

## THE ANALYSIS OF RELATIONSHIP BETWEEN STUDENT BULLYING BEHAVIOR AND STUDENT SPIRITUAL INTELLIGENCE

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**Abstrak:** Setiap tahun, perundungan menjadi lebih umum terjadi. IQ seseorang merupakan salah satu variabel yang mempengaruhi perundungan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara kecerdasan spiritual dengan kemungkinan perilaku perundungan pada siswa. Penelitian ini menggabungkan metodologi cross sectional dengan teknik korelasional deskriptif. Pemilihan acak kelompok digunakan untuk memilih sampel untuk penelitian ini, yang mencakup 100 siswa. Penilaian risiko perilaku bullying dan kuesioner kecerdasan spiritual digunakan dalam penelitian ini, dan hasilnya dievaluasi dengan menggunakan chi-square. Dari 100 anak, hasil penelitian menunjukkan bahwa 52 persen memiliki kecerdasan spiritual yang buruk dan berisiko tinggi mengalami perundungan (73 persen), sedangkan 48 persen sisanya memiliki kecerdasan spiritual yang kuat dan berisiko rendah mengalami perundungan (68 persen). Nilai p-value sebesar 0,000 ditemukan dari analisis chi-square, yang menunjukkan adanya korelasi yang kuat antara kecerdasan spiritual dan kemungkinan perilaku perundungan siswa.  
Kata kunci: kecerdasan spiritual, perilaku perundungan, siswa

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**Abstract:** Every year, bullying has become more common. The IQ of a person is one of the variables that affect bullying. The purpose of this investigation is to determine whether there is a link between spiritual intelligence and the likelihood of student bullying behavior. This study combined a cross sectional methodology with a descriptive correlational technique. Cluster random selection was used to choose the sample for this study, which included 100 people. A bullying behavior risk assessment and a spiritual intelligence questionnaire were both employed in this study, and their results were evaluated using chi-square. Out of 100 kids, the findings revealed that 52 percent had poor spiritual intelligence and a high risk of bullying (73 percent), whereas the remaining 48 percent had strong spiritual intelligence and a low risk of bullying (68 percent). A p-value of 0.000 was found from the chi-square analysis, indicating a strong correlation between spiritual intelligence and the likelihood of student bullying behavior.  
Keywords: spiritual intelligence, bullying behavior, student

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### Introduction

In accordance with the WHO, adolescents are defined as people between the ages of 10 and 19; in accordance with Indonesia's Minister of Health Regulation No. 25/2014, adolescents are defined as people between the ages of 10 and 18; in accordance with the Population and Family Planning Agency (BKKBN), adolescents are defined as people between the ages of 10 and 24 who are not married. According to the 2010 Population Census, there were 43.5 million people in Indonesia aged 10 to 19—roughly 18% of the country's overall population. According to estimates, there are 1.2 billion adolescents worldwide, or 18% of the total population. Many changes take place in teenagers, including emotional growth tied to societal changes.

Adolescents form groups and express their full potential, which makes them very susceptible to peer pressure in terms of attitude, appearance, and behavior. There are two social changes that take place. One of them is that they become more sociable with their peers and distance themselves from their parents in an effort to find their identity. Adolescents at this age frequently desire to try new things, both good and bad; one such bad thing is juvenile delinquency (Olweus, 2006).

Santrock claims that until criminal acts are committed, a variety of teenage behaviors that are not socially acceptable constitute juvenile delinquency. In contrast, juvenile delinquency, in the opinion of Sudarsono, is a behavior pattern or crime or offense done by minors that is against the law, anti-social, unsavory, and goes against religious standards. Bullying is a type of adolescent misbehavior that frequently happens in educational settings (Astuti et al., 2023). When someone or a group abuses their authority or strength, it is called bullying. Bullying victims are helpless to protect themselves because they are either physically or psychologically unable to match the strength of the bully, who might be both physically and mentally powerful. Nearly three-fourths of pre-teen children polled in a 2001 survey by American groups stated that bullying was prevalent at school and grew more pervasive after they entered high school. According to further statistics from the US Department of Education, about 160,000 children skip school every day to avoid being harassed, which affects over 13,000,000 students annually (Parinussa et al., 2023).

Bullying is sometimes dismissed as a minor issue, despite the fact that it affects Indonesian kids severely (Ichsan et al., 2023). According to previous researcher, which involved 73 students in Bantul Yogyakarta, there is a negative correlation between school environment and bullying behavior; the more unfavorable the atmosphere of a school, the more bullying behavior is likely to occur. Conversely, bullying behavior seems to be less prevalent in schools with a more positive atmosphere. Researchers discovered that the likelihood of bullying behavior was 21% influenced by the school atmosphere. According to Djuwita, pupils who are the targets of bullying may have trouble forming relationships with others and will attend class seldom (Nugroho et al., 2023). As a result, they or the bullied individuals miss class and find it challenging to focus, which has an impact on both short- and long-term physical and mental health (Nugroho et al., 2023). According to Riauskina's research, victims of bullying experience a wide range of unpleasant feelings, including rage, resentment, irritation, pressure, embarrassment, and grief. The most severe of these psychological effects is the potential for bullied individuals to have psychological illnesses such exaggerated anxiety, persistent fear, sadness, suicidal thoughts, and post-traumatic stress disorder symptoms (Panji et al., 2023).

