The Effect of School Climate on Bullying Behavior in Boarding School Students

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Abstrack. This study ains to explore the effect of school climate on bullying behavior in boarding school students, especially those in Medan city. This study uses quantitative methods with the sampling with the sampling technique is total sampling type convinence sampling with the conditions set, namely boarding school students ranging from grade VII junior high school/ MTs to grade XII high school with a total sample of 412 people. The research instrument used a 52-item likert scale test. Validity and reliability tests using the RASCH Winstep Model. The data analysis method used was simple linier regression analysis. The results showed that there was an influence between school climate and bullying behavior in boarding school students, the higher (positive) the school climate, the lower the bullying behavior in the boarding school. There are 6 dimensions of school climate used in this study, namely the dimensions of security, academic, community, institusional environment, educational orientation and culture. In the results of the first and second hypothesis tests, the dimensions that are not significant to bullying behavior are the community dimension and educational orientation because they have a significance value greater than 0.005 ($p < 0.005$).
Keywords: School Climate, Bullying Behavior, Boarding School.

1. INTRODUCTION

The phenomenon of bullying that occurs in schools certainly does not arise by itself but has a background and causes so that the phenomenon of bullying becomes a behavior that exists in students at school. Bullying is a situation that occurs due to the abuse of power commonly carried out by both individuals and groups with the aim of hurting others (Yulia & Dewi, 2020). Another definition of bullying is behavior or actions that tend to be negative and not worthy of imitation. In general, bullying occurs among adolescents, especially in the school environment, of course, the forms of bullying behavior vary. Bullying is also included in behavior or acts of aggression, one example is in the form of mocking, insulting, berating and even in other forms in the form of threats (Siswati, Widayanti, 2009).

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

The importance of discussing what are the factors that cause the emergence of bullying behavior, as for these factors in the form of class differences, seniority traditions, families that do not get along and school situations that are not harmonious or seem discriminatory (Astuti, 2008). The phenomenon of bullying can generally be found in the school environment such as in the classroom, in the school yard and even outside the school environment such as their journey while going to and from school carried out by the students themselves. (Sejiwa, 2008).

Based on research conducted by Nasikhudin Amri (2019) on a phenomenological study of bullying in boarding schools, the factors that cause a person or individual to engage in bullying behavior in boarding schools are usually caused by family factors, peer factors, school factors, environmental factors, empathy factors, media factors where the individual is venting his problems, low mutual respect for others, and even worse the individual has a history as one of the victims of bullying.

Broadly speaking, the school climate must certainly create a positive atmosphere such as the warmth of the school environment, a sense of security and comfort both in the learning process and the environment in the school. The end product of the school climate is how the interaction between educators, students is conducive and the creation of a conducive environment as well (Sutisno, 2013). A healthy school climate will produce the contents in it in a healthy and quality state, while a school climate that is not conducive will also produce the quality of educators, students and the environment that is not conducive either.

Speaking of bullying behavior, in fact the phenomenon of bullying itself does not only occur in educational institutions and agencies that are not highlighted by the community and government (remote) but also this behavior can occur in students who live such as boarding schools and boarding schools. Like the research conducted by Ahmad Nashiruddin (2019) at the boarding school that it turns out that the phenomenon of bullying that occurs has 2 forms, namely verbal such as cursing, calling with nicknames that are not real and non-verbal bullying such as kicking, hitting and more than that.

Bullying behavior that occurs in schools is certainly inseparable from the school climate. Three main things that can be done in preventing bullying are: teacher support or attention, the formation of healthy school values and norms, and peer relationships. Based on research on school climate on bullying, more than 79% of students reported having experienced bullying, but 21% of bullying cases were brought to the surface. The results also show that the components of the school climate have a significant correlation with a negative direction towards bullying and how important it is to improve the school climate in handling bullying (Rahmawati, 2016).

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

Through a conducive school climate, it is expected that bullying behavior that occurs in students, both by perpetrators and victims, can be minimized or even eliminated. School climate can contribute especially for students in school in bullying cases, if students' perceptions of school climate are high, bullying behavior will be lower. Conversely, when students' perceptions of school climate are low, the higher the bullying behavior that can be carried out by the perpetrators (Olweus, Rigby & Sullivan, 2010).

