

# Level of Knowledge of Adolescent Girls of Madrasah Aliyah Pesantren Islam Al-Mukmin Ngruki Sukoharjo on Bullying Behavior

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## ABSTRACT

Bullying is an aggressive behavior carried out intentionally and repeatedly, causing the victim to feel hurt and oppressed. This phenomenon is still prevalent among Indonesian adolescents, including in Islamic boarding schools, which are supposed to be centres for instilling Islamic values. This study aimed to describe the level of knowledge about bullying among female students at Madrasah Aliyah (MA) Pondok Pesantren Islam Al-Mukmin Ngruki Sukoharjo. The research utilized a descriptive quantitative method, targeting female students in grade XI. A total of 129 respondents were involved using total sampling, and data were collected through questionnaires and analysed descriptively. The results revealed that most female students had a good level of knowledge. Based on majors, the highest knowledge level was found among students in religious studies (98.3%), while based on region, students from outside Solo dominated the good category (97.1%). Raising awareness about bullying can be done through early education that includes its definition, types, effects, and ways to prevent it. These findings can also serve as baseline data for comparing bullying levels among male and female adolescents.

**Keywords:** Bullying; violence; safe learning environment, adolescent girls, level of knowledge.

## INTRODUCTION

Adolescence is a stage of development both physically, mentally, socially, and emotionally that occurs in the transitional phase from children to adults (Malau et al., 2023). According to the World Health Organization (WHO), the age limit included in the adolescent age category is 10 to 19 years (WHO, 2023). Emotions that are still volatile make adolescents able to commit violence. The most common form of violence committed by adolescents is bullying, which can be done in school or outside of school (Mulki, 2022).

Bullying occurs when individuals or groups with greater strength or power intentionally and repeatedly harm others who are weaker, either physically, verbally, or emotionally (Mulki, 2022). According to the World Health Organization (WHO), bullying is a type of violence in the form of antagonistic behavior carried out by individuals or several people who are not related to the victim, carried out repeatedly, and involves physical, psychological, and social disorders (WHO, 2023). Bullying incidents often occur in the school environment and through social media (Noviana et al., 2020).

Bullying can be physical, verbal, psychological, and even electronic (cyberbullying) carried out through mass media or electronic devices, such as email, websites, applications, and cell phones, by terrorizing victims (Coyle et al., 2021). Victims of bullying can be significantly affected psychologically, namely quickly feeling afraid, disliking themselves, tending to be anti-social or not socializing with others, having decreased academic achievement, lack of interest in participating in activities at school, having physical health problems, and suicidal ideation (Purna & Angraini, 2024).

The phenomenon of bullying is rampant among adolescents in the world. Based on data from the World Health Organization (WHO), a study of 40 developing countries shows that, on average, 42% of boys and 37% of girls experience bullying (WHO, 2023). According to the Indonesian Child Protection Commission (KPAI), bullying cases ranked highest in public complaints. While 37,381 complaints of child violence were recorded from 2011 to 2019, a

significant portion involved bullying. With 2,473 reported incidents across schools and social media, the problem remains a growing concern. Based on the KPAI Data and Information Centre (Pusdatin), until March 31, 2023, there were 64 complaints of cases of violence against children in educational units. This shows that there is still much bullying in schools and through social media in Indonesia.

The Surakarta Women and Children Integrated Service Unit (PTPAS) has recorded dozens of cases of violence against women and children in Solo during 2020. The most common cause of violence against children is bullying, with 10 cases a year, while in 2019, there were only 4 cases of bullying in Solo. Bullying cases are also rampant in Islamic boarding schools in Indonesia. Islamic boarding schools should be a place to instill Islamic values and noble morals. In a bullying case that occurred at an Islamic Boarding School in Malang Regency, East Java, the perpetrator, who was a classmate, beat the victim, causing injuries, bruises, and a broken nose.