Because teenagers lack the spiritual intelligence necessary to assess every issue, manage every attitude and conduct, and discriminate between good and wrong behaviors, juvenile delinquency is at an all-time high today (Tannady & Budi, 2023). According to previous researcher, adolescents will develop negative or immoral attitudes and behaviors if their families do not provide them with religious guidance, the family environment is unsatisfactory, their parents do not show them affection, and they form friendships with peers who do not respect religious values (Kamaruddin et al., 2023). According to previous researcher, spirituality has the power to transform people into whole beings on an intellectual, emotional, and spiritual level. According to previous researcher, those who are able to maintain a balance between their personalities while meeting all of their physical and spiritual demands without going overboard and in line with the advised approach are able to recognize the wellbeing of both their bodies and souls (Khasanah et al., 2023). A person's spiritual intelligence can be a basis for a strong trust in God, does not suffer worry, his emotions tend to be stable, and can decide a definite course in life, according to previous researcher other conclusion that spiritual intelligence is adversely connected with bullying behavior (Zohar & Marshall, 2007). The purpose of this study is to ascertain the link between bullying behavior among students and spiritual intelligence.

## **Method**

In this study, cross sectional methodology and descriptive correlational analysis were applied. In a South Tangerang school, this study was carried out. 100 students made up the sample for this study, which employed cluster-random sampling. A bullying behavior risk assessment and a spiritual intelligence questionnaire were both employed in this study, and their results were evaluated using chi-square. The product moment correlation data analysis method used in this investigation was supported by the SPSS program.

## **Findings and Discussion**

According to the study's findings, the low spiritual intelligence category, which includes 50 individuals, has a low risk level of bullying behavior of 17 individuals (33.3%) and a high risk level of bullying behavior of 33 individuals (73.3%), while the high spiritual intelligence category, which includes 46

individuals, has a low risk level of bullying behavior of 34 individuals (66.7%) and a high risk level of bullying behavior of 12 individuals (26.7%). Accordingly, individuals with low spiritual intelligence are more likely to engage in bullying conduct, whereas respondents with high spiritual intelligence are less likely to do so.

The Chi Square test with a significance threshold of 0.05 is used to analyze the association between spiritual intelligence and the likelihood that students will engage in bullying behavior. According to the test findings, there is a strong correlation between spiritual intelligence and the likelihood of student bullying conduct, with the  $p$  value = 0.000 being smaller than 0.05.

According to the study's findings, 50 people in the low spiritual intelligence category have a low risk level of bullying behavior (17 people) and a high risk level of bullying behavior (33 people) while 46 people in the high spiritual intelligence category have a low risk level of bullying behavior (34 people) and a high risk level of bullying behavior (12 people) respectively. Accordingly, individuals with low spiritual intelligence are more likely to engage in bullying conduct, whereas respondents with high spiritual intelligence are less likely to do so.

Peer influences are one of the elements that drive youngsters to become bullies, and they also have a significant impact in the development of bully behavior, antisocial attitudes, and conduct in teenagers, according to Yusuf and Fahrudin. The presence of peers indirectly aids bullies in their behavior, and bullies also acquire popularity and authority from their peers. The study's participants are teenagers in the middle or middle adolescent phase, which is distinguished by a transition or transition that is focused on or more dominantly characterized by friends in terms of how they dress, appear, speak, and behave. Peer influences are one of the elements that drive youngsters to become bullies, and they also have a significant impact in the development of bully behavior, antisocial attitudes, and conduct in teenagers, according to Yusuf and Fahrudin. The presence of peers indirectly aids bullies in their behavior, and bullies also acquire popularity and authority from their peers. The study's participants are teenagers in the middle or middle adolescent phase, which is distinguished by a transition or transition that is focused on or more dominantly characterized by friends in terms of how they dress, appear, speak, and behave.

According to the findings of this study, which are consistent with Afriani's research, spiritual intelligence has a considerable impact on bullying behavior, as indicated by  $r_{xy} = -0.490$ ;  $p = 0.000$  ( $p < 0.01$ ). These findings imply that bullying behavior and spiritual intelligence are adversely associated. A person's spiritual connection might serve as a solid basis for their trust in God. Because teenagers lack the spiritual intelligence necessary to assess every issue, manage every attitude and conduct, and discriminate between good and wrong behaviors, juvenile delinquency is at an all-time high today. According to Zohar and Marshall, spiritual intelligence is intelligence that may aid in our overall healing and development as well as intelligence that is ingrained in our deepest selves and is connected to knowledge that is outside of the ego or conscious mind. Previous researcher asserts that spiritual intelligence may totally integrate IQ, EQ, and SQ and is the capacity to provide spiritual significance to ideas, actions, and activities.

