Research Article

Moral Intelligence and Bullying At Junior High School

Eka Yuli Nur Layli Budianti and Retno Firdiyanti*

University of Muhammadiyah, Malang, Indonesia

Abstract.
There are many cases of bullying at junior high school level. Every school are now inclusive school because of the diverse culture, socioeconomic status, and students with various special needs. The diversity makes students look different. This is actually an opportunity for students to hone tolerance, or as opposite a high risk for occurrence of bullying. Therefore bullying is related to moral intelligence. If students can show empathy, they tend to think wisely and act positive. Coversely, those who bully others are students who lack kindness and act to suppres their peers. The purpose of this study was to determine the relationship between moral intelligence and bullying in junior high school students. The method used is quantitative with a correlational design. The subject were 300 junior high school students, boys and girls. The research used Moral Competency Inventory (MCI) scale and Olweus Bully/Victim Questionnaire (OBVQ) scale to collect the data, and data were analyzed using person product moment correlation. The results show negative and significant relationship between moral intelligence and bullying behavior in junior high school students with a correlation value of −0.633 and a significant value of 0.001.

Keywords: moral intelligence, bullying, junior high school student

Corresponding Author: Retno Firdiyanti; email: retnofirdiyanti@umm.ac.id

🔓 **OPEN ACCESS**

1. BACKGROUND

The adolescent phase of conversion is experienced by junior high school (SMP) students with vulnerable ages ranging from 12-15 years. Adolescents tend to experience rapid development both in terms of social and emotional, but the cognitive part that controls emotions is not fully developed [1]. In the early adolescent phased they will experience a transitional phase and still experience confusion about the physical and psychological changes that occur in themselves. In this early adolescent phased they will develop new thoughts and have not been able to control their own emotions, often feel inde- cisive, unstable, dissatisfied, inferior, and easily disappointed [2]. In the social aspect, adolescence is referred to as a period of self-discovery. According to erik erikson [3] the developmental task of adolescence is to seek self-identity, where when experiencing failure in exploring self-identity will form a self-isolation. When adolescents succeed in the search for identity, they will feel that they have been accepted by the environment

around them. In addition, they have a great chance of being influenced by peers in behavior, whether it behaves in a positive or negative direction.

Teenagers tend to have fluctuating emotions (ups and downs) so it is easy to change. As revealed by [4] that when adolescence is in the transition period from childhood to adulthood which is prone to changes from within itself, such as instability and imbalance in managing emotions. Teenagers tend to have great energy as well as turbulent emotions. But self-control has not been able to function properly. Emotional instability and lack of self-control attitudes possessed by adolescents will cause various forms of juvenile delinquency, one form of juvenile delinquency is bullying behavior. This is in line with research conducted by [5] that the factors that trigger bullying behavior in junior high school (smp) students in malaysia are emotions that are easily ignited and peer influence to bully. The bullying carried out by the student began with verbal bullying in the form of insults which then led to physical bullying such as pushing to suffocating.

Based on research conducted by [6] at smp hamka ii padang showed the results of 95 cases, there were 63 cases of bullying committed by students with details of verbal bullying as many as 33 cases, physical bullying as many as 18 cases, and non-verbal bullying as many as 12 cases. Where verbal bullying behavior that occurs a lot in smp hamka ii padang such as mocking and calling his friend's name with a nickname that he doesn't like, then followed by physical bullying such as kicking, pushing, and hitting his friend. While non-verbal bullying behavior carried out by students such as inviting friends to stay away from other friends.

Another study conducted by [7] on 107 students from two junior high schools in yogyakarta showed the results of 15 students with a percentage of 14% committing bullying acts in the low category, 73 students with a percentage of 68.2% committing bullying acts in the medium category, and 19 students with a percentage of 17.8% committing bullying acts in the high category. Where bullying behavior that occurs is physical bullying such as hitting the back, pushing and poking friends' heads. Then on verbal bullying such as calling friends by their parents' names and physical ridicule and non-verbal bullying in the form of ostracizing friends.

Previous research conducted by [8] at smpn 1 naringgul, cianjur, west java showed the results in his research that students in junior high school committed bullying. The forms of bullying that occur are physical bullying such as throwing bottles and verbal bullying such as taunting and calling the victim by a name that the victim does not like. Where the perpetrators of bullying show the results that have low morals and moral intelligence. The impact obtained by victims from these actions is experiencing

depression, quietness, and decreased learning achievement. Another study conducted by [9] on grade 9 students at smp negeri 1 depok showed the results that of the 130 students who were the subjects of the study did not fully have good moral intelligence so that bullying cases still occur, both as perpetrators and victims of bullying. Bullying actions that many students in junior high school do include physical bullying, verbal bullying, and electronic bullying.