Knowledge can be one of the contributing factors to bullying behavior. Adolescents' knowledge of bullying is still lacking, both the meaning of bullying, its forms, and the impact on victims of bullying (Noviana et al., 2020). Knowledge arises from the process of "knowing" following a sensory experience of something (seeing, hearing, smelling, tasting, and feeling) to produce knowledge (Darsini et al., 2019). Therefore, knowledge is important in determining a person's attitude or behavior. Adolescents' high level of knowledge about bullying will enable them to form positive behavior and not engage in bullying. The low level of knowledge of an adolescent about bullying behavior will cause them to form negative behaviors and carry out bullying behavior (A'ini & Reny, 2020).

Another research examining adolescent characteristics has shown a link between knowledge and attitudes towards bullying. Increased adolescent knowledge about bullying is associated with a lower likelihood of engaging in bullying behavior (Yuniliza, 2020).

Based on the problems described, the researcher is interested in examining the level of knowledge of adolescent girls at Madrasah Aliyah (MA) Pondok Pesantren Islam Al-Mukmin Ngruki Sukoharjo regarding bullying behavior. By knowing the description of the level of knowledge of adolescent girls about bullying behavior, it is hoped that it can be the basis for determining appropriate preventive measures to reduce the number of bullying violence, especially in schools.

## **METHOD**

This study used descriptive quantitative methods conducted with ethical approval from the Research Ethics Commission of the Faculty of Medicine, Public Health, and Nursing, Gadjah Mada University (FK-KMK UGM) on December 28, 2023, with reference number KE/FK/2039/EC/2023. The study population was 11th-grade adolescent girls at Madrasah Aliyah (MA) Pondok Pesantren Islam Al-Mukmin, Ngruki, Cemani, Grogol District, Sukoharjo Regency, Central Java, in 2023. The sample size was 129 respondents using total sampling.

This study employed a questionnaire to assess respondents' knowledge of bullying behavior. The instrument's validity was established using Pearson correlation, and its reliability was confirmed through Cronbach's Alpha. The questionnaire tested the respondents' knowledge of bullying behavior, consisting of 20 questions using a Guttman scale with alternative correct and incorrect answer options. The results of the knowledge level were then divided based on the percentage of correct answers into good (correct answers >75%), sufficient (60-75%), and deficient (<60%).

The data were initially analyzed using univariate and descriptive statistical methods to analyze the distribution and characteristics of each respondent and research variable. Descriptive analysis was used to obtain a description of the level of knowledge of bullying behavior and the frequency distribution of respondents (majors and regional origins).

## RESULT AND DISCUSSION

### Respondent Characteristics Data

Table 1. Respondent Characteristic

Respondent Characteristics	Total (n)	Percentage (%)
	<b>Major</b>	
Science	35	27,1
Social	36	27,9
Religious	58	45,0
	<b>Place of Origin</b>	
Solo	27	20,9
Outside Solo	102	79,1
<b>Total</b>	<b>129</b>	<b>100%</b>

Source: Primary data, 2023

Based on Table 1, students majoring in science consisted of 35 respondents (27.1%), social studies majors were 36 respondents (27.9%), and religious majors were 58 respondents (45.0%). Respondents of Al Mukmin Ngruki Sukoharjo Islamic boarding school were dominated from outside the Solo area, namely 102 respondents (79.1%) and the Solo area as many as 27 respondents (20.9%).

### Knowledge Level of Bullying Behavior

Table 2. Frequency Distribution of Knowledge Level about Bullying Behavior in Adolescent Girls of Madrasah Aliyah Pesantren Islam Al-Mukmin Ngruki Sukoharjo

Knowledge Level	Total (n)	Percentage (%)
Good (>75%)	125	96,9
Enough (60-75%)	4	3,1
Less (<60%)	0	0
<b>Total</b>	<b>129</b>	<b>100%</b>

Source: Primary data, 2023

Table 2 shows that the majority of respondents, as many as 125 (96.9%), demonstrated a good understanding of bullying behavior. Only four respondents (3.1%) had a moderate level of knowledge, and no one had poor knowledge of bullying behavior.

