



THE EFFECT OF PHYSICAL BULLYING BEHAVIOR ON MOTIVATION AND LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS

¹Faisal Anwar, ²Dian Aswita & ³Nurfarah Idayu

^{1,2,3}Universitas Serambi Mekkah, Aceh, Indonesia

Contributor Email : faisalelsarakh@gmail.com

Received: Dec 28, 2022

Accepted: Jun, 2023

Published: Jun 30, 2023

Abstract: This research aimed to specify the influence of physical bullying behavior on the motivation and learning outcomes of elementary school students in Banda Aceh, Indonesia. The approach used was a quantitative method with *ex post facto*. The samples were 100 students of SD Negeri 53 Banda Aceh. Data collection was conducted by using questionnaires, interviews, and documentation. The technique of data analysis was conducted by a *t*-test. The results of the data analysis of physical bullying behavior on learning motivation obtained at the value of 2.834 and table of 2,04841, so that $t \text{ count} > t \text{ table}$ and judging from the level of significance, the variable physical bullying behavior had a value of $0.008 < 0.05$, while the results Data analysis of physical bullying behavior on student learning outcomes obtained *t*-count value of 11.212 and *t*-table of 2.04841, so that $t\text{-count} > t\text{-table}$ and seen from the level of significance, the variable value of physical bullying behavior was $0.000 < 0.05$. Based on the data obtained, the results of this study concluded it can be concluded that physical bullying behavior affects the motivation and learning outcomes of SD Negeri 53 Banda Aceh students.

Keywords: Physical Bullying, Motivation and Learning Outcomes.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh perilaku bullying fisik terhadap motivasi dan hasil belajar siswa sekolah dasar di Banda Aceh, Indonesia. Pendekatan yang digunakan adalah metode kuantitatif dengan *ex post facto*. Sampel penelitian ini adalah 100 siswa SD Negeri 53 Banda Aceh. Pengumpulan data dilakukan dengan menggunakan kuesioner, wawancara, dan dokumentasi. Teknik analisis data dilakukan dengan uji-*t*. Hasil analisis data perilaku bullying fisik terhadap motivasi belajar diperoleh nilai sebesar 2,834 dan tabel 2,04841, sehingga $t \text{ hitung} > t \text{ tabel}$ dan dilihat dari tingkat signifikansi variabel perilaku bullying fisik memiliki nilai sebesar $0,008 < 0,05$, sedangkan hasil analisis data perilaku bullying fisik terhadap hasil belajar siswa diperoleh nilai *t*-hitung sebesar 11,212 dan *t*-tabel sebesar 2,04841, sehingga $t\text{-hitung} > t\text{-tabel}$ dan dilihat dari tingkat signifikansi variabel nilai perilaku bullying fisik adalah $0,000 < 0,05$. Berdasarkan data yang diperoleh, hasil penelitian ini menyimpulkan dapat disimpulkan bahwa perilaku bullying fisik berpengaruh terhadap motivasi dan hasil belajar siswa SD Negeri 53 Banda Aceh.

Kata Kunci: Intimidasi Fisik, Motivasi dan Hasil Belajar.

A. INTRODUCTION

The phenomenon of bullying that occurs lately makes everyone worry, Bullying is a deliberate act of aggressive behavior brought by a person impacting other people (Soetjipto, 2012). According to Schott and Søndergaard, (2014) bullying acts are

aggressive, both physically and verbally, which are carried out by individuals. One of the studies that had been conducted by non-government organization which was uploaded earlier in March 2015 showed the shocking facts about child abuse in schools. Bullying cases that occur in students at school reach 70% (Qodar, 2015). Bullying cases are now rife, not only in society but also in the world. Various ways were taken to minimize the incidence of bullying in schools, including one of the National Commission for Child Protection urging the school to better protect and pay attention to their students. Therefore, schools need to implement character education to prevent juvenile delinquency problems (Hermino & Arifin, 2020).