2. THEORETICAL STUDIES

Bullying is considered an act that aims to harm an individual or a group of people. Bullying occurs in several forms such as verbal, physical and psychological bullying. The purpose of bullying itself is to make individuals who are victims feel traumatized, helpless and depressed (Sejiwa, 2008). The definition of bullying is taken from the word "bull" in English which means a bull who likes to duck here and there, the etymological definition of bully means bully, in terminology that bullying is a desire to hurt (Astuti, 2008).

Bullying is intentional as opposed to unintentional harm (Olweus, 1993). Bullying is also defined as "aggressive behavior". However, to distinguish bullying from aggression, bullying behavior includes an imbalance of power between the perpetrator and the target that is intentionally harmful, and occurs repeatedly. Power imbalance means that the bully is stronger in some way such as high social status, smarter and physically larger (Olweus, et al., 1999).

Based on the explanation above, the author concludes that bullying behavior is the misuse of behavior, actions from someone who is considered negative with the aim of attacking and even hurting someone or a group of people both physically, verbally and psychologically.

Some factors that cause or influence bullying behavior are family, school, peers, social environment and also the media (Ariesto, 2009). Some other factors are revealed by Wahyuni (2011) that the causes of bullying behavior occur on 3 things, namely family factors, individual characteristics and school climate.

In addition to the factors that cause bullying behavior, the impact of bullying behavior is also described (Olweus, 1993). The impact of bullying behavior is not only felt by the victim but also by the perpetrators, observers and schools with bullying issues. The impact felt by the perpetrators is usually that they are more likely to engage in deviant behavior such as fighting, stealing and damaging existing objects or property, then for the perpetrators of bullying if they do it intentionally then they must be responsible for their victims. For victims of bullying, this impact certainly feels insecure and intimidated, some of these victims actually feel that they are haunted by fear, helplessness and have low self-esteem. The impact experienced by bystanders of bullying certainly

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

feels they are in an unsafe environment, they also have a sense of guilt for not taking action that leads to being tempted to participate in bullying or vice versa.

Bullying behavior occurs in various forms or various types (Olweus, 1993), the types of bullying are: 1) verbal bullying such as giving comments in the form of insults and also bad calls with the aim of hurting the victim or even just for the pleasure of the perpetrator; 2) bullying through social exclusion such as intimidating the victim and also the peer group; 3) physical bullying which relates to physical actions with the aim of hurting and injuring the victim such as hitting, kicking, pushing and also spitting; 4) bullying lies and false rumors such as spreading negative issues and telling lies about the victim which results in social exclusion of the bully victim; 5) bullying by taking or damaging the victim's property; 6) racial bullying in the form of discrimination in the form of race, gender and saying something bad about culture and humiliating using jokes with racist purposes; 7) sexual bullying in the form of harassment of sexual acts with the aim of making the victim feel unworthy of his life; 8) cyber bullying through cell phones or the internet by spreading false issues and negative rumors through social media or other internet media.

School climate is one of the factors of bullying behavior, so school climate can be defined as a set of perceptions of individuals and groups of people who live and work in an environment that can affect their behavior patterns (Stringer, 1984). School climate has a purpose that explains in a complex way what happens within the school naturally. School climate also exclusively aims to improve student outcomes in terms of student perceptions (Zuling, et al., 2015). Based on this explanation, school climate is defined as the perception of each individual about how the quality of life at school includes safety, learning processes, interpersonal relationships, teaching and how the scope of the institution or educational orientation and culture (Wang & Degol, 2016; Dadeh, 2021).

In order to realize a conducive school climate in educational institutions, especially for educators and students, Wang & Degol (2015) put forward four dimensions of school climate, namely: 1) Security which includes social/emotional, discipline and rules, physical; 2) Community which includes stress, quality of relationships, connectedness and respect for differences; 3) academic which includes leadership, teaching, learning and professional development; 4) institutional environment which includes structured organizational environment and availability of resources. Furthermore, other dimensions are presented according to Dadeh (2021), namely: 1) educational orientation which includes facilities with the aim of forming quality character, developing a framework of thinking and forming knowledge; 2) culture which includes ethics in the school environment, responsibility, living habits, respect for laws and regulations and the love that is formed in it.

