



The Relationship of Personality Type in Early Adolescents and Bullying Behavior in Students at SMP Negeri 1 Gedangan Sidoarjo

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ARTICLE INFORMATION

Received: June 6, 2024

Revised: May 9, 2025

Available online: May 2025

KEYWORDS

Personality Type; Bullying; Teen

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A B S T R A C T

Many teenagers engage in bullying acts against their peers without thinking about the consequences of their actions. If it continues, it can make teenagers who are victims of bullying behaviour insecure and can even cause them to withdraw from the surrounding environment. The role of health workers as educators is to educate about the dangers of bullying behaviour. This study uses an analytic observational design with a cross-sectional approach. In this study the instruments used were the demographic questionnaire, the Free MTBI Personality Test questionnaire to provide a brief description of personality types, and the Adolescent Peer Relations Instrument (APRI) questionnaire to assess bullying behaviour that would be distributed to adolescents of classes VII and I, with as many as 235 respondents using the probability sampling technique with a stratified random sampling approach. This research was conducted through Google Forms due to the current pandemic conditions, which made it impossible to conduct research directly. At the beginning of the Google Form page, informed consent will be used to approve becoming a prospective subject. The results showed that most of the adolescents had 183 extrovert personality types (77.9%), and many mild bullying behaviours were 204 people (84.8%). Spearman's Rho test showed that the value of $r = 0.401$ with a value of $p = 0.000$ ($p < \alpha = 0.05$), i.e., there is a moderate relationship between adolescent personality types and bullying behaviour.

INTRODUCTION

The large number of cases of violence that occur among school-age children today is for the world of education. Bullying behaviour carried out by teenagers at school can be found everywhere and has long been part of school life in Indonesia (Yusuf & Haslinda, 2018). According to observations found at SMP Negeri 1 Gedangan Sidoarjo, it was found that children aged 13 - 15 years experienced bullying behaviour. In this case, the results of interviews from 10 students were strengthened, 6 of whom felt ridiculed, 2 felt threatened, and 2 felt ostracised by their classmates. This causes children who have been bullied to have feelings of a lack of self-confidence, often skip school, be less used to socialising with friends, and be even afraid to go to school. Research by Khamidah & Suherman (2016) shows that the thinking process regarding bullying behaviour for each student is different, which can be seen from the individual's personality type; apart from that, gender differences also influence the thinking process. In psychology, Hippocrates (460-370 BC) stated that every human being has a personality which is divided into four types according to the state of the fluids in the body, including sanguine, melancholic, choleric, and phlegmatic (Fitria & Siswono, 2014). A person with a sanguine personality type has a cheerful, happy nature, high curiosity, and an optimistic attitude. A person with a melancholic personality type has a serious nature, gets angry easily, plans things, is creative and talented, and likes to think. A person with a choleric

personality type is careful, easily angered, determined, firm, and does not give up easily. A person with a phlegmatic personality type has a calm nature, is not in a hurry, responds to problems in a relaxed and gradual manner, and is not easily affected by disturbing conditions (Mayasari et al., 2019). One aspect of the formation of bullying behaviour is personality type. Many of the perpetrators do not know the impact that bullying has on the victim. What they know is that when they act, it is fun, and they feel that the treatment does not hurt either party, namely the victim or the perpetrator. The high number of junior high school students with cases of bullying needs to be emphasised to teenagers in the millennial era to form personality types. It needs to be considered by various parties, especially local government institutions, in preparing programme plans to prevent acts of violence and bullying against children. This research is essential to carry out as reference material for information on the bullying actions of students in junior high schools.

From the background description and several studies on personality type in students, researchers are interested in researching “The Relationship of Personal Type in Early Adolescent and Bullying Behaviour in Students at SMP Negeri 1 Gedangan Sidoarjo”.

METHOD

This research design is a correlational quantitative study with a cross-sectional approach. The study population was all 568 respondents. Based on the calculation of the Slovin formula with an error degree of 5%, a sample size of 235 respondents was obtained. The sampling technique uses purposive sampling, which is done with specific consideration. Alternatively, based on certain criteria that follow the research topic (Notoadmojo, 2010).

The instruments in this study were the Free MTBI Personality Test questionnaire used to identify the. Personality type and the Adolescent Peer Relations Instrument questionnaire were used for bullying. Data analysis conducted in this study was univariate analysis and bivariate analysis.

RESULT

Univariate Analysis Results

Table 1. Personality Type

No	Personality Type	Frequency (F)	Presentase (%)
1.	Introvert	52	22.1%
2.	Extrovert	183	77.9%
Total		235	100%

Based on table 1, it shows the distribution of respondents based on adolescent personality types, out of 235 students showing the introvert personality type, namely 52 people (22.1%), and the extrovert personality type as many as 183 people (77.9%).

Table 2. Bullying Behaviour

No	Bullying Behaviour	Frequency (F)	Presentase (%)
1.	Mild bullying	204	86.8%
2.	Moderate bullying	26	11.1%
3.	Severe bullying	5	2.1%
Total		235	100%

Based on table 2.14, it shows the distribution based on the type of bullying behavior among teenagers. Of the 235 respondents, 204 people showed mild bullying (86.8%), 26 people had moderate bullying (11.1%), and 5 people had severe bullying behavior (2.1%). %).

