Correlation of Coping Behavior and Social Support with Potential Bullying Action of Adolescent in the Working Area of Kesunean Community Health Center Cirebon City

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Abstract—**Bullying behavior is one of the problems in adolescence which is currently still a concern, this is associated with peer rejection. Bullying is behavior that is not in accordance with norms that can be carried out by a person or group of people who abuse the imbalance of power, where the aim of the perpetrator is to hurt the victim both physically and mentally. Coping strategies need to be developed by victims to overcome the stress experienced due to bullying. The social environment is a factor from outside adolescents which contributes quite a lot in determining their self-concept. Social support is thought to be one form of influence of the social environment on adolescents who are victims of bullying. This study aims to determine the relationship of coping behavior and social support to the potential of Bullying actions in adolescents. This study used an observational analytical research method with a cross sectional approach which aims to determine the relationship between coping behavior and social support for bullying in adolescents. There is a significant relationship between social support and the potential for Bullying actions (p = 0.005), there is a relationship between coping behavior and the potential for Bullying actions (p = 0.005) and the independent variable that most influences the dependent variable or the potential for bullying is social support (p = -0,068). There is a relationship between social support and potential Bullying actions and there is a relationship between coping behavior and the potential of Bullying actions.**

Keywords— *Coping behavior; social support; Bullying behaviour*

I. INTRODUCTION

Adolescence is a period of human development. This time is a time of change or transition where there is a change from childhood to adulthood which includes biological changes, psychological changes, and social changes. The World Health Organization (WHO) defines teenagers as those aged between 10-19 years. The most important thing in the social changes experienced on adolescents period is adjustment to the increasing influence of peer groups, changes in social behavior, new social groupings, new values in social acceptance and rejection. One of the problems that teenagers often face related to peer rejection is the emergence of bullying behavior. Bullying is the negative behavior of a person or group of people who repeatedly abuse an imbalance of power with the aim of hurting the victim both physically and mentally.[1]

Bullying affects the social life of every child, especially the victims. Bullying makes children unable to interact well with

the social environment around them. Bullying can also hinder the process of self-development in children. One of the most important thing to overcome the stress experienced is families need to develop adequate adaptation strategies which are called "coping" strategies. This is supported by Friedman, who says that family "coping" is a positive behavioral response used by the family to solve a problem or reduce stress caused by a particular event.[2], [3].

Teenagers who are victims of bullying will feel the impact on themselves, such as lack of self-confidence, considering themselves to be worthless, feeling unloved, and even feeling hopeless. These feelings arise in teenagers as victims of bullying, allegedly because of the low support they receive from the social environment, thus forming a negative self-concept. However, not all victims of bullying end up in the same situation. The formation of self-concept in adolescents can also produce a positive image. Adolescents who receive bullying behavior may consider the bullying behavior they receive as motivation to become better, or consider it a failure that can be corrected. This view describes a positive self-concept. Factors originating from outside adolescents, such as the social environment and the like, can also contribute significantly to determining their self-concept. One of the forms of influence of the social environment on teenagers who are victims of bullying is social support.[4]

Social support received by adolescent victims of Bullying, whether in the form of encouragement, attention, appreciation, help and affection, makes them think that they are not alone, loved, cared for and appreciated by others. Feelings of being accepted and appreciated positively, make the individual tend to develop a positive assessment of themselves. The opposite can also happen when adolescent victims of Bullying do not receive social support.[4] Given the importance of social support and coping behavior towards Bullying in adolescents as mentioned above, this social support and coping behavior will certainly also affect the potential for Bullying in adolescents. Based on this, this study was conducted to determine social support and coping behavior in adolescents, as well as the relationship between coping behavior and social support towards Bullying in adolescents in the city of Cirebon.

II. METHOD

This study uses an analytical observational research method with a cross-sectional approach which aims to determine the relationship between coping behavior and social support towards bullying in adolescents in the work area of the Kesunean Health Center, Cirebon City.

Place of this study taken was the kesunean area, while the inclusion criteria are 1.Adolescents who are in the working area of the Kesunean Health Center in Cirebon City and willing to be respondents, 2.Adolescents who live in RW 6, RW 8, RW 9, 3.Living with parents/guardians, 4.Physically and mentally healthy.

Sampling procedure of this study is consecutive sampling. Samples were taken in RW 6 and RW 8 during the implementation of the Youth Posyandu, every teenager who came was asked for their availability to be a research subject.

III. RESULTS AND DISCUSSION

The instruments of this study are quisinoners which given to the respondents, the are 3 questionnaires used in this study. The questionnaire trial has been conducted to find the validity and reliability of the measuring instrument from previous research. The result of these was all the questionnaires passed the trial and could be used to.

