

## Overview Of Knowledge About Bullying Among Level I Students At Santa Elisabeth Medan College Of Health Sciences 2024

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**Abstract.** *Bullying can occur for various reasons, such as injustice, ignorance, or the desire to dominate or control other people. Factors such as differences in physical strength, culture, or even the perpetrator's lack of self-confidence also influence the occurrence of bullying. It involves an urge to harm, which can drive a person to perform physical, psychological, or verbal acts that cause suffering to the victim. The impact is very significant for perpetrators who tend to be aggressive and have bullying tendencies, as well as for victims who often experience anxiety, even depression, which can sometimes lead to thoughts of committing suicide. The aim of this research is to identify a picture of knowledge about bullying among level I students. This research method is descriptive. The sample in this research are 127 respondents with sampling technique using the Simple Random Sampling technique. This research instrument uses a questionnaire. The results of the research show a picture of knowledge about bullying among level I students in good knowledge category of 80.3%, sufficient knowledge of 11.8%, and poor knowledge of 7.9%. It is hoped that educational institutions can provide seminars on bullying and anti-bullying policies within the Santa Elisabeth Medan College of Health Sciences.*

**Keywords:** *Knowledge, Bullying, students*

### 1. INTRODUCTION

*Bullying* is an impulse to hurt someone, which can be expressed through physical, psychological, or verbal actions, resulting in suffering to the victim. Adolescent mental health problems can occur anywhere and anytime. The existence of the phenomenon of bullying in adolescents is not something new. Until now, this matter remains the focus of attention and is being taken seriously (Duwi Nur A'ini et al., 2020). *Bullying* is considered a manifestation of aggressive behavior that has become a global problem, including in Indonesia. There have been many cases of bullying against adolescents, both boys and girls. Bullying behavior can occur in various places such as school, home, workplace, and other places (Herawati, 2019).

Factors in the school environment, peer behavior, and family factors are some of the causes of bullying, which can cause children to become more aggressive, courageous, tend to resist, and seek social support to bully weaker peers. Factors such as gender, the child's personality type, and confidence level also play a role (Wahyuni et al., 2019).

*Physical bullying* involves direct actions such as punches, kicks, or drops that cause injuries to the victim. Verbal bullying occurs through derogatory words such as ridicule, ridicule, or the spread of rumors. Social bullying makes the victim feel isolated or rejected by others, often through slander that makes them feel very uncomfortable. Meanwhile, cyberbullying involves malicious actions through technology such as email, instant messaging,

social media, or mobile phones that aim to demean, threaten, or humiliate the victim (Ishak et al., 2020).

The significant impact of bullying will be felt by both the perpetrator and the victim. Perpetrators tend to develop aggressive traits, feel empowered, and have a tendency to bully others. Meanwhile, victims of bullying often experience anxiety, may even experience serious depression and can lead to suicidal thoughts. Victims of bullying often consider extreme actions as a form of revenge against the perpetrator, which can be more extreme than the initial action. As a result, there is a possibility that the victim of bullying will become a bully (Agustina Rahayu, 2019). In Indonesia, the Indonesian Child Protection Commission (KPAI) recorded 253 cases of bullying from 2011 to 2016 (Muhopilah & Dahlan, 2019).

According to data from KPAI, the prevalence of bullying behavior in Indonesia shows that there were 161 cases of bullying in 2018, especially until May 30, 2018. Of these, there were 41 cases of perpetrators of violence from bullying (25.5%), 36 cases of children becoming victims of violence and bullying (22.4%), and 30 cases of bullying occurring in the school environment (18.7%). During January-April 2019, KPAI recorded 8 cases of child victimization, with details of 3 cases of bullying and physical violence, as well as 12 cases of bullying and 4 cases of bullying behavior against teachers. This data shows that the incidence of bullying is increasing and becoming a type of violence that often occurs in the school environment (Sakdiyah et al., 2020).

Based on the results of an initial survey conducted by researchers on January 18, 2024, by conducting interviews with 1 student representative in each level I study program at the Santa Elisabeth College of Health Sciences Medan, Jl. Bunga Terampet no 118, Sempakata, Kec. Against this background, it seems that further research is needed on "Overview of Knowledge about Bullying in Level I Students at the Santa Elisabeth College of Health Sciences Medan in 2024".

## **2. METHODS**

The method of this research is descriptive. The population in the context of this study is level I students who are at the Santa Elisabeth College of Health Sciences Medan. The number of level I students in question is 186 people, according to data issued by the Bureau of Academic and Student Administration (BAAK) of the Santa Elisabeth College of Health Sciences Medan in 2024.

The technique used for sampling is Simple Random Sampling with a sample number, namely 186 level I students at the Santa Elisabeth College of Health Sciences Medan in 2024. After doing the calculation, it was found that the number of case samples was 127 respondents.

