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7 The Difference in the Level of Behavior Bullying Students in the Review of the Gender and Type of School Upper Secondary School Degree in the District Labuhanbatu

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Abstract:- Men may tend to be on the aggressive physical nature, whereas women may tend to be on the aggressive sifatnyaemosional (verbal), basically boys or girls have the same tendency to apply aggressive. Just on the practical application of this type of aggression in each gender is different from the tendency of the dominant. This study therein to determine differences in the level of behavior bullying of students in the review of the gender and type of high School degree in the District Labuhanbatu. For it is in doing research with the aims to (1) whether there are differences in the behavior of Bullying male students and female students, (2) whether there are differences in the behavior of bullying students vocational and public school students. The population used was all students of class X Secondary and Vocational Schools in the District Labuhanbatu, which amounted to 46 schools with number of students is ± 6.128 students. While the sam⁹ in this study using Random Sampling technique and determination of the number of samples using the slovin formula so that obtained the number of samples in this study were 346 students. Data collection tool using a questionnaire with the use of test instruments using the test validity & reliability testing, and analysis of his data using the Mann-Whitney Test. Based on the results of research obtained that : there are differences in the bullying behavior of the students between students coming from public schools and students of vocational schools and there are differences in the bullying behavior of the students between student gender male students and the female gender.

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Keywords:- Behavior Bullying , gender, type of school, labuhanbatu, Upper Secondary School or Equivalent.

I. INTRODUCTION

In the context of the world of education, specifically schooling, the term bullying⁸ refers to the behavior of aggression which take place by a person or a group of students who have power, students of other weaker, with the aim of¹¹ hurting the person (Olweus.2005 in Color 2006). The case of bullying that is often encountered is a case of seniority or intimidation students who are more senior to the juniors, both physical and non-physical. Bullying or bullying is the use of violence or coercion to abuse or intimidate other people. Bullying is a form of

aggressiveness that was done by one individual or in groups against other individuals or groups with the purpose of dominate (dominate), hurt (hurt), or alienate the other party (exclude another) (Praningtyas,2010). According to USekolah Upper Secondary n (2013) some of the factors that trigger bullying behavior in adolescents such as gender, type of the child's personality, self-confidence, school climate and the role of the group/temansebaya. According to Bierman et al (1993, in USekolah Upper Secondary n, 2013) suggests that generally if there are students who are rejected by their peers will be more like to argue, interfere with another friend, have no shame, rigid and socially insensitive, the students will tend to behave aggression ataubullying.

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In the International Journal of Special Education (Carter & Spencer, 2006) stated that some of the effects that appear related to the bullying behaviour seen in the school environment such as the onset of the decline in value is significant, fear, anxiety, depression, avoiding social environment, escape even the onset of the desire bunuhdiri. Bullying is most often carried out is by way of verbal i.e. mocking, dubbed with the nickname that is not good and spread gossip. Bullying physically is most often found is hitting, pushing, punching, throwing and pulling.

Based on the phenomenon that has been described, that the behavior of bullying occurs in the life of the promiscuity of adolescents especially in the school environment, the researchers are interested to know the "factors associated with bullying behavior in adolescents". This research is useful in order to identify further risk of the occurrence of bullying behavior in adolescents before it causes a negative impact and can be a source of information in the development of ilmukependidikan.

An article in the detik.com it is said that people do not understand and aware of the long-term impact of bullying behaviour in the school, both the victims of bullying, perpetrators of bullying, and the audience bullying. The impact for victims of bullying, among others: prolonged trauma that can impede the learning process and the growth process of children, the rising rate of childhood depression, aggression, decreased academic value and suicidal tendencies in adults and children. The long-term impact that could appear on the perpetrators of bullying, among others: grow into a authoritarian, insensitive to the feelings

of others, and tend to grow up to be criminals. While the long-term impact that could appear in the audience of bullying, according to Coloroso (2007:128) that they are more likely to imitate the activities of anti-social perpetrators of bullying. The activity of the participants of bullying can be used as an example when later in the day the audience of the bullying act to be participants of bullying.

According to Coloroso (2007) say that there are many reasons why some children use the skills and talents to attack or injure others. The perpetrators of bullying have the same properties in attacking other people, although the manner and style of them is different.

Coloroso (2007 : 95-97) find the traits of someone who's become the target of bullying or victims of bullying. Traits, among others: 1)the new Kid on the suatulingkungan, 2)youngest Child in the school, 3)Anakpenurut, 4)Children whose behavior is considered disruptive for the other people, 5)the Child who does not want to fight, prefers to resolve the conflict tanpakekerasan, 6)a Child who is shy, hides his feelings, taciturn or don't want to attract the attention of oran glain, penggugup,sensitive, 7)Children who are poor or yangkaya, 8)Children who have an ethnic/religious minority and gender orientation or sexual yangberbeda.9)Children are thin or fat, short ataujangkung, 10) Children who wear glasses or braces, 11) a Child with acne or have problems other skin conditions, 12) Children who have physical characteristics different from the majority of other children.13)a Child with an incompetent mental and/or physical. Kids like that usually two or three times more often bullied than the other children because they have an incompetent real so that it provides a pretext for sangpelaku.14) Children who are in the wrong place at the wrong time. They will be attacked because the perpetrators wanted to attack someone in that place and at that time also.