Rigby (2014) said that bullying involves aggressive behavior. The definition of aggression itself is an attack, attack, or act of hostility aimed at a person or object. Meanwhile, according to Krahe (2015) bullying is the negative behavior of a person or more towards victims of bullying that is conducted repeatedly and occurs from time to time. defend themselves effectively to counter the negative actions the victim receives. The above understanding can be summed up that bullying behavior is an aggressive and negative action or behavior that is usually done by someone to hurt others and annoy others for their satisfaction.

This bullying is disturbing to others because the impact of negative behavior that is currently popular among the public is the discomfort of other people or the victims of bullying themselves. According to Yusuf and Fahrudin (2012), there are several causes of bullying, namely individual factors, family factors and peer factors, media factors, these four factors greatly influence the occurrence of bullying. According to Sardiman (2016), motive also can be understood as a driving force from within and within the subject to carry out certain activities, to achieve a goal. Djaali (2011) explains that motivation is a condition contained within from individuals who have a passion for carrying out specific goals. The importance of having motivation in one's learning activities. Learning motivation is a supporting factor that can optimize a child's intelligence and lead him to achieve achievement because without motivation it is unlikely that a student can succeed in learning.

Dalyono (2015) stated that someone who learns with a strong motivation will carry out all his learning activities seriously, passionately, or enthusiastically. On the other hand, if you study with weak motivation, you will be lazy and don't even want to do tasks related to the lesson. Based on the explanation the motivation is an

encouragement or driving force from within students that provides direction and enthusiasm for learning activities so that they can achieve the desired goals in the form of optimal learning achievement. Learning motivation is one of the main keys to facilitate and make students enthusiastic about learning something.

There are characteristics of progress in learning outcomes, namely increasing knowledge about cognitive, affective and psychomotor (Ismail, 2014). The results of this study are finally functioned and shown for selection, grade promotion, and placement. According to Dimiyati and Mudjiono (2011), it can be understood that the final achievement of the learning process is complete understanding of various subjects with criteria for benchmark values.

Many cases of bullying occur in Indonesia based on data from the Indonesian Child Protection Commission (KPAI) that from 2011-2018 it showed an increase every year even in 2017 it had decreased, yet in the following years it rose again, at educational institutes in 2018 it increased by 9.48 percent and in 2017 to 127 cases. Cases of bullying also occurred in Aceh from elementary, junior high to high school students. One case of bullying once resulted in the death of a sixth-grader in an elementary school in the Aceh Besar area. Beatings and violence by their peers resulted in serious physical injuries and ended in cases of death. This shows the high level of violence and the development of bad behavior in students, even at the elementary level students who are still classified as children.

The results of preliminary observations at SD Negeri 53 Banda Aceh showed that some students did bullying such as mocking and making fun of other students. Some students routinely become victims of bullying. This harms victim of bullying so they are not motivated to go to school and feel ashamed and have low self-esteem with other friends. Victims of bullying are also always a laughing stock for other students. Therefore, teachers must try to prevent bullying on an ongoing basis. Based on the identification of the problem above, the question of this research is how is the effect of physical bullying behavior over the motivation and learning outcomes of SD Negeri 53 students in Banda Aceh.

B. METHODOLOGY

Research Goal

This research includes quantitative research using ex post facto. In this study, there were one independent variable and two dependent variables, where physical bullying behavior (X) is the independent variable. Meanwhile, learning motivation (Y1) and learning outcomes (Y2) are dependent variables. This research was carried out at SD Negeri 53 Banda Aceh, while the time of the research was carried out in March 2021.

Sample and Data Collection

The sample in this study was 100 students at SD Negeri 53 Banda Aceh. Determination of the sample using the purposive sampling technique. To gain data and information related to the problems studied, the data collections were carried out through questionnaires and documentation. Table 1 below presents a questionnaire on physical bullying behavior and student motivation.

