



A Correlation Between Spiritual Level And Emotional Intelligence Toward Bullying In 12-15 Years Old Children At SMP Muhammadiyah 3 Purwokerto

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A B S T R A C T

Objective: *This study aimed to determine the correlation between spiritual level of and emotional intelligence toward the propensity of bullying 12-15 years old children at SMP Muhammadiyah 3 Purwokerto*

Methods: *This study was a quantitative descriptive with cross sectional method. The sample was children aged 12-15 years selected by proportional stratified random sampling technique from grades 7, 8, and 9 with the total of 178 children. This research instrument was a questionnaire and the finding was analyzed by the chi-square test.*

Results: *The majority of children aged 12-15 years were female (51.7%), 14 years old (33.1%), grade 7 (41.6%), in a high spiritual level (65.2%), high emotional intelligence (55.1%), and tendency for moderate bullying behavior (51.1%). Chi-square test analysis from the spiritual level obtained p-value $0,000 < \alpha = 0.05$ and emotional intelligence scored p-value $0,000 < \alpha = 0.05$ toward the propensity of bullying.*

Keywords:

Spiritual Level, Emotional Intelligence, Bullying, 12-15 years old children

Conclusion: *There is a correlation between the spiritual level and emotional intelligence toward the bullying tendency in 12-15 years old children at SMP Muhammadiyah 3 Purwokerto.*

INTRODUCTION

Bullying is an aggressive behavior which is often performed by children or individuals intentionally and repeatedly to hurt children or other individuals to achieve satisfaction and happiness (Peter, 2016). The behavior is most often carried out in the school environment. The common locations for bullying are classrooms, free spaces, and streets in the school. Bullying in the school environment is generally conducted by peers, senior students, or even teachers (Wiyanti, 2012).

The phenomenon of bullying lately shows a very surprising number. Based on data obtained from the United Nations Children's Fund (UNICEF), it states that bullying reached 40% in 2015 and increased to 41-50% in 2016 and occurred in school-aged children from 13 to 15 years old (Nurhidayanti, 2019). Based on data obtained from CCN Indonesia, the Ministry of Social Affairs said that there were 117 bullying cases out of 976 reports by the end of June 2017. The Indonesian Child Protection Commission (KPAI) states that there were 1,598 bullying cases from 2011 to 2018 (Nurhidayanti, 2019). Especially in 2018, KPAI recorded 234 cases of bullying with 107 children as the victims and 127 children as perpetrators. The prevalence of bullying phenomena conducted by students was 66.1% in Junior High School students and 76.9% in Senior High School students at Central Java 2016 (Kristinawati, 2016).

This phenomenon proves that teenagers are very susceptible of bullying. According to the World Health Organization (WHO), teen age begins at 10 to 19 years old (Ministry of Health (MOH), 2015). Konopka (in Bulu et al., 2019), divides teenagers into three categories, namely early teenagers which ranges from 12-15 years old, mid-teens 15-18 years, and late teenagers 19-22 years. In teen's age, individuals experience changes in the process of growth and rapid development of physics, psychology, and intellectual. This period is often referred to as the transition period called as the transition from childhood to adulthood. This transitional period has led to a tendency for the emergence of deviant behaviors, one of which is bullying.

Bullying does not occur because of a single factor, but rather because of several factors which affect the behavior. According to Usman (2013), there are many factors which trigger bullying in adolescents such as gender, child's personality type, self-confidence, school trends, and the role of groups/friends. In addition, Octavianto (2017) also reveals the factors causing bullying behavior including group trends, family, mass media, envi-

ronment, self-esteem, seniority traditions.

The phenomenon of bullying is often regarded as the dynamics of life, especially in the school environment. In fact, bullying can have a negative impact on both the victim and the perpetrators. The negative impacts of bullying on children who become perpetrators or victims are depression, anxiety, drugs abuse, low social role, low academic achievement, and lack of attention. People who frequently bully and become victims have the risk of suicide (Center for Disease Control, 2014). The government has committed to prevent bullying by issuing Minister of Education and Culture Regulation No. 82 of 2015 on the prevention and control of violence within the education unit. However, the rampant incidence of bullying indicates that more efforts are still needed to reduce the number of incident.

