



## The Relationship of *Peer Group* Roles with *Verbal Bullying* at St. Peter High School Medan

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**Abstract:** *Peer Group* is a group of peers who interact with each other and influence the formation of attitudes, values and behaviors both in social activities, education, and shared hobbies, this can have positive or negative impacts on adolescents. The positive impacts of peer groups such as increasing learning motivation, discipline in rules, positive emotional encouragement towards social to make a teenager more independent, but this can also have negative impacts including uncontrolled free association, truancy behavior from school, cheating on exams, smoking, premarital free association, hedonism, consumptive and bullying behavior which is psychological violence behavior both verbally and non-verbally. This study aims to determine the relationship between peer groups and verbal bullying of adolescents. The results of the study obtain that the majority of peer groups were in the strong category as many as 75 respondents (98.7%) and Verbal bullying was found, verbal bullying do not occur as many as 68 respondents (89.5%). Data analysis using the Fisher exact test, the results of the statistical test obtains a  $p\text{-value} = 1.000$  which means that there is no relationship between the role of peer groups and verbal bullying. It is hoped that SMA Santo Yosef Medan students will be able to increase positive peer groups.

## 1. INTRODUCTION

Adolescence is a period of transition from childhood to adulthood, during which individuals prepare to reach adulthood. Major changes in various aspects, such as physical, mental, intellectual, and social, occurred during this period. Unstable adolescent psychological conditions, coupled with emotional instability, can trigger problems, one of which is verbal bullying. The impact of bullying behavior on adolescents can lead to disorders, such as depression, anxiety, and antisocial behavior. (Riska Wati et al., 2023).

Adolescence is divided into three age stages, namely early adolescence, middle adolescence, and late adolescence. Early adolescence includes ages 12 to 15, middle adolescence between ages 15 to 18, and late adolescence lasts between ages 18 to 21 (Sulfemi & Yasita, 2020). The adolescent phase or often called adolescence is the stage where a teenager integrates with society in a more mature age range. At this stage, a teenager is no longer considered a child, but has entered a similar phase to older people. In the mechanism of

interacting with the surrounding community, a teenager often interacts with his peers (peer group) (Siswanto et al., 2023).

Peer groups, also known as peer groups, are groups of people who are aged, go to school, and have the same goals (Siswanto et al., 2023). Peer group refers to the closeness of relationships between individuals or group members, which includes aspects of open communication, collaboration, and intensity of interaction (Ardea Sri Pramesti & Anniez Rachmawati Musslifah, 2024). This peer group can also have a good or bad influence on teenagers. Positive influences that arise through the existence of peer groups include : increasing motivation to learn in adolescents, increasing compliance with school rules, and obtaining emotional and social encouragement to make individuals more independent. Meanwhile, the negative impact of peer groups can increase the occurrence of premarital promiscuity, truancy from school, cheating behavior, smoking behavior, hedonistic lifestyle, consumptive behavior and bullying (Putu Karunia Meilani & Hizkia Tobing, 2023).

Bullying is an act of violence that is detrimental in nature involving the abuse of power from an individual or group against another individual, which can cause repeated physical, emotional, and social impacts. This often happens in schools, where children gather, as well as on social media platforms. (Ilham et al., 2021). Bullying behavior carried out by a person against a victim of bullying can be done in various ways such as: non-verbal bullying, relational bullying, cyber bullying and verbal bullying (Rafi Nurul Fikri et al., 2024). Verbal bullying is a form of bullying that occurs directly, including actions such as calling out derogatory names, mocking, teasing, or threatening. These verbal actions are often the most common, perhaps because they are often considered normal and not always recognized as a form of bullying. Verbal bullying is one of the simplest forms, which is often the starting point for other acts of aggression and the first step towards further violence (Ahmad Kristanto & Muhammad Naufal Fikri, 2023).

Verbal bullying has a negative effect on the parties involved. The psychological impact experienced by victims of verbal behavior include feelings of lack of confidence to reluctance to go to school, sleep problems, and difficulties in social interactions. The most significant psychological impact is the possibility that the victim suffers from psychological disorders such as obsessive-compulsive disorder, chronic anxiety, depression, suicidal thoughts, and post-traumatic stress disorder (post trumatic stress disorder) (Ahmad Kristanto & Muhammad Naufal Fikri, 2023).