Table 1. Student Motivational Questionnaire Grid and Physical Bullying Behavior

Variable	Indicator	Question Item	Number of Questions
Learning	1. Persistence	1,2,3	3
Motivation	2. Tenacious	4,5,6	3
	3. Interest	7,8,9	3
	4. Excel	10,11,12	3
	5. Autonomy	13,14,15	3
	Behavior	1. Beating	1,2,3
Physical Bullying	2. Pushing	4,5,6	3
	3. Grabbing	7,8,9	3
	4. Kicking	10,11	2
	5. Asking for money	12,13	2
	6. Demaging	14,15	2

These research instruments have been valid since they have been validated by three educational experts. The validity analysis is used to determine whether the instrument items are valid or not. To prove the validity of the instrument, the researchers assess the expert agreement index based on the Aiken index (V). The results of this assessment in Table 2 below:

Table 2. The results of the Aiken Index Coefficient of Instrument Validity of Motivasi dan Perilaku Physical Bullying

Motivation		
Item	V	Description
1	0.76	Valid
2	0.70	Valid
3	0.73	Valid
4	0.80	Valid
5	0.75	Valid
6	0.79	Valid
7	0.74	Valid
8	0.77	Valid
9	0.74	Valid
10	0.72	Valid
11	0.80	Valid
12	0.80	Valid
13	0.81	Valid
14	0.70	Valid
15	0.80	Valid
Physical bullying		
Item	V	Description
1	0.73	Valid
2	0.75	Valid
3	0.74	Valid
4	0.79	Valid
5	0.81	Valid
6	0.80	Valid
7	0.75	Valid
8	0.75	Valid
9	0.85	Valid
10	0.77	Valid
11	0.80	Valid
12	0.74	Valid
13	0.73	Valid
14	0.74	Valid
15	0.75	Valid

Instrument reliability is determined based on Cronbach's alpha coefficient. The reliability of the instrument angket motivasi was 0.83, while the reliability of the instrument physical bullying is 0.80. Thus, reliability value of the instrument was in a high category (Taber, 2018).

DataAnalysis

After all the data obtained in this study were collected, the data were analyzed descriptively quantitatively through the t-test of SPSS results, namely if the value of sig. <0.05 then physical bullying behavior affects student motivation and learning outcomes if the value of sig. > 0.05 then physical bullying behavior does not affect.

B. RESULTS AND DISCUSSION

1. Result

The Effect of Physical Bullying Behavior on Motivation and Learning Outcomes of State Elementary School Students

The results of research on the effect of physical bullying behavior on motivation and learning outcomes of SD Negeri 53 Banda Aceh students can be seen in Table 3 below:

Table 3. Questionnaire Answer Values About the Effect of Physical Bullying Behavior on Student Motivation and Learning Outcomes

Aspect	Average values
Behavior physical bullying	90.22
Learning motivation	87.61
Student learning outcomes	86.60

Based on table 3 above that the value of student responses to physical bullying behavior at SD Negeri 53 Banda Aceh with an average value of 90.22, the value of student responses to learning motivation with an average value of 87.61, while the value of student learning outcomes (mid-semester test scores) with an average score of 86.60. Furthermore, the normality test using the Kolmogorov-Smirnov (K-S) non-parametric statistical test is presented in table 4 below.

Table 4. Normality Test Results One-Sample Kolmogorov-Smirnov Test

N		Unstandardized Residual
		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.90858645
Most Extreme Differences	Absolute	.113
	Positive	.113
	Negative	-.095
Test Statistic		.113

Asymp. Sig. (2-tailed)

.200^{c,d}

Based on the normality test with the Kolmogorov-Smirnov Test, the Asymp value was obtained. Sig. (2-tailed) of 0.200. Because of Asymp. Sig. (2-tailed) is greater than 0.05 then the decision is the data on the Physical Bullying Behavior variable, the motivation variable, and learning outcomes are normally distributed. It means that the assumption of data normality is met.

The results of the Hypothesis Testing for the Effect of Physical Bullying Behavior on Learning Motivation are presented in table 5 below.