Bullying behavior can occur anywhere, be it in the home environment, workplace environment, even school environment. Cases of bullying behavior at this time have occurred a lot in the school environment, especially at the junior high school level, not even a few students who become perpetrators or bullying victims. For some students, bullying is a trivial matter, but it is not realized that bullying is a problem that has a very serious impact on perpetrators and victims, both in the short and long term. According to [10] the short-term impact on victims can lead to feelings of insecurity, fear of going to school, having feelings of low self-esteem, depression or stress that can end in suicide, while the long-term can be emotional and behavioral disorders. The impact obtained by bullies is in the form of easily involved in fights, the risk of injury as a result of fights even the worst impact is being a perpetrator of criminal acts such as rape to murder.

Number of bullying cases that occur in junior high school students is caused by several factors, one of which is internal factors related to the emotions possessed by adolescents. Where in the early adolescent phase the emotional state is still unstable and tends to still change because they are not emotionally mature, so they will easily get angry in an unnatural way. Adolescents who are not emotionally mature can be seen from the behavior carried out, which tends to be implusive, less caring for others, and lack of a sense of responsibility. Whereas emotionally mature adolescents tend not to explode their emotions in front of others, but will bide their time and find the right place to express their emotions in an acceptable way [11]. This is related to the moral intelligence possessed by students, where when adolescents have good moral intelligence, they will tend to be able to act or behave correctly in accordance with existing norms and vice versa [12].

In addition, adolescents also tend to be faced with moral dilemma situations [12]. Where this moral dilemma situation requires adolescents to be able to choose what action to take. To take action, teenagers will use moral values that have been understood. But not all teenagers can act correctly according to the moral values understood, there are even some adolescents who understand moral values to distinguish right from wrong, but they fail to behave according to their understanding.

The influence of moral intelligence is very important in the development of individuals to live their social lives, in order to behave in accordance with the norms that apply in the surrounding environment. When individuals have not been directed to their moral intelligence, then they will behave negatively that is not in accordance with applicable norms. [13]. It also reveals that moral intelligence is a major thing that will determine adolescent behavior when in the social environment.

The lack of ability to control emotions in an acceptable way in accordance with applicable norms, as well as the low moral intelligence possessed causes adolescents to be easily carried away by the influence of groups or environments in carrying out certain behaviors, it does not rule out the possibility that the environment of adolescents lives also has a very large influence on the development of adolescent moral intelligence. Factors that influence the development of adolescent moral intelligence are declining day by day such as reduced examples of moral behavior, low spiritual and religious education, and poor parenting [14]. Moral intelligence is very important for adolescents, where moral intelligence is useful as a guide to run their lives. These guidelines will foster a self-identity and lead to a mature personality so that it can avoid conflicts that often arise during the transition period, one of which is bullying.

Based on the background presentation above, the problem raised in this study can be formulated, namely whether there is a relationship between moral intelligence and bullying behavior in junior high school students. The purpose of this study is to determine the relationship between moral intelligence and bullying behavior in junior high school students. The theoretical benefit of this study is to provide a reference for future research related to the relationship of moral intelligence with bullying behavior in junior high school students. While the practical benefits of this study are as a reference for further research to solve the problem of bullying behavior in junior high school students by increasing moral intelligence.

2. METHOD RESEARCH

2.1. Variable or Concepts Studies

There are two variables in this study; independent variable (x), moral intelligence, is the ability possessed by individuals to understand right and wrong when thinking or acting, and dependent variable (y), bullying behavior is an act that is carried out intentionally and repeatedly with the aim of hurting others

2.2. Sampling Method

Sampling in this study uses the type of probability sampling, with the technique used, namely accidental sampling. Accidental sampling technique is a technique used to determine samples based on chance, that is, anyone who happens to be encountered by the researcher where the person is seen according to the required data source [15]4

2.3. Subject Research

The subjects in this study were as many as 300 junior high school students. The subject criteria are male and female, aged 12 - 15 years, active students at the junior high school grade 7, 8 and 9.

2.4. Research Instrument

The independent variable (x) is moral intelligence, an instrument used to measure moral intelligence using the Moral Competency Inventory (MCI) scale of [16]. The Moral Competency Inventory (MCI) scale is compiled referring to four aspects of moral intelligence expressed by lennick and kiel including integrity, responsibility, compassion, and forgiveness. The scale consists of 40 items with entirely favourable statements. This scale has five answer choices including (1: never, 2: rare, 3: sometimes, 4: often, 5: always). This scale has a cronbach alpha reliability of 0.939 and validity of 0.354-0.684. Examples of items from this scale such as "i can clearly say the principles and values that i guide in action".