One of the most effective ways is by recognizing and improving the character of the child himself. Character is a reference for someone in acting every day. Both positive and negative behaviors are born through stages of consideration which will be affected by many factors including the spiritual level and emotional intelligence (EQ) of its child.

Spiritual human beings are people who have love and affection, honesty, tolerance, forgiveness, responsibility, and a sense of harmony with other people in their environment. According to Zahrani (2005) stated that humans were able to balance their personalities in meeting all the needs of the body and spiritual well without exaggerating with the stated way, then he had been able to achieve physics and mental health.

Goleman (2015) suggested that emotional intelligence was the ability of a person to regulate his emotional life with intelligence, maintain emotional harmony and disclosure through self-awareness skills, self-control, self-motivation, empathy, and social skills. In Pena-Sarrionandia's research (2015), it showed that individuals with high emotional intelligence would be able to manage their emotions successfully and shape their emotions according to the situation.

Based on the results of interviews conducted by researchers to 10 students of SMP Muhammadiyah 3 Purwokerto, they claimed to have committed bullying to their friends. The forms of bullying which were often done by 9 out of 10 students were verbal bullying such as taunting, and calling by their parents' name or certain nicknames. Furthermore, 6 out of 10 students had committed physical bullying such as pushing, pulling, slapping, and physically hurting. Meanwhile, 4 out of 10 students had conducted mental or psychological

bullying such as isolating, ridiculing, and directly or social media terrorizing.

The low feeling of mutual forgiveness, the low sense of mutual affection and the low sense of empathy set a person into inability to respond to the pressure and discomfort experienced by others so that the stronger the effects in controlling their behavior.

Based on the above description, the researcher is interested in conducting research on “the correlation between the spiritual level and emotional intelligence on the bullying tendency 12-15 years old children at SMP Muhammadiyah 3 Purwokerto”.

The purpose of this study was to determine the correlation between the spiritual level and emotional intelligence toward bullying in 12-15 years old children at SMP Muhammadiyah 3 Purwokerto.

METHOD

This study has obtained a research ethics permit from the Health Ethics Committee of the Universitas Muhammadiyah Purwokerto No KEPK/UMP/30/I/2020. This study was a quantitative descriptive with cross sectional method. This research was conducted at SMP Muhammadiyah 3 Purwokerto on January 6th, 2020. The population was 272 students from grades 7, 8 and 9. The samples of this study were 178 children of 12-15 years old who met the inclusion and exclusion criteria. The sampling technique implemented proportional stratified random sampling. Data collection tools in this study selected questionnaire consisting of four parts. The first part contained the respondent’s characteristic (gender, age, and class), the second part contained a spiritual level, the third sheet covered an emotional intelligence, and the fourth section contained bullying tendency.

Data analysis in this study implemented univariate and bivariate analysis. Univariate analysis was used to determine the frequency distribution of respondents characteristics (gender, after, and class), a description of the spiritual level, a description of emotional intelligence and a description of a tendency in bullying. Bivariate analysis was conducted to determine the correlation between independent variables (spiritual level and emotional intelligence) toward the dependent variable (tendency of bullying). The statistical test of this study was chi-square test.

RESULTS AND DISCUSSION

A. Research Results

1. Univariate Analysis

Table 1 Frequency Distribution of Characteristics in 12-15 Years Old Children at SMP Muhammadiyah 3 Purwokerto in 2020

| Respondents Characteristics | Frequency (n=178) | Percentage (%) |
|--------------------------------|-------------------|----------------|
| Sex: | | |
| Male | 86 | 48,3 |
| Female | 92 | 51,7 |
| Age: | | |
| 12 Years old | 30 | 16,9 |
| 13 Years old | 53 | 29,8 |
| 14 Years old | 59 | 33,1 |
| 15 Years old | 36 | 20,2 |
| Grade: | | |
| 7 | 74 | 41,6 |
| 8 | 32 | 18,0 |
| 9 | 72 | 40,4 |
| Respondents Characteristics | Frequency (n=178) | Percentage (%) |
| Spiritual level: | | |
| High | 116 | 65,2 |
| Moderate | 59 | 33,1 |
| Low | 3 | 1,7 |
| Emotional intelligence: | | |
| High | 98 | 55,1 |
| Moderate | 75 | 42,1 |
| Low | 5 | 2,8 |
| Bullying tendency: | | |
| Low | 84 | 47,2 |
| Moderate | 91 | 51,1 |
| High | 3 | 1,7 |
| Total | 178 | 100 |