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

Boarding school, which means that boarding school is an educational unit where students study in a dormitory and follow the learning in the dormitory. Boarding school is a dormitory-based education system in which educators and students live in the school dormitory for a certain period of time (Najimaturrohmah & Juhji, 2017). Boarding schools are known as pre-university boarding schools where students stay for the duration of their studies. The education set in boarding schools is designed like a boarding school, but not all boarding schools are boarding schools because in this boarding school, students not only learn about religion but also academics and social learning for 24 hours (Maksudin, 2013).

Boarding school is considered as one of the alternative schools in the formation of good character for students. Through the dormitory system that isolates the lives of students from various elements such as family, peers and the environment of daily life, great hopes are focused on the school in helping to shape the good character of students who are in boarding schools. One of the intended character building is the growth and development of independence and positive maturity and students are expected to develop these personalities effectively and be able to solve the problems of students (Muchtarom, et al., 2016).

The Boarding School system is considered as a sustainable component in shaping disciplinary character, students are expected to be able to carry out activities and the teaching and learning process properly and not hamper other components. The education system in schools in this case is expected to influence each other such as principals, teachers, coaches, students, facilities and infrastructure and also the curriculum. Boarding school is a school institution in which there is a dormitory as a place for students to live during the study period, the dormitory life period has several series of religious learning activities as in pesantren. The application of boarding school is expected to be able to emphasize rules and regulations in every routine of students, build good communication between students and dormitory coaches and can shape the disciplinary character of students (Reskiawan & Agustang, 2021).

The results of this study are in line with the results of several studies relevant to the title under study. The results of Yoneyama and Rigby's (2006) research revealed that students tend to be involved as perpetrators of bullying who then have a negative perception of how the school climate causes students to become perpetrators of bullying behavior themselves. Another study states that school climate has a negative significant relationship with bullying behavior, which means that the more conducive the school climate is, the lower the possibility of students showing bullying behavior when at school (Rahmawati, 2016).

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

3. METHOD

In this study, the type of research used was quantitative research. The population of this study were students from junior and senior high school boarding schools in Medan and surrounding areas, the population of this study amounted to 512 students (female and male) at the boarding school level obtained from 3 schools. The sampling technique used was total sampling of the convinence type, which is a sampling technique with the entire total research sample that allows researchers to access subjects easily and save time. The final sample of this study amounted to 412 students because at the time of collecting research data there were several subjects who were not present. Data collection techniques in this study by giving questionnaires to students who are in boarding schools.

This research instrument uses a Likert scale using an adaptation scale for bullying variables while the school climate variable uses construction, while the statements in the questionnaire questions total 54 items with details of questions for bullying totaling 24 items and school climate totaling 30 items. The school climate scale before construction amounted to 40 questions, then after testing the validity and reliability using Winstep software with the Rasch model, the final results for the school climate statement questions amounted to 30 questions.

Data analysis conducted in this study used simple linear regression, which is a linear relationship between one independent variable (x) and one dependent variable (y). The simple linear regression formula is as follows: Y = a + bX. Before testing the hypothesis, a data analysis process will be carried out which is called the regression assumption test. This regression assumption test consists of normality test, heteroscedasticity and multicollinearity test.

This section outlines the research methodology, encompassing (1) the research design; (2) the population and sample or 'research targets'; (3) data collection techniques and instrument development; and (4) data analysis techniques. For qualitative research, including classroom action research, ethnography, phenomenology, case study, and others, it is essential to include details such as the researcher's presence, research subjects, informants assisting in data extraction, research location and duration, as well as a validation check for the research results.

4. RESULTS AND DISCUSSION

4.1 Results

This study involves two variables, namely bullying behavior and school climate in boarding school students in Medan city. The subjects of this study were boarding school students at the junior high school and high school levels with a total sample of 412 people. The classification is 174 men and 238 women. The age classification starts from early adolescence (10-14 years) totaling 16 people, middle adolescence (15-16 years) totaling 293 people and late adolescence (17-21 years) totaling

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

103 people. Classification based on grade levels ranging from junior high school / MTs class VII totaling 5 people, class VIII totaling 7 people, class IX totaling 25 people, high school level class X totaling 139 people, class XI totaling 126 people, class XII totaling 105 people and intermediate class / SKS totaling 5 people. The Research Categorisation in this study is as shown in the following table.