The dependent variable (y) in this study is bullying behavior, the instrument used to measure bullying behavior in this study using the Olweus Bully/Victim Questionnaire (OBVQ) scale of [17]. The Olweus Bully / Victim Questionnaire (OBVQ) scale is compiled based on the theory of bullying behavior which refers to three forms of bullying behavior, namely verbal bullying, physical bullying, and non-verbal / non-physical bullying. The Olweus Bully/Victim Questionnaire (OBVQ) consists of 23 items with an entirely favourable distribution statement. There are four answer choices in this Olweus Bully/Victim Questionnaire (OBVQ) scale, namely (1: never, 2: rare, 3: often, and 4: very often). This scale has a cronbach alpha reliability of 0.823 and validity of 0.212 - 0.585. Examples of items from this scale such as "i hit, kick, or push someone".

2.5. Research Design

This study used quantitative methods with a correlational design. According to [18] quantitative research is a research approach whose data is in the form of numbers or numeric. While correlational design is a research design used with the aim of seeing the level of relationship between two or more variables [19].

2.6. Data Collection Procedure

The procedure in this study has two main stages, namely the preparation stage and the implementation stage. The preparatory stage, researchers look for and read some material literature related to the phenomenon to be studied, then researchers look for and study measuring instruments that can be used to measure the variables to be studied. Then researchers began to compile the material that had been obtained for writing the background of the problem in accordance with the research topic and preparing instruments on the Moral Competency Inventory (MCI) scale and the Olweus Bully / Victim Questionnaire (OBVQ) scale that had been tested for validity and reliability. The implementation stage begins with researchers spreading the Moral Competency Inventory (MCI) scale and the Olweus Bully / Victim Questionnaire (OBVQ) scale. The scale is distributed directly to students by means of researchers coming directly to schools that have been pre-established by researchers.

2.7. Data Analysis Technique

At the stage of data analysis obtained from the spread of the two scales used, then the researcher will enter the data that has been collected and then the researcher will analyze the data using the Statistical Program for Social Science (SPSS) software version 22. The analysis used is the product moment correlation test, which serves to test the strength of the linear relationship of two research variables [20].

3. RESULT

Based on the table above, it can be explained that the research is grouped into two categorizations, namely low and high which are calculated based on the mean value and standard deviation obtained from the results of statistical calculations from SPSS software version 22. In the moral intelligence variable, it is known that there are 28.3%

TABLE 1: Variable Categorization.

Variable	Category	Interval	Frequency	Percentage
Moral Intelligence	High Low	>101 <100,5	215 85	71,7% 28,3%
Bullying	High Low	>46 <45,5	171 129	57% 43%

of subjects in the low category as many as 85 students and 71.7% of subjects in the high category as many as 215 students. While in the bullying variable, there were 129 students in the low category with a percentage of 43% and there were 171 students in the high category with a percentage of 57%.

TABLE 2: Linearitas Test.

Variable	Deviation of Linearty	Linearty	Information
Moral intelligence AND Bullying	0,362	0,0001	Linear

Based on the results of the linearity test in the table above, a deviation of linearity of 0.362 was obtained, which means that the two variables, namely moral intelligence and bullying, can be said to have a linear relationship because the deviation of linearity value obtained is > 0.05

TABLE 3: *Pearson Product Moment Correlation Test.*

Variable	Pearson's r	r^2
Moral intelligence-Bullying	-0,633**	0,4

Significant correlation at the level 0,01 (2-tailed)

The basis for making a correlation test decision is if the significance value < 0.01 then the two variables can be declared correlated and if the significance value > 0.01 then the two variables can be declared uncorrelated. Based on the results of the correlation test on the two variables, namely moral intelligence with bullying, a significance value of 0.0001 was obtained, which means < 0.01 so that both variables can be declared significant. With a correlation result of -0.633 which means that both variables are negatively related. This shows that the higher the moral intelligence possessed by students, the students will not easily bully and vice versa, if the moral intelligence possessed by students is lower, bullying can be easily carried out by students. Thus, the hypothesis proposed can be accepted.