The Stigma that exists in society assume that men more often do the moral violation than women. However tidaksedikit we see in the field the reality is the behavior of the moral violation is often also done by women.

So also with the type of school, should be with the difference in hours of lessons and the school environment between the vocational school and a public school, then there is a possibility of moral consciousness students will also be different between public school and vocational school. It's just according to the results of research Bachrie Y (2009) there is a meaningful relationship between type of school with the identification of moral individualism on the level of social consciousness, where the relationship between the two is only found in the students high School private, high School students of public and Private that are not individualistic are also more likely to indicate forms of social awareness are included in motivational factors.

For that this research needs to be done to test whether there are differences in the behavior of Bullying students

in terms of gender and type of school. This study used the subject of high School students graduate both public and Private that is classified by gender (male and female) and school type (public school, i.e. Upper Secondary School and vocational school that is. This research is considered useful because the result is expected to give contribution in the world of education is how to cope with and prevent the actions of Bullying.

II. METHODS

➤ This type of research

The research used is quantitative method which is comparative because this study compares the existence of variable bullying Behavior terms of gender and type of school on different samples, where hipotesisi the first is bullying and the second is using the students of men and women and the hypothesis that the third is that students who attend public high School and attending Vocational School or equivalent County labuhanbatu

➤ The place & time.

The implementation of the research performed on the entire Upper Secondary School and equivalent se - kabupaten labuhan batu and the time of the implementation starting of February s/d may 2019

➤ Population & sample

The population that is in use across high School students of class X & XI equal Se-Kabupaten labuhanbatu which amounted to 46 schools with number of students is ±6. 128 students. While the sample in the study using Random sampling technique and using the slovin formula so that obtained research sample a number of 346 Secondary School students Over the research Variables In this study, consists of 3 variables namely : (1) Bullying,(2) gender, (3)Type of school

➤ Data collection tools

The tool used in this study using the question⁶re behavior of Bullying, according to Sugiono (2016) data collection techniques are the most strategic step in the research, because the main goal of the research is to obtain data, without knowing the techniques of data collection, the researcher will get the data that meet the standards data set.

➤ Test Instruments

Azwar (2013) explains that in research activities datannya obtained from the results of measurement of a scale or questionnaire is very important for the presented coefficient is the validity of the instruments the instruments the calculation of coefficient of reliability. As for the results of a calculation to test the validity and reliability of skalat of moral consciousness and the scale of moral intelligence in this research, namely:

❖ Test the validity of the item

➤ Instrumen perilaku bullying

Berikut adalah tabel yang menunjukkan hasil uji validitas item anket perilaku bullying ini yakni:

No	r _{hit}	r _{tab}	Ket	No	r _{hit}	r _{tab}	Ket	No	r _{hit}	r _{tab}	Ket
1	0.466	0.34	V	15	0.745	0.34	V	29	0.685	0.34	V
2	0.707	0.34	V	16	0.573	0.34	V	30	0.496	0.34	V
3	0.629	0.34	V	17	0.557	0.34	V	31	0.652	0.34	V
4	0.710	0.34	V	18	0.556	0.34	V	32	0.679	0.34	V
5	0.599	0.34	V	19	0.542	0.34	V	33	0.225	0.34	TV
6	0.395	0.34	V	20	0.198	0.34	TV	34	0.653	0.34	V
7	-0.178	0.34	TV	21	0.686	0.34	V	35	0.440	0.34	V
8	0.086	0.34	TV	22	0.551	0.34	V	36	0.346	0.34	V
9	-0.218	0.34	TV	23	0.589	0.34	V	37	0.413	0.34	V
10	0.047	0.34	TV	24	0.655	0.34	V	38	0.118	0.34	TV
11	0.179	0.34	TV	25	0.261	0.34	TV	39	0.275	0.34	TV
12	0.442	0.34	V	26	0.559	0.34	V	40	0.226	0.34	TV
13	0.438	0.34	V	27	0.746	0.34	V				
14	0.152	0.34	TV	28	0.568	0.34	V				

Table 1

From the above table it is known that the 35 items tested that have a value of r_{hit} > 0.34 is 20 items. Then the valid items on the test reliability.