1. Social support scale questionnaire

The social support scale in this study was adapted by the researcher using a Likert model scale with aspects of social support created by Cutrona & Russel "Social Previsions Scale".[5]

TABLE I. SOCIAL SUPPORT SCALE BLUEPRINT

No	Aspect	Indicator	Fav	Unfav	Total
1	Attachment	Feeling emotional closeness and security with others	11,17	14,21	4
2	Social Integaration	Having the opportunity to share interests	5,8	2,22	4
3	Reassurance of worth	Getting approval for opinions	13,20	6,9	4
4	Reliable Alliance	Getting the opportunity to share happy/sorrowful stories with others	1,23	10,18	4
5	Guidance	Getting advice/suggestions from others	12,16	2,19	4
6	Opportunity for narturance	Fulfillment of daily needs	4,7	15,24	4
	Total		12	12	24

The social support scale to be tested consists of 24 items, consisting of 12 favorable items and 12 unfavorable items. Furthermore, to interpret the respondent's score, the author determines 4 answer categories, namely: Strongly agree (SA), Agree (A), Disagree (D), and Strongly disagree (SD).[5]

The score acquisition of the items is based on the answers chosen according to the type of statement, namely favorable or unfavorable. For favorable answers, the score moves from right to left (SA → A → D → SD) with a value of (1 → 2 → 3 → 4). While for unfavorable, the scoring method moves the other way around from left to right, (SD → D → A → SA) with a value of (4 → 3 → 2 → 1).[5]

2. Coping mechanism scale questionnaire

The instrument used to measure coping mechanisms uses a questionnaire used in previous research, namely coping mechanisms focused on cognitive and coping mechanisms focused on emotions.

TABLE II. COPING MECHANISM SCALE

No	Indikator	Fav	Unfav	Total
Coping mechanisms focused on problems				

1	Negotiation	1,2		2
2	Confrontation		3,4	2
3	Seeking advice	5,6	7,8	4
Cognitively focused coping mechanisms				
1	Positive comparison	9,10		2
2	Selective ignorance		11,12	2
3	Reward substitution	13,14		2
4	Devaluation of desired objects		15,16	2
Coping mechanisms focused on emotions				
1	Denial		17,18	2
2	Suppression		19	1
3	Projection		20	1
	Total			**20**

In the favorable statement, SA (Strongly Agree)'s answer is scored 4, A (Agree)'s answer is scored 3, AD (Arguably Disagree)'s answer is scored 2, D (Disagree)'s answer is scored 1 and SD (Strongly Disagree)'s answer is scored 1. In contrast, in the unfavorable statement, SA's answer is scored 0, A's answer is scored 1, AD's answer is scored 2, D's answer is scored 3, SD's answer is scored 4. Coping mechanisms are interpreted as adaptive and maladaptive.[6]

3. Bullying scale questionnaire

This questionnaire consists of 22 questions using a Likert scale that has answer options Never (4), ever (3), rarely (2), often (1), and always (0) for favorable questions, while for unfavorable questions Never (0), ever (1), rarely (2), often (3), and always (4). The following is the outline of the Bullying behavior questionnaire. The calculation of the score on Bullying behavior with the calculation of the time intensity during the last week includes Never (not at all), Ever (1 time), Rarely (3 times), Often (5 times), and Always (7 times).[7]

TABLE III.   BULLYING SCALE

Variable	Indicator	*Fav*	*Unfav*	Total
Bullying Behavior	1. Physical *Bullying*	2,4	1,3,5	5
	2. Verbal *Bullying*	6,9,10	7,8,11	6
	3. Social *Bullying*	12,14,16	13,15	5
	4. Cyber *Bullying*	18,20,21	17,19,22	6
	Total			22

Description:

Favorable: statements or questions that support or favor the research object.

Unfavorable: statements or questions that do not support or favor the object.

Data collection was conducted on January 25, 2019 with a sample of adolescents in the working area of the Kesunean Health Center, Cirebon City. Respondents who became the research sample were adolescents who attended the adolescent Posyandu in RW 8 and RW 6 with a total sample of 46 people. The results of data collection on respondents were then analyzed bivariately.

1.   Bivariate Analysis Results

TABLE IV.   CORRELATION BETWEEN SOCIAL SUPPORT AND POTENTIAL BULLYING ACTIONS

Social Support	Potential Bullying Actions						N	p value	r
	High		Medium		Low				
	N	%	N	%	N	%			
Good	0	0.0%	2	3.3%	6	10.0%	8	0,005	-0,619
Arguably Poor	0	0.0%	41	68.3%	1	1.7%	42		
Poor	1	1.7%	9	15.0%	0	0.0%	10		
Total	1	1.7%	52	86.7%	7	11.7%	60		

In the table above, out of 10 respondents with poor coping behavior, 9 or 15% have moderate potential for bullying and 1 or 1.7% have low potential for bullying. Of the 42 respondents with poor coping behavior, 41 or 63.3% have moderate potential for bullying and 1 or 1.7% have low potential for bullying. While 8 respondents have good social support, out of 8 respondents, 2 or 20% have moderate potential for bullying and 6 or 10% have low potential for bullying.