4. DISCUSSION

Based on the results of the categorization of the two variables, namely moral intelligence and bullying behavior, they are divided into two categories. where in the variable moral intelligence categorization at a high level obtained results of 71.7% and in the low category of 28.3%. While the bullying variable in the high category obtained results of 57% and in the low category of 43. Based on these results, it can be seen that the level of moral intelligence and bullying carried out by each student is different, this is due to the factors that affect each student differently. One important influencing factor is the emotional state, where when students have emotional maturity, they will tend to be able to manage the emotions that arise so that they can distinguish and control the actions taken in order to lead to positive actions. As revealed from previous research, individuals who have their emotional maturity will tend to constantly strive to achieve a healthy emotional level, both intrafinically and intrapersonally [21]

In addition, thinking patterns in the early adolescent phase also begin to develop and the knowledge gained from the surrounding environment increases. As explained in piaget's cognitive theory [2] that thoughts, feelings, and actions vary between pride and humility, good intentions and temptations, happiness and sadness. Based on this, early adolescence is difficult to decide every action to take. So that moral intelligence is needed in this phase, where when adolescents have high moral intelligence, they will tend to be able to easily distinguish the actions carried out whether they are right in accordance with existing norms or not, so they are not easy to commit deviant actions such as bullying.

Furthermore, based on the results of the analysis that has been obtained from 300 subjects in the study, it can be known if there is a significant correlation and has a negative correlation direction between moral intelligence and bullying behavior. So that can be known students who commit bullying acts can be said to have low moral intelligence. Vice versa when students have high moral intelligence is one indicator to prevent bullying.

The results of this study are in line with other studies that reveal that there is a significant negative relationship between moral intelligence and bullying in high school students. Where when students have high moral intelligence, the student tends to be able to control the actions taken so that the student cannot easily bully [22]. Other studies have found that there is a negative relationship between moral intelligence and moral awareness of bullying behavior that occurs among students, where these

behaviors occur due to a lack of moral understanding possessed by students so that cases of violence such as bullying occur in the school environment [21].

Many problems that occur in educational institutions, especially among students, are quite increasing, namely violence between students such as brawls and bullying. This happens due to the low moral intelligence possessed by some students [23]. Based on this presentation, it is necessary to know that moral intelligence is a very influential thing on students so that they can distinguish that the actions taken are in accordance with applicable norms or not. Moral intelligence is an influential variable in various things such as psychological character, behavior, and psychological well-being [24]. So that from this presentation, it can be seen that academic intelligence alone in students is certainly not enough to become students with a good personality, therefore moral intelligence is very influential to make students have a good personality and behavior. Therefore, it can be said that moral intelligence is one of the important things to suppress or reduce bullying among students. To reduce bullying that occurs a lot among students, one way that can be done is to increase moral intelligence. So that the importance of parents, society, and teachers providing examples and good moral intelligence education to children in order to act more positively.

This research has the advantage that the results of this study become new findings that can complement previous studies. However, it is still necessary to re-examine how much influence moral intelligence has on bullying behavior in students at the junior high school (SMP) level. This shows that there is a need for further research that can complement the findings in this study. While the weakness of this study is that the language used on the bullying scale item is still not good, so it is necessary to re-examine the language on that scale.

5. CONCLUSION

Based on the research that has been done, it can be concluded that there is a significant negative relationship between two variables of moral intelligence with bullying behavior. This means that the higher the moral intelligence of students, the easier students are to bully. Rather that the lower the moral intelligence of students, the easier students can bully. The implication of this study is that respondents are more optimized in improving moral intelligence. so that respondents can provide changes so that bullying can be reduced. in addition, the findings in this study can be the basis for further research to make interventions to prevent and handle bullying cases in junior high school students by improving students' moral intelligence.

Acknowledgments

Ethics Policy

This research carred out informed consent procedures as research ethics.

References

[1] Fania Putri Z, Wahyudi A, Muyana S, Prasetiawan H, Amirudin M, Wahyudi A, et al. Pengembangan media permainan monopoli topeng cirebon dalam bimbingan kelompok tentang kontrol diri. Jcose J Bimbing Dan Konseling. 2022;4(2):35–46.

[2] Ratih IA, Widiasavitri P. Hubungan antara dukungan sosial dengan penyesuaian diri pada remaja awal di panti asuhan kota denpasar. J Psikol Udayana. 2016;3(3):542–550.

[3] Arini DP. Emerging adulthood: Pengembangan teori erikson mengenai teori psikososial pada abad 21. J Ilm Psyche. 2021;15(01):11–20.

[4] Barida M, Prasetiawan H. Urgensi pengembangan model konseling kelompok teknik self management untuk meningkatkan kecerdasan moral siswa smp. J. Fokus Konseling. 2018;4(1):27.