The incidence rate of bullying in the world shows a high prevalence in European countries, with 9.4% of victims experiencing physical bullying, 36.1% verbal, and 33%

relational bullying. The incidence figures show that men are more victims of bullying than women. In men, the most common forms of bullying are physical and verbal, while in women, bullying that often occurs tends to be social and relational (Hamidah, 2020). Indonesia's incidence rate of verbal bullying reaches 70% of all bullying cases. The Ministry of Women and Children's Empowerment, 2020, noted that the number of cases of violence against children in the early period of 2020 (January-June) reached 768 incidents (Maharani et al., 2023). Based on data from the Indonesian Child Protection Commission (KPAI), the highest incidence of verbal bullying in Indonesia is in DKI Jakarta, which is around 18,442 cases per year. The act of bullying that often occurs in the area is bullying in the form of verbal bullying (Buana, 2024). In line with this, the North Sumatra Provincial Women's Empowerment and Child Protection Agency reported that there were 925 children who were victims of violence and bullying behavior in 2021 to be precise (Ngayomi et al., 2023).

Data from Santo Petrus High School Medan was obtained from student population data of 320 people. Based on the initial survey on August 9, 2024, the results of the initial observation that the author made on students at SMA Santo Petrus to 10 students, the results were obtained, namely 2 people performing positive Peer Group roles, 8 people performing negative Peer Group roles. Based on the results of Verbal bullying who carried out low verbal bullying 3 people, moderate verbal bullying 2 people and high verbal bullying 5 people.

Incidents of verbal bullying usually occur in individuals who are considered weak by peers and have a personality that is difficult to socialize or get along with their friends. Factors that can affect the occurrence of verbal bullying among adolescents include the behavior of individuals, families, groups of friends, environment, personality, social media, and lack of supervision of the role of parents towards children. In addition, the factor of association with peers also plays a very important role in influencing bullying behavior in adolescents. Lack of family harmony can also be a factor in someone who intimidates someone who is considered weak (Arisanty Latifah, 2024). The occurrence of verbal bullying does not only have an impact on the victim, but this bullying behavior also results in witnesses and the perpetrator himself. The effects of this bullying perpetrator usually remain imprinted on the victim. Therefore, more appropriate steps are needed to overcome the occurrence of bullying behavior, especially among adolescents (Amalia & Haryati, 2023).

Steps and interventions that can be used in order to overcome the incidence of verbal bullying behavior, especially in adolescents, can be done in various ways such as educating adolescents to stop bullying both in the environment both at school and in the social environment, the role of parents is very important because they are the parties who form the

basis of children's knowledge and skills. Parental participation in children's education is not only limited to activities at school. In preventing bullying behavior, the role of parents can play a role by implementing good parenting, consulting teachers, attending school meetings, and participating in programs organized by schools (Abdullah & Ilham, 2023).

The main step in overcoming verbal bullying in children is to provide attention, trust, and involve both parties involved and affected in the process of resolving it (School, 2024). Moore (2018) also studied the application of martial arts as one of the extracurricular activities in schools, which has proven to be effective as an alternative approach in preventing bullying. This program aims to help individuals strengthen themselves and solve problems in a more productive way, and is closely linked to bullying prevention and has a broader positive impact on supporting children's mental health (Suci et al., 2021). In addition, one of the ways to prevent verbal bullying can also be done through group guidance services, which provide social support and increase the self-esteem of bullying victims (Yani & Afrinaldi, 2024), and to solve the problem of verbal bullying which creates a conducive school climate, free from violent practices (Yuli & Ahmad Efendi, 2022). Based on the description above, the researcher is interested in conducting a study on the relationship between the role of peer groups and bullying behavior at St. Petrus High School in 2024.

## **2. RESEACRH METHODS**

This study is a quantitative research with a cross sectional approach. The population in this study is all students at SMA Santo Petrus Medan which totals 320 students. Sampling was done using a purposive sampling technique using the Slovin formula so that a sample of 76 respondents was obtained in this study. The inclusion criteria are given permission by the teacher in charge, students from classes X SOCIAL STUDIES, XI SCIENCE and XII science and students who can participate in research. The independent variable in the study is the role of the peer group. The dependent ariabel in this study is Verbal Bullying. The measuring tool used in this study is the Likert scale, which aims to assess a person's opinions, attitudes, and views (Nursalam, 2020).