Table 5. Hypothesis Test Results The Effect of Physical Bullying Behavior on Student Motivation and Learning Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	Coefficients^a				
1 (Constant)	45.042	15.043		2.994	.006
Behavior	.471	.166	.472	2.834	.008
Physical Bullying					
a. Dependent Variable: Learning Motivation					
2 (Constant)	13.155	6.559		2.005	.055
Behavior	.813	.073	.904	11.212	.000
Physical Bullying					
b. Dependent Variable: Learning outcomes					

Based on table 5 above, the results of data processing show that t count is 2.834 and t table is 2,04841, so t count > t table and seen from the level of significance of the physical bullying behavior variable has a value of 0.008 below the significant value of 0.05 so it can be concluded that Ha is accepted and H0 is rejected, thus it is concluded that physical bullying behavior has a significant and significant effect on students' learning motivation at SD Negeri 53 Banda Aceh. Based on the results of data processing shows that the value of t count is 11.212 and t table is 2,04841, so t count > t table and seen from the level of significance of the physical bullying behavior variable has a value

of 0.000 below the significant value of 0.05 so it can be concluded that H_a is accepted and H_0 rejected, it is concluded that physical bullying has a significant and significant effect on student learning outcomes at SD Negeri 53 Banda Aceh.

D. DISCUSSION

the finding of the t-test based on the effect of physical bullying behavior on motivation (Table 5), the t-count value is 2.834 and the t-table is 2.04841, so that $t\text{-count} > t\text{-table}$ and judging from the level of significance, the variable physical bullying behavior has a value of 0.008. below the significant value of 0.05 so that it can be concluded that H_a is accepted and H_0 is rejected, thus it is concluded that physical bullying behavior affects students' learning motivation at SD Negeri 53 Banda Aceh. It can also be said that the higher the physical bullying behavior, the lower the student's motivation in learning.

This finding is supported by the results of previous studies as stated by Puspa (2018) low student motivation due to by external and internal factors of students. So that this factor causes cases of bullying behavior in the school environment that can affect students' learning motivation. In addition, Coloroso (2017) also states that bullying behavior is an act or quote that causes fear, pain or stress both physically and mentally which is carried out in a planned manner by those who feel stronger against those who are considered weaker. So that it can be said that the physical bullying behavior impact on motivation . The dominant factors that turn a person into a bully are youth playgroups. This factor is a factor that arises and is adopted when an individual grows and becomes a teenager (Lee, 2010; Carroll et al., 2009).

Physical Bullying Behavior on student learning outcomes (table 5) from the t-test results obtained t count of 11.212 and t table of 2,04841, so $t\text{ count} > t\text{ table}$ and judging from the level of significance, the variable value of physical bullying behavior of 0.000 is below a significant value of 0.05 so that it can be concluded that H_a is accepted and H_0 is rejected, thus it is concluded that physical bullying behavior affects student learning outcomes at SD Negeri 53 Banda Aceh.

According to Dwipayanti and Komang (2014) which explains that there is a negative relationship between bullying and student achievement in elementary schools. Children who are victims of bullying will possess difficulty getting along, feel afraid to come to school so that their attendance is high and miss lessons, and student

achievement is influenced by the ability to concentrate in learning. The results of research by Masruroh, et al., (2016) Bullies have problems with the academic process, The social and economic background of the bullies' families are generally concerning, Bullies are generally carried out by students who are more senior with younger victims, Bullies are on average The average is male students while the average victim is female.

Warti (2016) also stated that "physical bullying behavior that happen in school have an impact on learning outcomes, where students do not feel safe and comfortable, make victims of physical bullying feel afraid and intimidated, inferior and worthless, difficult to concentrate in the study, individuals who are not confident and have difficulty communicating so that their academic performance can be threatened with decline. A wise and wise attitude is needed in dealing with bullies and victims of bullying (Polanin, et al., 2012). Thus it can be concluded that student learning outcomes will decrease if physical bullying behavior continues to increase in the school environment and vice versa if there is no physical bullying behavior at school, student learning outcomes will be better. However, student success in learning cannot be separated from the important role of parents, teachers, and students' willingness to progress (Rosen et al., 2017). Teachers who routinely make updates in aspects of planning, implementation, and evaluation of learning can significantly improve student learning outcomes.