Table 1. Empirical Data and Hypothetical Data Research Variables

Variables	Empirical Data				Hypothetical Data			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Bullying Behavior	25.61	37.51	31.56	5.94	23	92	57.5	11.5
School Climate	84.55	108.59	96.57	12.01	30	120	70	15

Table 2. Categorization of Bullying Variables

Formula	Categorization	Total	Percentage
$X \leq 25.61$	Low	48	12%
$X \geq 25.61, X \leq 37.50$	Medium	300	73%
$X \geq 37.50$	High	64	15%

Based on the results obtained from the table above, it can be concluded that bullying behavior is classified as a tendency of bullying behavior but at a moderate level, namely 300 people with a percentage of 73% have committed acts of bullying both intentionally and unintentionally as well as verbal, physical, non-verbal / psychological types. The categorization of bullying behavior variables with a high level is 64 people and the percentage is 15%, while the categorization of bullying behavior with a low level is 48 people and the percentage is 12%.

Table 3. Categorization of School Climate Variables

Formula	Categorization	Total	Percentage
$X \leq 84.55$	Low	66	16%
$X \geq 84.55, X \leq 108.60$	Medium	276	67%
$X \geq 108.60$	High	70	17%

Based on the results obtained from the table above, it can be concluded that the school climate of each school is quite good as can be seen in the table that as many as 276 people with a percentage

of 67% feel that the school climate where they study and dormitory they have been studying is quite good and in the medium category. The categorization of school climate variables with a high level or can be referred to as a very good school climate is 70 people and the percentage is 17%, while the categorization of the school climate that is felt and assessed is still not good or at a low level categorization is 66 people and the percentage is 16%. The Normality Assumption Test in this study was carried out as illustrated in the following table.

The following table shows the results of the normality test using the One-Sample Kolmogorov Smirnov statistical test with Asymp. Sig. (2-tailed). The significance value of normality testing is when the significance value is> 0.005.

Table 4. Normality Test with Asymp. Sig (2-tailed) One-Sampel Kolmogrov-Smirnov Test

		Unstandardized Residual
N		412
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.63186222
Most Extreme Differences	Absolute	.095
	Positive	.095
	Negative	-.057
Test Statistic		.095
Asymp. Sig. (2-tailed)		.000[c]

Based on the table above, it can be seen that the significance value obtained in the model asymp. sig. (2-tailed) model is 0.000, meaning that the significance values obtained in the three variables are not normally distributed. Furthermore, researchers conducted a normality test using Kolmogorov Smirnov with the Monte Carlo method. This method is used as an alternative in testing normality when the data is not normally distributed, the purpose of this method is to utilize random numbers or values that are too extreme (data values that are different compared to other data), (Musthofa & Nurfadhillah, 2021). Most of the researchers used asymp. Sig. (2-tailed) in normality testing even though not all data can be tested using this method. There are several disadvantages of this method, one of which is when the data is unbalanced and poorly distributed which will result in inaccurate results, so to overcome this, an alternative is used with the Monte Carlo method (Metha & Patel, 2012). Furthermore, the Monte Carlo method explains that the conditions for using this method if the sample data is more than 100 subjects / samples if the significance is <0.005 (Ghazali, 2018). In this case, researchers used the Monte Carlo exact test with a confidence level of 95% in testing the

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

Kolmogorov Smirnov normality test. The following are the results of the Kolmogorov Smirnov normality test output using Monte Carlo.

Table 5. Kolmogrov Smirnov Normality Test Using Monte Carlo One-Sample Kolmogrov-Smirnov Test

			Unstandardized Residual
N			412
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		5.63186222
Most Extreme Differences	Absolute		.095
	Positive		.095
	Negative		-.057
Test Statistic			.095
Asymp. Sig. (2-tailed)			.000[c]
Monte Carlo Sig. (2-tailed)	Sig.		.001[d]
	95% Confidence Interval	Lower Bound	.001
		Upper Bound	.002

Based on the table above, the significance value of the upper limit and lower limit using the monte carlo method is 0.002 or <0.005, while the significance value of the normality test is >0.005. Then the data is not normally distributed. The researcher then transformed the data using Natural Logarithm (LN) using SPSS v.22 software. The use of LN aims to normalize the data and reduce the scale of the research data, LN is an alternative in data transformation which is useful for making normal data in the normality test (Dedi, 2012). The following are the results of the Kolmogorov Smirnov normality test using the asymp. sig. (2-tailed) after data transformation using natural logarithm (LN).