The data collection technique used a questionnaire about the role of peer groups and verbal bullying taken from a questionnaire owned by Charolin (2022) In a peer group questionnaire with a value with a calculated  $r$  value  $> r_{table} = 0.312$ , it is declared valid and if  $r < r_{table}$  (0.312) is declared invalid. The validity test on the peer group questionnaire adopted from the research of Charolin (2022) which was a peer group research ""The Relationship of Peer Group to the Personality of Accounting Students, Faculty of Economics

and Business, University of Muhamadiyah Sukarta" and the questionnaire of Dwiyanti (2020), Validity is an important criterion for assessing the measurement of variables. In the verbal bullying questionnaire with a value of  $r$  calculated  $> r$  table = 0.532, it is declared valid if  $r$  is calculated  $<$  from table (0.532) is declared valid. A validation test on the verbal bullying questionnaire adopted from researcher Dwiyanti (2020) who researched verbal bullying obtained the results of "The Relationship between Verbal Bullying and Student Interpersonal Intelligence at SD Bengkala, Kubu Additional District, Buleleng Regency". The reliability test was carried out after the data was valid, the peer group questionnaire was reliable if it gave a cronbach's alpha  $>$  value of 0.60 while the verbal bullying questionnaire was reliable if the cronbach alpha value was 0.950.

This Peer Group questionnaire covers aspects of openness, cooperation and frequency, the questionnaire is organized into 27 items, namely 16 favorable and 12 unfavourable. Each item was graded using a Likert scale with the following scores: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The verbal bullying questionnaire consists of 30 items, using the Likert scale which includes two types of statements, namely favorable and unfavorable, with four categories of interval answers, namely: Always (S), Often (SR), Sometimes (KK), and Never (TP). The data collection process includes primary data, which is obtained directly from the first source, such as individuals or respondents, through filling out questionnaires usually carried out by researchers, as well as secondary data containing relevant information from SMA Santo Petrus Medan. Data analysis used univariate analysis with frequency and percentage distribution of each category, bivariate analysis using fisher exact test with a  $p$  value of 1,000 ( $p < 0.005$ ). This research already has a certificate of ethical clearance from the STIKes Santa Elisabeth Medan health research ethics commission with letter number No. 244/KEPK-SE/PE-DT/XI/2024.

### 3. RESULTS AND DISCUSSION

#### Characteristics of the respondent's demographic data

**Table 1.** Frequency distribution of demographic data respondent characteristics at Senior High School Santo Petrus (N=76)

Category	<i>f</i>	%
<b>Age</b>		
14	1	1,3
15	24	31,6
16	29	38,2
17	22	28,9

Gender		
Man	40	52,6
Woman	36	47,4
Class		
X	26	34,2
XI	25	32,9
XII	25	32,9
<b>Total</b>	<b>76</b>	<b>100,0</b>

**Table 2.** Frequency and Percentage Distribution Based on the Role of Peer Group Students at SMA Santo Petrus Medan in 2024 (n=76)

The Role of Peer Groups	Frequency (f)	Percentage (%)
Strong	75	98,7
Weak	1	1,3
<b>Total</b>	<b>67</b>	<b>100,0</b>

**Table 3.** Distribution of Frequency and Percentage Based on Verbal Bullying 1 Student at SMA Santo Petrus Medan in 2024 (n=76)

Verbal Bullying	Frequency (f)	Percentage(%)
DoesntHappen	68	89,5
Happen	8	10,5
<b>Total</b>	<b>76</b>	<b>100,0</b>

**Table 4.** The Relationship between Knowledge Level and Conscious Action in Class X Students at SMA Santo Thomas 1 Medan in 2024

The Role of Peer Groups	Verbal Bullying				Total		<i>p-value</i>
	Not Happening		Happen				
	<i>F</i>	%	<i>f</i>	%	<i>F</i>	%	1,000
Strong	67	88,2%	8	10,5%	75	98,7%	
Weak	1	1,5%	0	0,0%	1	1,3%	
Total	68	89,5	8	10,5	76	100.0	

Based on table 4 regarding the results of the analysis of the relationship between the Role of Peer Group and Verbal Bullying at SMA Santo Petrus Medan in 2024, it shows that 67 students (88.2%) have strong Peer Group Roles with Verbal Bullying Occurring Weak with Verbal Bullying Not Occurring as many as 1 student (1.5%), while respondents who have a Weak Peer Group Role with Verbal Bullying Occur as many as 0 students (0.0%). Sourced from the results of the fisher exact test , a significant value (p value) of 1,000 was obtained

which showed that  $p \text{ value} = 1,000$  ( $p > 0.05$ ), it can be concluded that there is no relationship between the role of Peer Group and Verbal Bullying at SMA Santo Petrus Medan in 2024.