Previous research related to the level of knowledge of adolescents in another high school in Bukittinggi showed that only 55.2% of respondents had high knowledge (Yuniliza, 2020), and another study in two junior high schools in Yogyakarta showed that respondents with good knowledge were 60.4% and 70.2% respectively (Prayunika & Rahma, 2016). On the other hand, this result aligns with a study in a pesantren in Banda Aceh where most respondents (97.9%) had good knowledge (Ramadhanty, et al., 2024). This could be due to the sociocultural aspects of the pesantren that instill a culture of respect for others with more intensive prevention efforts through socialization to teachers and students directly or with other methods (posters, written prohibitions, etc.).

### Knowledge Level of Bullying Behavior by Major

Table 3. Frequency Distribution of Level of Knowledge about Bullying Behavior Based on Department in Adolescent Girls of Madrasah Aliyah Pondok Pesantren Islam Al-Mukmin Ngruki Sukoharjo

Major	Total (n)	Percentage (%)
	<b>Science</b>	
Good (>75%)	34	97,3
Enough (60-75%)	1	2,7
Less (<60%)	0	0
<b>Total</b>	<b>35</b>	<b>100%</b>

<b>Social</b>		
Good (>75%)	34	94,4
Enough (60-75%)	2	5,6
Less (<60%)	0	0
Total	36	100%
<b>Religious</b>		
Good (>75%)	57	98,3
Enough (60-75%)	1	1,7
Less (<60%)	0	0
Total	58	100%

Source: Primary data, 2023

Table 3 presents the distribution of respondents' knowledge levels across science, social studies, and religious majors. The level of knowledge of bullying behavior based on the science major of adolescent girls at Madrasah Aliyah (MA) Al-Mukmin Islamic Boarding School Ngruki Sukoharjo shows that out of 35 respondents majoring in science, 97.3% of them have a good level of knowledge and only 2.7% of respondents have sufficient knowledge. This fact can be explained by the fact that adolescents majoring in science have the potential to solve real problems and face challenges in critical fields so that before they act, they will always think about the impact that will occur in good or bad forms. In addition, good knowledge can be externally influenced by education or work, environment, experience, socio-culture, sources of information, and interests (Darsini et al., 2019). The educational environment influences respondents' knowledge. A religious educational environment, ethical supervision, and teacher guidance are critical in preventing bullying behavior (Maisah, 2020).

This result is supported by research in junior high schools in Palembang, where there is an influence between knowledge and bullying behavior; a strong understanding of bullying is inversely related to the likelihood of engaging in bullying behavior. (Damayanti & Suryani, 2023). In this case, the research respondents had good knowledge about bullying behavior, as indicated by their ability to answer the questionnaire questions correctly.

The knowledge of bullying behavior based on social studies majors shows that out of 36 respondents, 94.4% have good knowledge about bullying behavior. Thus, social studies students predominantly have good knowledge about bullying behavior. Their social environment is very influential, especially the environment of friends and people around them (Sapara et al., 2020).

The results showed that 5.6% of respondents majoring in social studies had sufficient knowledge. Sufficient knowledge of bullying in adolescents is inseparable from the role of educators in boarding schools who invite all students to work together to increase mutual respect and respect between students in the boarding school environment. Teachers as mentors have a role in providing guidance based on their knowledge to students, which is not only related to knowledge but also involves personality development and character building of students (Bete & Arifin, 2023). So, access to knowledge about bullying can be obtained from teaching teachers. This is one of the factors that cause sufficient knowledge of bullying behavior.

In religious majors, 57 respondents (98.3%) had good knowledge about bullying behavior. This phenomenon shows that a strong foundation of religious values can reduce bullying behavior (Putri & Matthew, 2023). Religion is one of the many components of social control theory, which is considered to prevent behavior that is not in accordance with society's values or that is considered deviant (Khodijah, 2018).