Based on table 1, it showed that the characteristics distribution by sex of 12-15 years old children at SMP Muhammadiyah 3 Purwokerto was mostly female or 92 children (51.7%) while males were 87 children (48.3%). The highest number of age was 14 years old or 59 children (33.1%), then 13 years old was 53 children (29.8%), 15 years old was 36 children (20.2%), and 12 years old was 30 children (16.9%). Furthermore, the frequency distribution of respondents characteristics based on the grade was grade 7 with 74 children (41.6%), then grade 9 with 72 children (40.4%), and grade 8 with 32 children (18.0%).

Based on the spiritual level, it illustrates that 12-15 years old children with high spiritual level at SMP Muhammadiyah 3 Purwokerto were 116 respondents (65.2%), moderate spiritual levels were 59 children (33.1%), and low spiritual levels were 3 children (1.7%).

Furthermore, emotional intelligence discovered that children aged 12-15 years at SMP Muhammadiyah 3 Purwokerto with high emotional intelligence were 98 children (55.1%), moderate emotional intelligence were 75 children (42.1%), and low emotional intelligence were 5 children.

In addition, based on the bullying tendency, it is known that children aged 12-15 years with low bullying tendency at SMP Muhammadiyah 3 Purwokerto were 84 children (47.2%), moderate bullying tendency was 91 children (51.1%), and high bullying tendency was 3 children (1.7%).

2. Bivariate Analysis

Table 2 Correlation between Spiritual Level and Emotional Intelligence toward Bullying Tendency in 12-15 Years Children at SMP Muhammadiyah 3 Purwokerto in 2020

| Variable | Bullying tendency | | | | | | Total | r ² | p-value |
|-------------------------|-------------------|------|----------|------|------|------|-------|----------------|---------|
| | Low | | Moderate | | High | | | | |
| | n | % | n | % | n | % | N | % | |
| Spiritual Level: | | | | | | | | | |
| High | 70 | 60,3 | 46 | 39,7 | 0 | 0 | 116 | 65,2 | |
| Moderate | 14 | 23,7 | 44 | 74,6 | 1 | 1,7 | 59 | 33,1 | |
| Low | 0 | 0 | 1 | 33,3 | 2 | 66,7 | 3 | 1,7 | |
| Emotional Intelligence: | | | | | | | | | |
| High | 56 | 57,1 | 42 | 42,9 | 0 | 0 | 98 | 55,1 | |
| Moderate | 28 | 37,3 | 47 | 62,7 | 0 | 0 | 75 | 42,1 | |
| Low | 0 | 0 | 2 | 40,0 | 3 | 60,0 | 5 | 2,8 | |

** Note: Significance at p-value 0,05, n = 178

Based on table 2 above, it is known that there are 116 children (65.2%) with high spiritual level in SMP Muhammadiyah 3 Purwokerto which tend to have low bullying is 70 children (60.3%), 46 children (39.7%) with moderate bullying, and no children (0%) with a high tendency towards bullying. Furthermore, there were 14 children (23.7%) out of 59 children (33.1%) in moderate spiritual level which tend to have low bullying

of, 44 children (76.6%) with moderate bullying, and 1 child (1.7%) with a high tendency of bullying. Additionally, 2 children (66.7%) out of 3 children (1.7%) in low spiritual level tended to have high bullying, 1 child (1.7%) tended to have moderate bullying, and no children (0%) obtained low tendency towards bullying. In addition, based on the results of the chi-square test with a significant level of 0.05 ($\alpha = 5\%$), *p-value* of 0.000 < 0.05 means that Ho is rejected and Ha is accepted. These results indicated that there is correlation between the spiritual level and bullying tendency.