The main variable observed was knowledge about bullying among first-level students at the Santa Elisabeth College of Health Sciences Medan and the researcher used an independent variable, namely Knowledge about bullying. By understanding these independent variables, researchers can identify how knowledge about bullying can affect students' attitudes or behaviors related to the phenomenon.

The knowledge questionnaire about bullying was adopted from research conducted by (Prayunika, 2016). Although the questionnaire was standard, it was not re-validated. The questionnaire was designed to measure the overall knowledge of bullying in Level I Students at the Santa Elisabeth College of Health Sciences in 2024. Primary data was obtained directly from respondents through questionnaires in this study and Secondary Data was obtained from BAAK (Student Academic Administration Bureau) of the Santa Elisabeth College of Health Sciences Medan in 2024. In this study, the researcher used 1 questionnaire, namely: Knowledge about bullying with 17 questions, this instrument was not tested for validity and reliability because the research adopted this instrument from the researcher (Prayunika, 2016). Based on the results of the validity test in the research conducted by (Prayunika, 2016), It is known that from the item of the statement of knowledge about bullying, which has a value of  $r$  calculation  $> r$  table (0.361), all of these items are declared valid. Therefore, the variables of knowledge about bullying can be measured using 17 items of statements that have been compiled in the research instrument.

The researcher already has a Feasibility Test from the Health Research Ethics Committee (KEPK) No: 158/KEPK-SE/PE-DT/V/2024 Santa Elisabeth College of Health Sciences Medan before applying for a research permit.

### 3. RESULT AND DISCUSSION

This research was conducted on May 13 - May 21, 2024 at the Santa Elisabeth College of Health Sciences Medan with 127 students who were respondents.

#### 1. Description of respondent demographic data

**Table 1 Distribution of Demographic Data Frequency of Each Study Program to Level I Students at Santa Elisabeth College of Health Sciences Medan.**

Characteristics Responden	<i>f</i>	%
<b>Age</b>		
17years	6	4.7
18 years	48	37.8
19 years	55	43.3
20 years	14	11.0
21 year	2	1.6
22 years	1	8
23 years	1	8
<b>Total</b>	<b>127</b>	<b>100</b>
<b>Study Program</b>		
MIK	13	10.2
TLM	14	11.0
D3 Kep	13	10.2
S1 Kep	67	52.8
S1Gizi	10	7.9
S1 Keb	10	7.9
<b>Total</b>	<b>127</b>	<b>100</b>
<b>Gender</b>		
Male	7	5.5
Female	120	94.5
<b>Total</b>	<b>127</b>	<b>100</b>

Based on table 1, data was obtained that 127 respondents at the Santa Elisabeth College of Health Sciences Medan had the most students aged 19 years old which amounted to 55 people (43.3%) and the age of 18 years amounted to 48 people.

#### 2. Overview of Knowledge about Bullying in Level I Students at the Santa Elisabeth College of Health Sciences Medan in 2024

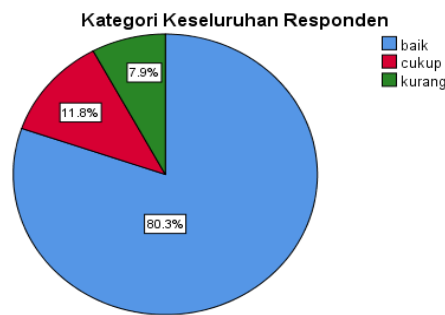
**Table 2 Frequency Distribution based on the criteria of Knowledge about Bullying in Level I Students at the Santa Elisabeth College of Health Sciences in Medan in 2024.**

Knowledge level criteria	<i>F</i>	(%)
Good	102	(80.3%)
Enough	15	(11.8%)
Less	10	(7.9%)
<b>Total</b>	<b>127</b>	<b>100</b>

Based on table 2 The results were obtained that bullying knowledge in level I students at the Santa Elisabeth College of Health Sciences Medan was good knowledge 102 (80.3%).

#### 4. DISCUSSION

##### 1. Overview of Knowledge about Bullying in Level I Students at the Santa Elisabeth College of Health Sciences Medan in 2024



**Diagram 1. Overview of Knowledge about Bullying in Level I Students at the Santa Elisabeth College of Health Sciences Medan in 2024.**

Based on diagram 1, Most of the students had a category of good knowledge about bullying as many as 102 people (80.3%), 15 people (11.8%) had sufficient knowledge, and 10 people (7.9%) had less knowledge. According to the diagram above in this study, 102 level I students (80.3%) had a good category about bullying. Many sources can show students that they know about bullying. One of them is through the education they received at their school while in high school. In high school, they can learn about different types of bullying, such as verbal, physical, and cyberbullying. They are also taught about the bad consequences of bullying behavior, both for the perpetrator and the victim. In addition, schools often hold anti-bullying programs that teach people how to stop or prevent bullying in the community and at school. Not only at school, students can learn about bullying from their friends and family. Not only can parents and family members learn about the importance of respecting and supporting each other, but peers can also share their experiences and perspectives on bullying, which helps college students understand more deeply about the issue.