1.7% of respondents majoring in religion had sufficient knowledge. Religiosity significantly affects knowledge, especially bullying (Mia et al., 2021). The role of Islamic religious education is to prevent juvenile delinquency and provide material that is always

connected to social life because Islamic religious education brings positive values into the social sphere and can foster ethical character in adolescents. Teenagers majoring in religion are more able to control emotions and actions that are not correct because teenagers majoring in religion have been equipped with knowledge about things that are good and bad behavior in socializing. So, students majoring in religion predominantly have good knowledge about bullying behavior (Aulia et al., 2023).

### Knowledge Level of Bullying Behavior by Place of Origin

Table 4. Cross Tabulation of Level of Knowledge about Bullying Behavior Based on Solo and Outside Solo Regional Origin in Adolescent Girls of Madrasah Aliyah Pondok Pesantren Islam Al-Mukmin Ngruki Sukoharjo

Place of Origin	Total (n)	Percentage (%)
<b>Solo</b>		
Good (>75%)	26	96,3
Enough (60-75%)	1	3,7
Less (<60%)	0	0
<b>Total</b>	<b>27</b>	<b>100%</b>
<b>Outside Solo</b>		
Good (>75%)	99	97,1
Enough (60-75%)	3	2,9
Less (<60%)	0	0
<b>Total</b>	<b>102</b>	<b>100%</b>

Source: Primary data, 2023

The results of research on the level of knowledge of bullying behavior based on the origin of the Solo area in adolescent girls at Madrasah Aliyah (MA) Al-Mukmin Islamic boarding school Ngruki Sukoharjo show that of the 27 students who live in Solo, 96.3% have showed a good understanding of bullying behavior. In contrast, 3.7% have a sufficient level of knowledge. Environmental factors affect the incidence of bullying. According to research (Ardianto, 2021) the environment will shape a person's personality; an environment that provides much information will increase a person's knowledge. A person's perspective on bullying is also heavily influenced by their knowledge, with deeper understanding often leading to more favorable attitudes. (Notoadmojo, 2014). Those with a deep knowledge of bullying are less likely to engage in its act.

Adolescents from the Solo area with a sufficient level of knowledge category amounted to 3.7%; this shows that the environment greatly influences a person's level of knowledge. The Solo area still adheres to Eastern customs, and the community values politeness and manners (Pradana & Setyastama, 2018). Solo teenagers still have a sense of shame, compassion, and mutual respect for others so that adolescents do not engage in deviant behavior, namely bullying behavior. Adolescents have sufficient knowledge and are supported by an environment that still upholds the values of manners and politeness.

99 out of 102 students (97.1%) live outside Solo and show high awareness about bullying behavior. Good adolescent knowledge can come from parents before entering or boarding school. Adolescents' character is formed or instilled in them through their parents, so the primary education of adolescents is with their parents, so the character they will bring into the community environment is formed (Ahmad et al., 2022).

In this study, santri, with sufficient knowledge of bullying behavior, came from outside the Solo area, which was still included in the urban areas of Pemalang, Sidoharjo, and Bekasi. The urban social environment is very impactful in shaping adolescents' character, plus the peer environment of adolescents will shape a person's personality if good peers will make children independent and think maturely. However, on the contrary, if peers have an

unfavorable influence, they will become dependent on peers and not have mature emotions, so they can behave negatively (Sari & Budiman, 2021).

In previous studies, no research explicitly examined the level of understanding of bullying in pesantren. However, the sample that is only limited to adolescent girls is a limitation of this study, where comparisons with other ages and genders are also needed to get a broader picture of the level of knowledge of adolescents about bullying.

## CONCLUSION

Most Madrasah Aliyah (MA) students at Pondok Pesantren Islam Al-Mukmin Ngruki Sukoharjo come from religious majors and live outside Solo. This group also has the highest level of knowledge compared to other respondent groups. To increase students' knowledge more effectively, schools can provide education and information related to the definition, form, impact, and how to report bullying early on to all school residents.

This study's results can be utilized as initial data and a starting point for further research, especially not only in assessing adolescent girls but also in comparing the level of bullying between male and female adolescents.

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