In addition, table 2 showed that there were 56 children (57.1%) out of 98 children (55.1%) with high emotional intelligence tended to have low bullying in Muhammadiyah 3 Junior High School Purwokerto, 42 children (42.9%) tended to have moderate bullying, and no children (0%) with a high tendency of bullying. Furthermore, there were 28 children (37.3%) out of 75 children (42.1%) in moderate emotional intelligence tended to have low bullying, 47 children (62.7%) in moderate bullying, and no children (0%) with high bullying. Next, there were 3 children (60.0%) out of 5 children (2.8%) in low emotional intelligence tended to have high bullying, 2 children (40.0%) in moderate bullying, and no children (0%) in low bullying. Finally, based on the results of the chi-square test with a significant level of 0.05 ($\alpha = 5\%$), *p-value* of 0.000 < 0.05 means that Ho is rejected and Ha is accepted. These results indicated that there was a correlation between emotional intelligence and bullying tendency.

A. Discussion

1. Correlation between the spiritual level and bullying tendency 12-15 years old children at SMP Muhammadiyah 3 Purwokerto

The results of the analysis conducted on the variable of spiritual level towards the bullying tendency of 12-15 years old children at SMP Muhammadiyah 3 Purwokerto obtained a *p-value* of 0,000. The *p-value* was smaller than the alpha value (0.05) which meant there was a correlation between the spiritual level and the bullying tendency 12-15 years old children at SMP Muhammadiyah 3 Purwokerto.

These findings were in line with Imaroh's (2017) study which discovered that there was a correlation between spiritual intelligence and the risk of bullying behavior with a *p-value* = 0,000 < alpha 0.05 ($\alpha = 5\%$). The results of Dutkova et.al. (2017) showed that there was a significant correlation between the spiritual well-being of teenagers towards bullying behavior with a *p-value* of

$0.017 < \alpha < 0.05$. The same results was also shown in Pertiwi's research (2018) which proved a correlation between spiritual intelligence and the tendency of bullying with a *p-value* of $0,000 < 0.05$. In addition, research by Yadav et al. (2017) also showed that both spirituality and existentiality were found to be negatively related to cyberbullying and victimization, meaning that the higher the spirituality of an individual, the lower the possibility of the individual to carry out cyberbullying and victimization.

Based on the results, it also obtained a determinant coefficient value (r^2) of 0.428, which meant that the spiritual level effectively contributed to the bullying tendency by 42.8%, while the other 57.2% was affected by other factors. Previous research conducted by Lubis (2016) showed that effective contribution of spiritual intelligence (40.9%) to aggressive behavior. Meanwhile, a study conducted by Pertiwi (2018) discovered that the effective contribution of spiritual intelligence to the tendency of bullying was 22.3%. In addition, the results of Sekarfitri's (2013) study presented that the effective contribution of spiritual intelligence to aggressiveness was 32.8%.

Bullying was a form of aggression behavior which was carried out continuously aiming to hurt others who were weaker than him so that the victim feels oppressed by such treatment (Raven & Mellisa, 2014). According Sejiwa (2008), forms of bullying were divided into 3 namely verbal, physical, and mental or psychological. In this study, many respondents were categorized as doing mental or psychological bullying, based on this research, it discovered that the majority ($n = 66$) of 12-15 years old children at SMP Muhammadiyah 3 Purwokerto answered that they had never responded to the *favorable* statement number 11 "I have ever rejected my closest friend's suggestion to stay away from certain students" which meant they always followed or accepted the advice of their closest friends to stay away from certain students.

Many factors could trigger bullying behavior in adolescents. Research conducted by Sari (2019) showed that effective peer contributions (45.6%), and the influence of the school environment (47.1%) on the incidence of bullying. In addition, research conducted by Pratiwi (2018) showed that there was a correlation between the use of social media and peer acceptance, which has an effective contribution of 36% on bullying behavior. The results of a study conducted by Purnaningtyas (2015) which proved that the effective contribution of self-concept to the bullying tendency was 20.2%. Fur-

thermore, research conducted by Purnama (2017) discovered that the effective contribution of authoritarian parenting to bullying was 10.2%.