Table 6. Kolmogrov Smirnov Normality Test Asymp. Sig (2-tailed) using Natural Logarithm One-Sample Kolmogrov-Smirnov Test

		Unstandardized Residual
N		412
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.16778651
Most Extreme Differences	Absolute	.063
	Positive	.063
	Negative	-.035
Test Statistic		.063
Asymp. Sig. (2-tailed)		.000[c]

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

Based on the results of the table above, it shows that the significance value for the normality test after data transformation using natural logarithms (LN) still produces a significance value of 0.000 or <0.005, which means that the data is not normally distributed.

Furthermore, researchers conducted the Kolmogorov Smirnov normality test using the Monte Carlo method with a 95% Convidence Level and data that had been transformed with natural logarithms. According to Mehta & Patel (2012) who state that in testing normality and seeing the normal value of data, some studies use asymptotic 2-tailed in testing, but this equation has weaknesses, one of which is that when the data we use is small, the results obtained are poor or inaccurate, therefore apart from asymptotic 2-tailed and Kolmogorof Smirnov, the Monte Carlo method can be used.

Then from the alternative research, the researchers then used the Monte Carlo method by using the value that had been transformed using the natural logarithm (LN), the results obtained were as follows.

Table 7. Monte Carlo Kolmogrov Smirnov Normality Test Using Natural Logarithm (LN) One-Sample Kolmogrov-Smirnov Test

			Unstandardized Residual
N			412
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		.16778651
Most Extreme Differences	Absolute		.063
	Positive		.063
	Negative		-.035
Test Statistic			.063
Asymp. Sig. (2-tailed)			.000[c]
Monte Carlo Sig. (2-tailed)	Sig.		.073[d]
	95% Confidence Interval	Lower Bound	.068
		Upper Bound	.078

Based on the results of the table above, the results obtained from the Kolmogorov Smirnov normality test using the Monte Carlo method with a Convicence Level value of 95% and data transformation using the natural logarithm (LN), the lower limit significance value is 0.068 and the upper limit is 0.078 or> 0.005, which means that the data is normally distributed or the normality test has been fulfilled.

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

After the normality test is fulfilled, the next assumption test will use data that has been transformed with natural logarithms (LN) both for linearity, heteroscedasticity, multicollinearity and hypothesis testing. The results will be presented below.

In this study, when the classical assumption test has been fully met, the next thing to do is hypothesis testing. The first test is school climate on bullying behavior, the second test is the dimensions of school climate on bullying behavior. The results of the hypothesis test are as follows.

Table 8. Hypothesis Test=School Climate on Bullying Behavior Using Natural Logarithm Value (LN)
Model Summary

Model	1	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221ᵃ	.049	.046	.17333

ANOVAᵃ

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.632	1	.632	21.036	.000ᵇ
	Residuals	12.318	410	.030		
	Total	12.950	411			

Based on the table above, the first test results, namely testing the school climate on bullying behavior, obtained a correlation value (R) of 0.221 and significance (p) of 0.000 or <0.05, it can be concluded that the school climate has an influence on bullying behavior. The value of Regression F (F) in the first test was obtained at 21.036, the coefficient of determination (R square) obtained was 0.49, so it can be stated that the school climate contributed 49% to bullying behavior. The hypothesis test value uses data that has been transformed using the natural logarithm (LN) value in SPSS v.22 software.

Table 9. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.830	.304		15.879	.000
	LN School Climate (X)	-.306	.067	-.221	-4.586	.000

Based on the coefficient table, the regression equation can be determined: Y= 4.830 + -0.306X, where bullying behavior is denoted by Y and school climate is denoted by X. This means that, if the

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

school climate variable is 0, then the tendency of bullying behavior has a value of 4.830. The regression coefficient value is negative -0.306 which indicates that each time the school climate variable increases once, it will reduce the tendency of bullying behavior by -0.306. So it can be concluded that the first hypothesis is accepted.