The lack of religious guidance in the home, unbalanced family dynamics, the lack of affection from parents, and friendships with peer groups who do not value religious values are all factors that, according to Yusuf, lead to adolescents developing negative attitudes and behaviors. The respondents in this study are students who are closely related to the school environment, which is the second place for children after their families because they spend nearly half of the day there with their friends and teachers. Yusuf also revealed that one of the factors that can affect children's spiritual development is the school environment. Of course, everything that happens in school will serve as an example for kids to follow.

According to previous researcher, people who are able to maintain a balance between their personalities and meet all of their physical and spiritual needs without going overboard and in accordance with the recommended method are actually able to recognize the wellbeing of both their bodies and their souls. The signs include having faith in Allah, being consistent in worshipping Him, loving those who need trust, daring to tell the truth, avoiding anything that harms people, and knowing how to always maintain a healthy body by not subjecting it to a burden that is beyond its capacity. The ability of virtual intelligence, on the other hand, according to previous researcher, is able to set human behavior and life in a wider and deeper framework of meaning. so that people may develop their creativity, flexibility, insight, courage, optimism, and flexibility since these traits are closely tied to the issues that are constantly present in life.

Previous researcher proposed ways to enhance people's spiritual tendencies, including the desire for religion, piety, love of the truth and just laws, and loathing of evil, deceit, and injustice. Indirectly, this urge is one of the qualities that might keep someone from bullying others. According to previous researcher, intelligence includes the following qualities: the capacity for flexibility, a high level of self-awareness, the capacity to face and utilize suffering, the capacity to face and transcend pain, a vision and values-driven

quality of life, the unwillingness to inflict needless harm, the capacity for holistic thinking, the propensity to ask why and how when seeking fundamental explanations, and the capacity for independence. If someone exhibits these traits, they are very spiritually intelligent. A person's spiritual intelligence can be a foundation for a strong faith in God, does not experience anxiety, his emotions tend to be stable, and can determine a clear direction in life, according to Arfiani's research, which also found a negative correlation between spiritual intelligence and bullying behavior.

One way in which compensation can influence teacher loyalty through the work environment is through social factors. A friendly, inclusive and collaborative work environment can create strong interpersonal relationships between teachers and their coworkers. Teachers who feel valued and supported by their work team tend to be more loyal as they feel attached to a positive work community. In addition, support and recognition from leaders and coworkers can act as a form of emotional compensation that influences teacher loyalty. When teachers get support and rewards for their work achievements, they feel recognized and valued by the institution and their work team. This creates a strong emotional bond and increases their loyalty towards the institution.

A work environment that provides professional development opportunities also plays a role in influencing teacher loyalty indirectly through compensation. When institutions provide training programs, mentoring, or opportunities for career growth, teachers feel valued and supported in their development. They tend to be more loyal because they see that the institution is investing in their development and helping them achieve professional success. In addition, a work environment that facilitates work-life balance can also influence teacher loyalty through indirect compensation. When institutions provide time flexibility, support for work-personal balance, and respect teachers' needs for a life outside of work, teachers feel valued and supported. This creates a more pleasant work environment and influences teacher loyalty.

Overall, fair and adequate compensation can have a significant impact on teacher loyalty. By providing good salaries, adequate benefits, professional development opportunities and fair compensation systems, educational institutions can build strong relationships with teachers and increase their loyalty, which in turn will contribute to better education quality. A positive organizational culture, support and recognition, clear communication, and adequate facilities and resources are some of the key factors that can create a work environment that motivates and encourages teacher loyalty. By creating a good environment, educational institutions can build strong relationships with teachers and improve the quality of education delivered to students. Social support, recognition, professional development opportunities and work-life balance are some of the ways in which compensation can indirectly influence teacher loyalty through a positive work environment. Educational institutions that are able to create an adequate work environment can strengthen teachers' bonds with their jobs, increase their motivation, and result in better education for students.

## **Conclusion**

Pictured as having a low degree of danger of bullying conduct are pupils who are in positions of dominance. There are 51 students, the majority of whom are at high risk of engaging in bullying conduct. Statistical analysis reveals a substantial correlation between spiritual intelligence and the likelihood of engaging in bullying conduct ( $p = 0.000$ ). While pupils with poor spiritual intelligence are at a higher risk of engaging in bullying behavior, the majority of respondents report having a low risk of bullying conduct. A positive organizational culture, support and recognition, clear communication, and adequate facilities and resources are some of the key factors that can create a work environment that motivates and encourages teacher loyalty. By creating a good environment, educational institutions can build strong relationships with teachers and improve the quality of education delivered to students. Social support, recognition, professional development opportunities and work-life balance are some of the ways in which compensation can indirectly influence teacher loyalty through a positive work environment.

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