The magnitude of the influence of each factor on the bullying behavior above showed varied results. Research conducted by Fithria (2016) grouped the factors which trigger bullying were divided into two, namely internal factors and external factors. These internal factors were self-control, personality type, and self-esteem. Furthermore, external factors were family, school, peers, mass media, and cultural factors. However, this study only examined two factors, the spiritual level and emotional intelligence.

The internalization level of spiritual needs influences one's behavior and expectations (Ali, 2009). The spiritual level owned by a person can be a strong foundation of faith to God, less anxiety, stable emotions, and clear direction of life. If the spiritual has become the center of a solid personality system, then it will encourage, influence, direct, process, and color all the attitudes and behavior of a person including those related to the ability to prevent the bullying (Afriani, 2014).

Turney and Willis's research (in Sarwono, 2011) suggested that a belief in religion influences the tendency of youth bullying. Religion and moral values will be the controller of human life and personal coaching, the firmly educated to these the stronger its influence in controlling behavior and forming attitudes. The ability to face and solve problems of meaning and value were intelligence to place behavior and life in the context of a broader and richer meaning, intelligence to judge that one's actions or ways of life which were more meaningful was called spiritual intelligence (Zohar & Marshal, 2011).

According to Zahrani (2005), humans were able to balance their personalities in meeting all their body and spiritual needs without exaggeration in a proper way, so they had been able to achieve their physics and mental health. The indications included the belief in God, consistent in carrying out worship to Him, love for parents, like to help people who need assistance, dare to tell the truth, stay away from everything which hurts humans, and believe in an understanding to maintain the health of the body by giving a suitable task for him. Based on the results of this study, researcher considered that 12-15 years old children with a high spiritual level tended to show the internalization of spirituality needs well to the existing situations and conditions. In addition, they also tend not to engage in deviant behavior such as bullying. SMP Muhammadiyah 3 Purwokerto

has implemented an appropriate rule in minimizing or suppressing bullying in its students by instilling spirituality values in daily behavior. Many religious activities carried out by the school such as prayers together, holy Quran recital, social service activities and others. It was expected to foster faith, instill values of spirituality, and care for the environment and fellow creatures of God through activities organized by the school.

2. The Correlation between Emotional Intelligence and Bullying tendency of 12-15 years old children at SMP Muhammadiyah 3 Purwokerto

The results of the analysis conducted on emotional intelligence on the bullying tendency in 12-15 years old children at SMP Muhammadiyah 3 Purwokerto obtained a *p-value* of 0,000. The *p-value* was smaller than the alpha value (0.05) which meant that there was a correlation between emotional intelligence and bullying tendency to 12-15 years old children at SMP Muhammadiyah 3 Purwokerto.

These results were in line with research done by Nugraha et al. (2019) which showed that there was a correlation between emotional intelligence and bullying with *p-value* of 0,000 <0.05. The same results were also illustrated by a study conducted by Jayanti (2018) showing that there was a correlation between emotional intelligence and bullying with a *p-value* of 0,000 <0.05. In addition, research conducted by Fernández et al. (2018) showed that adolescents with higher emotional intelligence showed lower DVP maintenance with a *p-value* of 0.001 which was smaller than *alpha* value of 0.05.

This study also presented a determinant coefficient (r^2) of 0.341 which meant that the effective contribution of emotional intelligence to the bullying tendency was 34.1% while the other 65.9% was affected by other factors. Previous research conducted by Eric (2017) discovered that the effective contribution of emotional maturity to the bullying tendency was 31.7%. Meanwhile, the results of Jayanti's research (2018) showed that the effective contribution of emotional intelligence to bullying behavior was 12.3%. Moreover, research conducted by Lubis (2016) illustrated that effective contribution of emotional intelligence to aggressive behavior was 15.5%. Furthermore, Puspitasari's research (2015) showed that the effective contribution of emotion regulation to bullying tendency was 16%.