Bivariate Analysis Results

Relationship Personality Type and Bullying Behaviour

Personality Type	Bullying Behaviour						Total	
	Mild bullying		Moderate bullying		Severe bullying			
	F	%	F	%	F	%	Σ	%
Introvert	28	11.9%	19	8.1%	5	2.1%	52	100%
Extrovert	176	74.9%	7	3.0%	0	0%	183	100%
Total	204	86.8%	26	11.1%	5	2.1%	235	100%

Nilai Uji *Spearman Rho* dengan nilai $\rho = 0,000$ dan nilai $r = 0,401$

Nilai Uji *Spearman Rho* dengan nilai $p = 0,000$ dan nilai $r = 0,401$

Table 3 shows that there is a relationship between the personality type of early adolescents and the bullying behaviour of students at SMP Negeri 1 Gedangan, Sidoarjo Regency. The results show that those who have an introverted personality type are likely to have mild bullying behaviour (as many as 28 people, 11.9%); moderate bullying behaviour (as many as 19 people, 18.1%); and serious bullying behaviour (as many as 5 people, 2.1%). Meanwhile, if a teenager has an extroverted personality type, the probability of the teenager having mild bullying behaviour is 176 people (74.9%), moderate bullying behaviour is 7 people (3.0%), and there is no heavy bullying behaviour.

Based on the results of the Spearman Rho statistical test, the value $pvalue = 0.000$ is obtained, which is smaller than the α value, namely 0.05 ($p < 0.05$), which indicates that H_0 is declared rejected and H_1 is declared accepted. Apart from that, based on the results of the Spearman Rho test, it shows a value of $r = 0.401$ with a value of $p = 0.000$ with a value of $r = 0.400 - 0.700$, a moderate relationship, so it shows a moderate relationship, and statistically, there is a significant relationship between personality type and bullying behaviour at SMP Negeri 1 Gedangan Regency, Sidoarjo.

DISCUSSION

Based on the research results, many teenagers have an extrovert personality type: 183 people (77.9%), and 52 teenagers have an introvert personality type (22.1%). Personality type assessment was obtained using a questionnaire from the Free MTBI Personality Test. This research shows that the extrovert personality type is dominant among students at SMP Negeri 1 Gedangan, Sidoarjo Regency. It is shown in the questionnaire answer with the highest score in question number 2, which is "I enjoy interacting

directly with other people". Based on research data, it shows that 61 people (26.0%) chose the answer strongly agree, 152 people agreed (64.7%), 17 people disagreed (7.2%), and five people strongly disagreed (2.1%). Research (Jamil, 2012) states that early adolescents with an extroverted personality type are sociable, impulsive, and very active; capable and optimistic; and have other traits that indicate appreciation for relationships with other people when interacting or communicating with other people. Researchers assume that teenagers who have an extroverted personality type are cheerful, active, and easy to make friends with. Based on the results of questionnaire number 1, "I feel happy when I get to know other people", the answers to the questionnaire questions show that of the 235 respondents, the majority of teenagers chose to agree (129 people, 54.9%), strongly agree (73 people, 31.1%) or disagree. Twenty-seven people (11.5%) and six people (2.6%) strongly disagree. Research (Widiantari & Herdiyanto, 2013) shows that teenagers who feel happy when they get to know each other are classified as extroverts. Researchers assume that this can provide a feeling of joy and enthusiasm, which makes it easier for teenagers to get along and socialize with their surroundings. Based on questionnaire question number 14, "I take part in activities that involve many people (organizations)", the answers to this questionnaire question show that of the 235 respondents, the majority of teenagers chose the answer agree with 109 people (46.4%), strongly agree with 38 people (16.2%), disagree with 73 people (31.1%), 1%, and strongly disagree with 15 people (6.4%). In research (Rahmat, 2014), teenagers who enjoy participating in activities involving many people or organizations describe the uniqueness of individuals in behaving in a stimulus as a manifestation of the individual's character, physical and intellectual ability, and ability to adapt to their environment. Researchers assume that teenagers, by participating in organizational activities, can form an individual character that aims to develop the potential to adapt to their environment. Based on the research result, it shows that of the 235 teenage respondents who had bullying behaviour, 204 people showed mild bullying behaviour (86.8%), 26 people had moderate bullying behaviour (11.1%), and five people had severe bullying behaviour. (2.1%). Bullying behaviour assessment uses the APRI (Adolescent Peer Relations Instrument) questionnaire. This research shows that the dominant behaviour of bullying is mild. This is proven by the respondents' answers to questionnaire question number 13, "I was teased/laughed at by saying something about me," based on research data showing that 115 people (48.9%) chose the answer never, sometimes 79 people (33.6%), often as many as 31 people (13.2%), and very frequently as many as 10 people (4.3%). In research (Tri Fajarani Fauzia, 2019), it is stated that teenagers experience bullying by their peers. Commenting on victims of bullying can make teenagers feel less confident, distance themselves from the environment, or withdraw, making it difficult to socialize or have friends. The comments made by each individual varied, such as calling them bad or disliked names, laughing at something, and even insulting them for being Black, having acne, and so on. Researchers assume that teenagers who receive nasty comments will make themselves less

confident and not easily socialize with their peers. At the same time, commenters do not understand the damaging impact on victims of bullying. Based on the results, the Spearman Rho test results using the SPSS 21 program show that $p=0.000$. This shows that the results are smaller than $p=0.05$, which means there is a relationship between personality type and bullying behaviour among teenagers. Apart from that, the coefficient value is 0.401, which means that there is a moderate relationship between adolescent personality types and bullying behaviour, because the r value is between 0.400 and 0.700.

CONCLUSION

Personality types significantly correlate with bullying behaviour. The research findings provide a strong foundation for future policies and interventions to reduce bullying in early adolescence.

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