[5] Salleh NM, Zainal K. Bullying among secondary school students in Malaysia: A case study. International Education Studies. 2014;7(13):184–119.

[6] Erismon E, Karneli Y. Efektivitas Pendekatan rational emotive behavior therapy untuk mengatasi perilaku bullying siswa. J Educ J Pendidik Indones. 2021;7(1):1.

[7] Ballerina T, Saloka Immanuel A. Menelisik perilaku perundungan pada siswa smp di Yogyakarta [Online]. J Ilmu Perilaku. 2019;3(1):18–31.

[8] Ishari SA. Cartiya, Pengaruh Bullying Terhadap Moralitas Ssiswa Di Smp Negeri 1 Naringgul Desa Naringgul Kecamatan Naringgul Kabupaten Cianjur. Jurnal Geografi. 2019;2(2):66–78. Available from: https://ejournal.unibba.ac.id/index.php/geoarea/article/view/895

[9] Af'idatul Rochman I, Priyanto A. Hubungan moral remaja terhadap perilaku bullying sswa di smp negeri 1 depok. 2021; 11(01):1–10. Available from: https://journal.student.uny.ac.id/index.php/civics/article/view/17694

[10] Prawitasari N, Widianti E, Fitria N. Perilaku bullying pada siswa smp. J Keperawatan 'Aisyiyah. 2017;4(1):37–45, 2017.

[11] Maryam S, Fatmawati F. Kematangan emosi remaja pelaku bullying. J Kaji Bimbing Dan Konseling. 2018;3(2):69–74.

[12] WulANDari NW. Interaksi sosial dan kecerdasan moral pada remaja. J Wcana. 2012;11(2):115–12.

[13] Alhadabi A, Aldhafri S, Alkharusi H, Al-Harthy I, Alrajhi M, Albarashdi H. Modelling parenting styles, moral intelligence, academic self-efficacy and learning motivation among adolescents in grades 7–11. Asia Pacific Journal of Education. 2019;39(1):133–153.

[14] Sofia A, Nopiana N, Suryadi S. Study deskriptif faktor-faktor penunjang dan penghambat pengembangan kecerdasan moral anak usia dini 5-6 tahun. J Obs J Pendidik Anak Usia Dini. 2020;5(1):599.

[15] Payadnya IP, Jayantika IG. PANDuan penelitian eksperimen beserta analisis statistik dengan SPSS. Deepublish, 2018. [Online]. Available from: https://books.google.co.id/books?id=nachdwaaqbaj

[16] Winurini S. Telaah kecerdasan moral remaja melalui moral competecy inventory (Studi Pada Pelajar Di Bali). J Aspir. 2016;7(2):187–197. Available from: https://dprexternal3.dpr.go.id/index.php/aspirasi/article/view/1289

[17] Gonçalves FG, Heldt E, Peixoto BN, Rodrigues GA, Filipetto M, Guimarães LS. Construct validity and reliability of olweus bully/victim questionnaire - Brazilian version. Psicologia: Reflexão e Crítica. 2016;29(1):2–8.

[18] Nugroho U. Metodologi penelitian kuantitatif pendidikan jasmani. Penerbit Cv. Sarnu Untung. 2018. Available from: https://books.google.co.id/books?id=grvpdwaaqbaj

[19] Hartanti N. Pengaruh kecerdasan logis matematis dan kemampuan berfikir kritis terhadap kemampuan pemecahan masalah matematika. Alfarisi J Pendidik MIPA. 2019;2(3):267–274.

[20] Yudihartanti Y. Analisa korelasi mata kuliah penelitian dengan tugas akhir menggunakan model product moment. J Ilm Komput. 2017;13(2):1691–1696.

[21] Hasibuan MNS, Rohana, Saragih SZ, Muti'ah R. Pengaruh kecerdasan moral dan kesadaran moral. Ristekdik (Jurnal Bimbing Dan Konseling). 2019;4(2):107–111.

[22] Sebaa SA, Shaheen SPHS, Imam DNE-S. Moral intelligence and bullying among middle school adolescents. International Journal of Innovation and Research. 2022;2(4):80–98.

[23] Ramadhan PU. Pembinaan kecerdasan moral pelajar melalui organisasi kemasyarakatan. 2021;7(2):6.

[24] Javadinezhad A, Heydari A, Naderi F, Bakhtiyipoor S, Hafezi F. The effectiveness of educating moral intelligence on psychological well-being of the secondary school students. Bioeth J. 2018;8(29):53–62.