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Sejiwa (2008), forms of bullying were divided into 3 namely verbal, physical, and mental or psychological. In this study, many respondents were categorized as doing mental or psychological bullying, based on this research, it discovered that the majority ($n = 66$) of 12-15 years old children at SMP Muhammadiyah 3 Purwokerto answered that they had never responded to the *favorable* statement number 11 "I have ever rejected my closest friend's suggestion to stay away from certain students" which meant they always followed or accepted the advice of their closest friends to stay away from certain students.

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The magnitude of the influence of each factor on the bullying behavior above showed varied results. Research conducted by Fithria (2016) grouped the factors which trigger bullying were divided into two, namely internal factors and external factors. These internal factors were self-control, personality type, and self-esteem. Furthermore, external factors were family, school, peers, mass media, and cultural factors. However, this study only examined two factors, the spiritual level and emotional intelligence.

As a social being, being able to interact well with others was the most important thing for individuals. In order to interact and be accepted by others, individuals must be able to understand, know their feelings, and recognize their interactions. Thus, the individual was able to share feelings and accept other people's perspectives, and individuals who were able to do so were considered to have good emotional intelligence (Saptoto, 2010). Akintayo added that individuals who obtained high emotional intelligence would be able to control themselves and could handle difficulties in an adaptive way (Abel and Prihastuti, 2013). Salovey (Jensen, Khon, Rilea, Hannon & Howells, 2007) believed that regulation and emotional intelligence were perhaps the most

important skills for social interaction because they directly affected emotional expression and behavior.

Aspects of emotional intelligence were correlated to the tendency of bullying. Those aspects of emotional intelligence (Goleman, 2015) which related to the tendency for bullying were recognizing emotions, managing emotions, motivating oneself, empathizing with others, and establishing correlations with others. These aspects were the ability to recognize feelings when those feelings occur and showed a high sensitivity on what was felt and used in decision making. Then, they obtained realistic benchmarks with self-ability and strong self-confidence. The results of this study were in line with the opinion of Argiati in Afriana (2013) which stated that one of the reasons a person committed bullying was due to lack of emotional intelligence which could affect the thinking process in deciding right or wrong.

Basyirudin (2010) suggested that there were some variations in the categories of bullying in students affected by varied students' emotional intelligence. The tendency for categorization can also be affected by factors within the students themselves, such as emotional intelligence. Individuals who had high emotional intelligence could control themselves and survive in facing difficult situation so that they can devote all their strength not to commit bullying. Conversely, if the emotional intelligence possessed was low, students tended to act bullying, so that bullying occurred.

Goleman (2015) stated that emotional intelligence was a person's ability to manage our emotional life with intelligence, the appropriateness of emotion and its expression through self-awareness skills, self-control, self-motivation, empathy and social skills.

Based on the findings of this study, researcher argued that 12-15 years old children with high emotional intelligence tended to be able to internalize aspects of emotional intelligence with both existing situations and conditions. They also tended to have better empathy for others and not to engage in deviant behavior such as bullying. Most children aged 12-15 at SMP Muhammadiyah 3 Purwokerto already presented good emotional intelligence. However, emotional intelligence of 12-15 years old children at SMP Muhammadiyah 3 Purwokerto must be improved continuously by the school and the children themselves in order to minimize or reduce bullying in their students by teaching aspects of emotional intelligence in daily basis. The problems appeared to the childrens' life would give more experience and contribute to emotional maturity.

It was expected that this would increase their emotional abilities such as self-recognition of emotions, emotional management, self-motivation, empathizing with others, and establishing correlations with others.

CONCLUSION

Based on the results and discussion above, the researcher draws the following conclusions:

1. Most of 12-15 years old children are female respondents or 92 children (51.7%), 14 years old or 59 children (33.1%), from grade 7 or 74 children (41.6%). Most of them obtains high spiritual level or 116 children (65.5%), high emotional intelligence or 98 children (55.1%), the tendency of moderate bullying or 91 children (51.1%).
2. There is a correlation between the spiritual level and bullying tendency to 12-15 years old children at SMP Muhammadiyah 3 Purwokerto with *p-value* of 0,000.
3. There is a correlation between emotional intelligence and bullying tendency to 12-15 years old children at SMP Muhammadiyah 3 Purwokerto with *p-value* of 0,000.

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