The results of the Spearman's rho correlation test are -0.619 and the p value is 0.005. Showing a negative relationship between social support and the potential for bullying of -0.619. And the significant value of 0.005 is smaller than 0.05, thus it can be concluded that social support has a negative relationship with the potential for bullying.

TABLE V.   CORRELATION BETWEEN COPING BEHAVIOR AND POTENTIAL BULLYING ACTIONS

Coping Behavior	**Potential Bullying Action**						N	p value	r
	High		Medium		Low				
	N	%	N	%	N	%			
Adaptive	0	0.0%	1	1.7%	7	11.7%	8	0,005	-0,876
Less Adaptive	1	1.7%	51	85.0%	0	0.0%	52		
Maladaptive	0	0.0%	0	0.0%	0	0.0%	0		
Total	1	1.7%	52	86.7%	7	11.7%	60		

In the table above, out of 8 respondents with adaptive category coping behavior, 1 or 1.7% have moderate Bullying Potential and 7 or 11.7% have low Bullying Potential. Of the 52 respondents with less adaptive category coping behavior, 51 or 85% have moderate Bullying Potential and 1 or 1.7% have High Bullying Potential.

The results of the Spearman's rho correlation test were -0.876 and the p value was 0.005. Showing a negative relationship between Coping Behavior and the Potential for Bullying Actions of -0.876. And the significant value of 0.005 is smaller than 0.05, thus it can be concluded that Ho is accepted and Ha is rejected, meaning that Coping Behavior has a negative relationship with the Potential for Bullying Actions.

2. Multivariate Analysis Result

TABLE VI.   THE MOST INFLUENTIAL VARIABLES ON THE POTENTIAL FOR BULLYING ACTIONS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.774	.128		29.395	.000
Coping Behavior	-.823	.089	-.797	-9.228	.000
Social Support	-.068	.055	-.106	-1.227	.225

The table shows the level of relationship between each independent variable and the dependent variable. The most influential variable is the social support variable with a value of -.068. It can be concluded that compared to other variables, the social support variable is the variable that has the most influence on the Potential for Bullying.

TABLE VII.   DETERMINANT COEFFICIENT OF COPING BEHAVIOR VARIABLES (X1) AND SOCIAL SUPPORT (X2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869ᵃ	.756	.747	.17810

From this table it can be seen that the R2 value of 0.756 indicates that there is an influence of Coping Behavior, and Social Support together on the Potential for Bullying Actions of 75.6%. This is also indicated by the large percentage of the influence of Coping Behavior, and Social Support together on the Potential for Bullying Actions, which is 75.6% and the remaining 24.4% is influenced by other factors outside those studied

CORRELATION BETWEEN COPING BEHAVIOR AND POTENTIAL BULLYING ACTION DISCUSSION

The results of the bivariate analysis that has been conducted show that there is a significant correlation between coping behavior and the potential for Bullying, meaning that the level of adolescent coping behavior in dealing with a problem affects the potential for Bullying. The reason that coping behavior is related to the potential for Bullying is because it is in accordance with the explanation of previous research conducted by Mufidah Hayati, namely that coping behavior applied to children and adolescents can reduce Bullying behavior such as dealing with stress felt with rational considerations, controlling oneself in dealing with problems faced, evaluating problems faced.[8]

CORRELATION BETWEEN SOCIAL SUPPORT AND POTENTIAL BULLYING ACTION DISCUSSION

The results of the bivariate analysis that has been conducted show that there is a significant negative correlation between social support and the potential for Bullying, meaning that the better the social support, the less potential for Bullying.

The factors that determine the good and bad behavior of an individual start from their family environment, especially how the individual gets good support from both parents. A teenager who gets good social support from his parents will feel safe in facing the outside world, this is because the function of social support as a fulfillment of affiliation needs is fulfilled because social support allows individuals to interact with others.

Social support also functions to reduce stress because through interaction, a person can think more realistically and get another perspective so that they can more easily understand the problem, a child who enters adolescence generally needs to get social support especially in the form of informative support from his parents, because at this time a child will mingle more with the environment and his friends therefore social support from parents such as providing advice, guidance, suggestions for solving problems, is something that a child needs to avoid doing negative and deviant things such as Bullying behavior. [9].

IV. CONCLUSIONS

There is a significant relationship between coping behavior and the potential for bullying. The results of the Spearman's rho correlation test indicate a correlation coefficient of -0.619 and a p-value of 0.005. This suggests a negative relationship between social support and the potential for bullying, with a correlation of -0.619. Since the p-value of 0.005 is smaller than the significance level of 0.05, we can conclude that social support has a significant negative relationship with the potential for bullying.

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The independent variable that most significantly impacts the dependent variable, or the potential for bullying, is social support. The R² value of 0.756 shows that Coping Behavior and Social Support together account for 75.6 of the variance in Potential Bullying Actions. This substantial percentage underscores the combined influence of Coping Behavior and Social Support, leaving 24.4% of the variance to be attributed to other factors not examined in this study.

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