❖ Uji reliabilitas instrument

➤ **T₁₂** Instrument of bullying Behavior

Based on the results of the test of the validity of the obtained item of the 40 items tested, then the item is valid is a 28-item, then the whole of the item in the calculate reliability using the formula of cronbach alpha with the help of SPSS 20.00 obtained the results as below:

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	28

Table 2

Based on the results of the above obtained value of cronbach alpha of the instrument of bullying behavior is 0.925 > 0.6 so that it can be concluded that the questionnaire of bullying behavior have a level of trust that is very good to be used as a measurement of aggressive behavior of students.

III. RESULTS AND DISCUSSION

Based on the results of data analysis obtained the following results :

- The difference in the level of bullying behavior of students by type of school
Mann-Whitney Test

Ranks				
	Jenis Sekolah	N	Mean Rank	Sum of Ranks
Perilaku Bullying	1	164	161,00	26403,50
	2	180	182,98	32936,50
	Total	344		

Table 3

Test Statistics ^a	
	Perilaku Bullying
Mann-Whitney U	12873,500
Wilcoxon W	26403,500
Z	-2,049
Asymp. Sig. (2-tailed)	,040

Table 4

Based on the above table shows the Mean Rank or median rank of each group, namely the behavior of Bullying students than the public school average rating 161,00 lower than on average ranking second is the behavior of bullying students from vocational schools that 182,98. Reviewed by test statistic using the Wilcoxon test, W then the value of the significance P-value (0.04) < 0.05 then the null hypothesis (Ho) is rejected it means that there are differences in the bullying behavior of the students between the students comes from the school general Upper Secondary School and vocational school students, Meanwhile, if viewed from the test statistics value of the wilcoxon test is higher than the test Mann - Whitney U, namely : 26403,500 > 12873,500 can be concluded that there are differences in the behavior of bullying students come from public schools and school kejurua.

- The difference in the level of behavior bullying of students in the review of gender
Mann-Whitney Test

Ranks				
	Jenis Kelamin	N	Mean Rank	Sum of Ranks
Perilaku Bullying	1	165	191,24	31554,00
	2	179	155,23	27786,00
	Total	344		

Table 5

Test Statistics ^a	
	Perilaku Bullying
Mann-Whitney U	11676,000
Wilcoxon W	27786,000
Z	-3,357
Asymp. Sig. (2-tailed)	,001

Table 6

Based on the above table Means that there are differences in the behavior of Bullying students among students male and female, whereas if seen from the Mean rank (average) visible male students is 191,24 and women is 155,23 so it can be concluded that the behavior of bullying male students is higher than in women. Reviewed by test statistic using the Wilcoxon test, W then the value of the significance P-value $.001 < 0.05$ when the null hypothesis (Ho) is rejected it means that there are differences in the bullying behavior of the students between students gender male and students of the female gender, While it is when viewed from the test statistics value of the wilcoxon test is higher than 5st Mann - Whitney U, namely: $11676,000 > 27786,000$ can be concluded that there are differences in the behavior of bullying students come terms of gender. Based on the results of the research above shows that of the 2 hipotesi asked, namely : (Ho) is rejected it means that there are differences in the bullying behavior of the students between the students comes from the school general Upper Secondary School and vocational school students, the second hypothesis (Ho) is rejected it means that there are differences in the bullying behavior of the students between student gender male students and the female gender. According to the results of the research rostyansih, 2010 quoted by the daughter (2015) in terms of characters based on gender-men have a masculine character such as rational, assertive, competition, cocky, orientation dominance, calculation, aggression, objective, & physical. While the female character is feminine such as emotional, flexible/plan, cooperation, always succumbing to, the orientation of the relationship, using instinct, passive, caring & chatty based on related research is presented, it was concluded that men have a kecendrunagn behave bullying especially contact

physically compared to women, due to the masculine character and aggression in adolescent boys.

This proves that the difference in the behavior of bullying students between the students that is based on public schools with students of vocational, This is possible because students from public schools especially the public school in religious schools, namely madrasah aliyah get more religious education than students who come from vocational schools, i.e. vocational schools. For it is reasonable if students who attend vocational schools more often do the moral violation in the form of behavior Bullying than students who attend public schools high School. While the student based on the gender tendency of the male students do perform tindakan perilaku bullying is higher than in women. This proves that kecendrunagn male students to commit violations of moral behavior bullying higher than the women's, reasons if men more often commit acts of violation of moral. Based on the results of the research conducted by Abdullah quoted damantari (2015) male students though found tend to use the suppression of physical more often than in girls, but girls are more dominant use of the suppression of the verbal more than boys, this difference is related to the socialization of men and women in our culture than with physical courage and size.

IV. CONCLUSION

Based on the results of research and discussion, we concluded that there are differences in the bullying behavior of the students between the students comes from the school general Upper Secondary School and vocational school students, and there are differences in the bullying behavior of the students between student gender male students and the female gender.

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