This research is in line with the research of Yunitiza, (2020) which was conducted on 67 adolescents at SMAN 3 Bukittinggi in 2019 who had a good level of knowledge about bullying as many as 37 people (55.2%). Likewise, the research conducted by Budiana et al., (2022) on 62 adolescents at SMA Tamansiswa Rancaekek in 2022 had a good level of knowledge about bullying as many as 38 people (61.3%).

According to research conducted by Duwi Nur A'ini et al., (2020), 104 adolescents at SMA Insan Kreatif Cibinong Bogor have knowledge about bullying, or 54.7% of the population. The more knowledge a person has, the more positive his attitude towards something will be. This knowledge is very important for determining a strong attitude, and this belief will form the basis for decision-making and attitudes towards things.

Based on research conducted on students at the Santa Elisabeth College of Health Sciences Medan in 2024, with a total of 127 respondents, it was found that the level of knowledge about bullying at the age of 17 years was 6 people (4.7%), 18 years old was 48 people (37.8%), 19 years old was 55 people (43.3%), 20 years old was 14 people (11.0%), 21 years old as many as 2 people (1.6%), and 22-23 years old as many as 1 person (0.8%). According to the research of Noviana et al., (2020), late adolescence (18-20 years) is characterized by preparation to take on the role of an adult and self-responsible individual.

This is also reinforced by the research of Bulu et al., (2019) which stated that age is often related to the level of knowledge due to increased life experience with age. Individuals tend to accumulate knowledge through experience, education, and interaction throughout their lives. In addition, the level of knowledge is also influenced by factors such as interest, motivation, and access to information.

According to the research of Putra et al., (2020), the characteristic of a person who is prone to bullying is when they face negative actions from one or more people repeatedly and occur repeatedly within a certain period of time. Victims of bullying are often unable to effectively defend themselves from the negative actions they receive. A person can be considered a victim of bullying based on the frequency of incidents, which is at least two to three times a month. A victim of bullying can experience one or more types of bullying. Even if only one type of bullying is experienced, as long as the frequency is at least two to three times a month, the individual can also be considered a victim of bullying.

The knowledge of level I students regarding bullying still has categories of sufficient and insufficient, with the sufficient category consisting of 15 people (11.8%) and the lack category consisting of 10 people (7.9%). This is due to several factors, including students' indifference to knowledge about bullying and absenteeism or lack of seriousness in attending seminars or counseling related to this issue. Students who are absent or do not pay close attention during the activity may miss the opportunity to deepen important information about the identification, prevention, and handling of bullying cases. Most college students have just entered the college environment after completing their education in high school, which may not have fully prepared them to understand complex issues such as bullying.

The author assumes that the knowledge of level I students at the Santa Elisabeth Medan College of Health Sciences about bullying has a good category. This is based on the learning they received while in high school, which helps some students to understand the concept of bullying well. The results of the questionnaire filled out by the respondents showed that as many as 102 people (80.3%) chose the good knowledge category. Respondents most likely chose the correct answer to certain statements, such as the statement that bullying is a negative behavior that is repeated and can hurt others, that bullying involves violence, threats, or coercion to intimidate, and that the impact of bullying is very dangerous if not addressed quickly.

From the results of the questionnaire given to the respondents, it can be seen that the statements categorized as sufficient and insufficient knowledge have a significant number of respondents. For statements categorized as adequate, statement number 4 ("Bullying behavior can be committed by everyone") was chosen by 19 people (15.0%). Meanwhile, for statements categorized as lacking, statement number 13 ("Bad parenting such as parents who are always angry, criticizing and even pampering their children, can lead to bullying behavior") was chosen by 22 people (17.3%), as well as statement number 14 ("A person who lives in a family where one of the family members often hits or tortures can cause bullying behavior") was also chosen by 22 people (17.3%). These results show that there are differences in respondents' understanding of the concept and factors that affect bullying. It is important for educational institutions to further deepen education on this issue, including the effects of parenting and family environment on bullying behavior, so that students can have a deeper understanding and be responsive to this issue.

## **5. CONCLUSIONS AND SUGGESTIONS**

Based on the results of a study with a total of 127 respondents regarding the Overview of Knowledge About Bullying in Level I Students at the Santa Elisabeth College of Health Sciences Medan in 2024, it can be concluded that students with knowledge about bullying are in the category of good knowledge as many as 102 people (80.3%). The results of this study can be used as basic data for further research, as well as input and consideration for future research by adding other variables to be researched so that it can expand special knowledge related to bullying in students.

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