Physical bullying behavior that occurred at SD Negeri 53 Banda Aceh was based on mutual ridicule, mocking, and joking factors so that it became frontal and even started to be racist and contained elements of sara, eventually causing undesirable things such as oppression, beatings, beatings, and other things. -Things that damage a person's psyche or mentality. As for the efforts made by teachers to overcome these problems by giving educational punishments such as doing assignments, cleaning classes, and being creative (Slee, & Skrzypiec, 2016). In addition, according to Darnayanti et al., (2019) in discussions, students give arguments, questions about what are the school policy programs on bullying, how students report bullying, and their respond well to bullying situations they receive. In addition, make it easier for students to find out actual bullying attitude (Kowalski et al., 2014).

E. CONCLUSIONS

The findings of this study, it can be concluded that the physical bullying behavior variable has a value of $0.008 < 0.05$ so it can be concluded that physical bullying behavior affects students' learning motivation. On the other hand, the higher the physical bullying behavior, the lower the student's motivation in learning. The variable value of physical bullying behavior is $0.000 < 0.05$ so it can be concluded that physical bullying behavior affects student learning outcomes at SD Negeri 53 Banda Aceh. Student learning outcomes will decrease if physical bullying behavior continues to increase in the school environment and vice versa if there is no physical bullying behavior at school, student learning outcomes will be good. Suggestions given are teachers should provide counseling guidance to physical bullying perpetrators, advise by teaching friendship skills, teach empathy, provide religious norms, call parents and physical bullying perpetrators and provide good and correct directions so that the behavior does not occur. repeated in the future. Recommendations The teacher must be able to give analyze effect physical bullying on the affective aspects of students and able to collaborate with school residents in an effort to develop character education. The school can provide training to related class teachers to overcome physical bullying behavior in students. For further researchers, they can examine more comprehensively about physical bullying behavior carried out by students. Limitaitons This study has several limitations, including learning outcomes that have been achieved only at the cognitive level, have not analyzed learning outcomes in the affective domain, in addition to the lack of maximum mentoring efforts made by teachers in observing physical bullying behavior.

REFERENSI

- Badarch, L., & Zanabar, A. (2017). Dimensions of Hotel Service Quality in Mongolia. *Jurnal Ilmiah Peuradeun*, 5(2), 141-156. doi:10.26811/peuradeun.v5i2.130
- Buseri, K. (2017). Spiritual Culture of Banjar Sultanate (Historical, Hermeneutic and Educational Approach). *Jurnal Ilmiah Peuradeun*, 5(3), 303-318. doi:10.26811/peuradeun.v5i3.151
- Berthold., & Hoover. (2015). Bullying and victimization: Cause for concern for both families and schools. *Social Psychology of Education*, 7 (1), 35-54.
- Carroll, A., Houghton, S., Durkin, K., & Hattie, J. A. (2009). *Adolescent reputations and risk*. Springer.