Table 10. Hypothesis Test = Dimensions of School Climate on Bullying Behaviour Using Natural Logarithm Value (LN)

Model Summary

Model	1	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365a	.133	.120	.16651

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig,
1	Regression	1.721	6	.287	10.345	.000b
	Residual	11.229	405	.028		
	Total	12.950	411			

Based on the results of the table above, the results of the second hypothesis test, namely testing all dimensions of school climate as an independent variable (x) on bullying behavior as the dependent variable (y), obtained a correlation value (R) of 0.365 while the significance value (p) of each dimension varies from the smallest 0.000 (<0.005) to the largest reaching 0.892 (>0.005). The hypothesis test value uses data that has been transformed using the natural logarithm (LN) value in SPSS v.22 software.

Table 10. Coefficients

Coefficientsa

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig,
1	(Constant)	4.232	.195		21.710	.000
	LN Keamanan	-.245	.075	-.251	-3.289	.001
	LN Akademik	.201	.061	.220	3.279	.001
	LN Komunitas	-.224	.085	-.189	-2.624	.009
	LN Lingkungan Kelembagaan	-.202	.070	-.190	-2.881	.004
	LN Orientasi Pendidikan	-.011	.078	-.009	-.136	.892
	LN Budaya	.193	.091	.142	2.123	.034

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

Based on the coefficient table above, below will be described the significance value (p) of each dimension of the school climate, namely: the security dimension has a significance value of 0.001 (<0.005), the academic dimension has a significance value of 0.001 (<0. 005), the community dimension has a significance value of 0.009 (> 0.005), the institutional environment dimension has a significance value of 0.004 (< 0.005), the education orientation dimension has a significance value of 0.892 (> 0.005) and the significance value of the cultural dimension is 0.34 (> 0.005). This means that of the six dimensions that have a significant value are the dimensions of security, academic and institutional environment because they have a significance value of less than 0.005 (p < 0.005) while other dimensions such as the dimensions of community, educational orientation and culture have a significance value of more than 0.005 (p> 0.005) which means they are not significant to bullying behavior

4.2 Discussion

Bullying behavior variables were measured using three dimensions, namely verbal bullying, physical bullying and non-verbal/psychological bullying. While the school climate variable is measured using 6 dimensions, namely the dimensions of security, community, academics, institutional environment, educational orientation and culture. The purpose of this study is to see if there is an influence between school climate on bullying behavior among boarding school students in Medan city. This research was conducted in 3 selected schools that have research permits in Medan city, namely SMA Unggulan CT ARSA Foundation, Nurul Fadhilah and SMA Plus Al-Azhar Medan with a total sample of 412 students from grade VII (MTs) to grade XII (SMA) which obtained the results that there is a significant effect of school climate on bullying behavior.

The results of data analysis that have been tested show the influence of school climate on bullying behavior in boarding school students which states that the first and second hypotheses are accepted. In testing this first hypothesis is done by testing the effect between the overall school climate and bullying behavior, then the second hypothesis test tests the dimensions of each school climate with bullying behavior to see which dimensions have a very low or insignificant value on bullying behavior.

Based on the results of the first hypothesis test, namely testing between the overall school climate variables on bullying behavior, which then obtained significant results with an influence between the x and y variables. This is in line with the results of research from Ulfah Maghfirah and Mira Aliza Rachmawati (2018) which states that there is a significant negative relationship between school climate and bullying behavior, namely that the more positive the school climate, the lower the tendency of bullying behavior.

Annisa Oktaviani, Tarmidi Dadeh, and Raras Sutatminingsih

Furthermore, the results of the second hypothesis test, namely testing between each dimension of school climate and bullying behavior, show the results between the dimensions of school climate and bullying behavior have an influence and are considered significant, namely the dimensions of security, academic and institutional environment with a significance value of <0.005, but the other 3 dimensions are considered not to have a significant influence, this is because the test value of the data is> 0.005 and these dimensions are the dimensions of community, educational orientation and culture

5. CONCLUSION

Based on the results of data analysis and discussion, this study concludes that there is an influence between school climate on bullying behavior in boarding school students. The higher (positive) the school climate, the lower the bullying behavior in the school / boarding school. There are 6 dimensions of school climate used in this study, namely the dimensions of security, academic, community, institutional environment, educational orientation and culture. In the results of the first and second hypothesis tests, the dimensions that are not significant to bullying behavior are the community dimension and educational orientation because they have a significance value greater than 0.005 (p < 0.005).

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