying is carried out by individuals or groups of people by giving rise to the behavior of bullying other people with the assumption that they have the power to carry out such actions against victims of bullying. Psychologically, this bullying behavior can result in symptoms of anxiety, social isolation, and even extreme actions, namely suicide. Victims with psychological trauma as a result of bullying behavior suffer mental injuries and excessive fear.

Based on the results of observations and interviews of teachers and students at one of the elementary schools in Bayan District, North Lombok, students often carry out verbal bullying by mocking their friends with their parents' names, calling their friends names with derisive names, often saying rude things and insulting their parents. another friend's body. Apart from that, the physical bullying that researchers found was that students often hit their friends during class breaks. The bullying behavior that occurred among students was initially caused by fights between friends which ended in fights, kicking friends and objects around them, and pushing each other hard. This fight can occur because the perpetrator calls a friend by their parents' name, or calls a friend by a funny name to make other friends laugh. Apart from that, perpetrators of verbal bullying also often say rude things and insult other friends' body parts.

The impact of violence on children varies greatly depending on the level of violence experienced. In research conducted by Widyastuti and Soesanto(2023)find that the impact of violence when children receive bad treatment is crying. This condition is an expression of the discomfort experienced. The psychological impact experienced by children is behavior that is difficult to control, feeling anxious and afraid, feeling depressed and always being suspicious of other people. Apart from that, bullying behavior can disrupt the victim's ability to build healthy social relationships. Apart from that, the impact is that victims find it difficult to trust other people.

Bullying Behavior Seen from the Big Five Personalities

Based on a literature review of research that has been published over the last 10 years, researchers identified that the type of bullying behavior that occurs in elementary schools is related to the Big Five personality types. In research conducted by Mitsopoulou & Giovazolias (2015) it shows that lower levels of agreeableness and conscientiousness and higher levels of agreeableness, neuroticism and extraversion are related to bullying behavior. The results of research conducted by Dewi & Affifah (2019) also show the same

results that there is a negative correlation between cyberbullying behavior and the Big Five personality, the higher the Big Five personality, the lower the cyberbullying behavior.

Research from Pertiwi (2018) shows that bullying behavior is influenced by two significant dimensions, namely emotional stability and intellect. First, the emotional stability dimension which negatively influences the tendency for bullying behavior, this shows that the higher the emotional stability variable in the big five personality type, the lower the level of tendency for bullying behavior. Second, the personality dimension of intellect has a positive and significant influence on the tendency for bullying behavior. This shows that the higher the intellect variable in the Big Five personality type, the higher the level of tendency for bullying behavior.

Likewise, research by Larasati and Maya (2016) shows that there is a relationship between the Big Five personality and students' bullying behavior. The results of this study indicate that agreeableness and conscientiousness personality types are related to bullying behavior. Meanwhile, other traits such as extraversion, emotional stability and intellect do not have a strong relationship with the tendency for bullying behavior to emerge. Of these two traits, the emotional stability dimension negatively has a significant influence on the tendency for bullying behavior to emerge, in other words, individuals who have a higher level of emotional stability have a lower tendency to carry out bullying behavior towards other people. Meanwhile, the intellect personality has a strong influence on the Big Five personality, the higher the tendency to carry out bullying behavior.

Bullying behavior is carried out by direct aggression involving physical and verbal violence, while indirect aggression is carried out by isolating and intimidating. According to Gillette and Denise (in Pertiwi, 2018) explain that on average a child who is the perpetrator of bullying has an impulsive personality where someone finds it difficult to control themselves and their emotions. This is also related to someone who has a low emotional stability personality type.

From several of the research results above, it can strengthen the results of this research that there is a relationship between the Big Five personality and the tendency for bullying behavior to emerge in students. There are three personality types that have a significant relationship with students' bullying behavior. These personalities or traits are agreeableness, conscientiousness and neuroticism or emotional stability. However, different results can be concluded by researchers that the agreeableness trait is a trait or personality that greatly influences the emergence of bullying behavior. It is known that individuals with a low level of agreeableness can be said to have a personality that likes to offend other people, is easily offended, lacks empathy, and tends to be aggressive and easily criticizes others and is even less cooperative. The second trait that is related to the tendency to bully behavior is conscientiousness, where individuals with low scores in this dimension have a tendency to display a lazy attitude, have no goals and give up easily in completing tasks.

Meanwhile, the neuroticism and emotional stability trait types are where individuals with high scores can be said to have an extroverted personality, in this case the tendency to have high enthusiasm, easy to get along with, energetic, interested in many things, good level of emotional stability, easy to be friendly in establishing relationships with other people. . Apart from that, extraversion also has high motivation in socializing, dominates and can easily adapt to the environment. Wedhayanti (2023) also revealed that the majority of students who were involved in bullying behavior at school had a tendency to be an extroverted personality type and also showed that students who had groups at school had a greater chance of being involved in bullying incidents compared to students who did not have strong friendship groups. Therefore, based on the Big Five personality types, parents

and educators at school need to provide an appropriate forum so that students can develop optimally.

4. CONCLUSION

Bullying behavior can be interpreted as negative actions carried out by students or other people at any time. Bullying occurs because of inequality in terms of power. Bullying can be categorized into three parts, namely verbal, physical and psychological bullying. From the research results, one of the causes of someone carrying out bullying behavior is personality type. Each individual has a personality and characteristics that differentiate him from other people. It is known that every individual who has a low agreeableness and conscientiousness trait or personality is said to have high levels of bullying behavior, in contrast to individuals with a high score of neuroticism or emotional stability traits who are considered to have a tendency to bully behavior. Based on the results of research conducted by researchers, it is hoped that teachers can pay more attention to the personality of each student by increasing the agreeableness and conscientiousness of students and paying more attention to students with high neuroticism in order to reduce the emergence of bullying behavior among elementary school students.

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