- Coloroso, B. (2017). *Stop bullying*. Serambi Ilmu Pustaka.
- Dalyono, M. (2015). *Psikologi pendidikan*[Educational psychology]. Rineka Cipta.
- Darmayanti, K. K. H, Kurniawaty, F., & Situmorang D. D. B. (2019). Bullying di sekolah: Pengertian, dampak, pembagian dan cara menanggulangnya[Bullying in schools: Definition, impact, distribution and how to deal with it]. *Pedagogy Journal of Educational Sciences/Pedagogia Jurnal Ilmu Pendidikan*,17 (01), 55-66
- Dimiyati., & Mudjiono. (2009). *Belajar dan pembelajaran*[Learn and learning]. Rineka Cipta.
- Djaali, M. (2011). *Psikologi Pendidikan*[Educational psychology]. Bumi Aksara.
- Dwipayanti., & Komang. (2014). Hubungan antara tindakan bullying dengan prestasi belajar anak korban bullying pada tingkat sekolah dasar[The relationship between bullying and the learning achievement of children who are victims of bullying at the elementary school level] . *Journal of Psychology Udayana /Jurnal Psikologi Udayana*. 1(2), 251-260
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*[Multivariate Analysis Application with IBM SPSS 25 . Program]. Badan Penerbit Universitas Diponegoro.
- Hermino, A., & Arifin, I. (2020). Contextual character education for students in the senior high school. *European Journal of Educational Research*, 9(3),1009-1023.doi: 10.12973/eu-jer.9.3.100
- [Kowalski, R. M., Giumetti, G. W., Schroeder, A. W., & Lattanner, M. R. \(2014\). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140, 1073–1137. doi:10.1037/a0035618](#)
- Krahe. (2015). *Perilaku agresif* [Aggressive behavior]. Pustaka Pelajar.
- Lee, A. (2010). *How to grow great kids*. Oxford
- Masruroh, N., Mufidah, C & Ika Rizky, I. (2016). Pengalaman bullying berdasarkan perspektif pelaku, korban dan saksi mata pelajar smp “x” kota batu[The experience of bullying based on the perspective of perpetrators, victims and eyewitnesses of junior high school students "x" Batu City] . *Nursing Journal /Jurnal Keperawatan*,7(2). 1-9.
- Polanin, J.R., Espelage, D.L., & Pigott, T.D. (2012) A meta analysis of school based bullying prevention program' effects on intervention behavior school. *Psychology Review*, 41(1) 47-65.
- Purwanto, N. (2018). *Metodologi penelitian kuantitatif* [Quantitative research methodology]. Pustaka Pelajar.
- Puspa, A. (2018). Pengaruh bullying terhadap motivasi belajar siswa kelas v di sdn 31 samarinda [The effect of bullying on learning motivation of class v students at sdn 31 Samarinda]. *Journal of Educational Research/Jurnal Penelitian Pendidikan*. 12 (1), 02-10.
- Rigby. (2014). *Survei ICRW:84% Anak Indonesia Alami Kekerasan di Sekolah*. (online). News.liputan6.com/read/2191106/survei-icrw-84- anak indonesia-alami-kekerasan-di-sekolah.

- Rosen, L. H., DeOrnellas, K., & Scott, S. R. (2017). *Bullying in school: Perspectives from school staff, students, and parents*. Springer.
- Sardiman, M. (2016). *Interaksi dan motivasi belajar mengajar* [Teaching and learning interaction and motivation]. Rajagrafindo Persada.
- Schott, R. M., & Søndergaard, D. M. (2014). *School bullying: New theories in context*. Cambridge University Press.
- Slee, P. T., & Skrzypiec, G. (2016). *Well-being, positive peer relations and bullying in school settings*. Springer. DOI 10.1007/978-3-319-43039-3.
- Soetjipto, A. (2012). *Konseling remaja: Intervensi praktis bagi remaja berisiko* [Adolescent counseling: Practical interventions for at-risk youth]. Pustaka Pelajar
- Sugiyono. (2016). *Metode penelitian kualitatif, kualitatif dan R & D* [Qualitative research methods, qualitative and R & D]. Afabeta.
- Sumantri. (2015). *Strategi pembelajaran* [Learning strategies]. Rajagrafindo Persada.
- Taber, K. S. (2018). The use of cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*,48(6),1273-1296.
- Uno, B, hamzah. (2007). *Model pembelajaran menciptakan proses belajar.mengajar yang kreatif dan efektif* [The learning model creates a creative and effective teaching and learning process]. Bumi Aksara.
- Warti, E. (2016). Pengaruh motivasi belajar siswa terhadap hasil belajar matematika siswa di SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur [The effect of students' learning motivation on students' mathematics learning outcomes at SD Angkasa 10 Halim Perdana Kusuma, East Jakarta] . *Mosharafa's Journal/Jurnal Mosharafa*. 5 (2), 177-185.
- Yusuf, H. & Fahrudin. A. (2012). *Landasan bimbingan dan konseling*[Guidance and counseling foundation]. Remaja Rosdakarya.