## **Discussion**

### **The Role of Peer Groups in Adolescents of Santo Petrus High School Medan**

Based on the results of research conducted at SMA Santo Petrus Medan in 2024, the results were obtained that respondents had a strong Peer Group Role of 75 students (98.7%), while respondents who had a weak Peer Group were 1 student (1.3%). This information was obtained from statements in the questionnaire distributed to 76 respondents, which showed that the peer group of students of SMA Santo Petrus Medan was included in the strong category (98.7%).

Research (Widodo et al., 2021) also showed that the role of peers in the medium category was 41 respondents (53.%). This shows that the influence of peers in doing negative things still exists, but only follows the group's rules so they still feel uncomfortable if they have to collaborate with peers who are still unfamiliar or unfamiliar. This research is not in line with (Miftahudin 2019) who said that the role of peers is in the high category as much as 36%, because students feel that they have to be accepted in the group, thus they take advantage of the opportunity to look more attractive, but in a negative way or in a bad way.

Peer groups can be affected by both internal and external factors. Internal factors include the capacity or potential that exists in oneself who has low communication, poor parenting and a person's background, for example, such as a broken home. Meanwhile, external factors such as a poor environment, misalignment of interests, differences in goals and gender differences (N. Putri et al., 2024), and also authoritarian democratic or permissive parenting styles (Lufpitasari, 2021).

Researchers assume that a person's ability to interact and join peer groups is strongly influenced by two main factors, namely the state of the family environment and the peer environment. Parenting in the family plays an important role in the development of his social and emotional skills. The better the parenting style in the family by providing affection, attention, listening, responding to children's feelings, giving praise and recognition from parents, motivating, teaching children to be able to accept failures so that children are able to be independent and develop healthy and effective social skills with their peers. Attention, emotional support, and open communication tend to help children or adolescents build confidence and social skills to build relationships with others outside the family, . Helps them

more adapt and be accepted in peer groups, as they feel more prepared and comfortable interacting.

The peer environment also plays an important role in shaping one's social abilities. As a social group that is often encountered on a daily basis, peers provide an opportunity to practice and test the social skills they already have. The interactions that occur in peer groups provide individuals with the opportunity to understand social norms, share experiences, and learn from the way their peers interact. With positive and supportive peer relationships, individuals tend to feel more accepted and valued, which in turn improves their ability to get along better and develop healthy and effective social skills.

### **Verbal Bullying in Teenagers of St. Peter's High School in 2024**

Based on the results of the investigation conducted at SMA Santo Petrus Medan in 2024, the results were obtained that respondents had Verbal Bullying That Did Not Occur as many as 68 students (89.5%), while the majority of Verbal Bullying that occurred was 8 students (10.5%). This is based on the answers listed in the questionnaire distributed to 76 respondents, which indicated that verbal bullying among students of SMA Santo Petrus Medan was included in the category of Not Occurring (89.5%).

The results of this study are not in line with the research (Ezra Addo Setiawan et al., 2024), it was found that 63 students (63.0%) were verbally bullied in the moderate category, showing that adolescents still engage in verbal bullying actions such as sarcasm or offensive comments but have not yet reached insults or harsh threats. Fatmawati & Maryam, (2024) in their research found that verbal bullying in the medium category of 115 students (65%), which shows that there is still a great potential for bullying because more than 50% still lead to physically and mentally hurtful behavior, in addition to the research (Alvicky, 2024), also stated that verbal bullying behavior In the moderate category, as many as 30 students (75.0%), which means that verbal bullying occurs but does not occur harmful behavior or is very frequent, but significant enough to affect the victim, or it can be said that verbal bullying is mild, but can still damage the victim's feelings or self-esteem.

Verbal bullying can be detected because it involves the senses of hearing, for example: giving negative nicknames, insulting, using harsh words, degrading, accusing and spreading slander (Fadil, 2023). Factors that affect the occurrence of verbal bullying include family and social environment. Family factors include a lack of warmth and attention from parents, parenting that is too harsh so that children feel pressured, lack of parental supervision, influence from siblings, and parental attitudes that unconsciously set examples of bullying behavior.



Meanwhile, social factors include associating with children who like to bully, seeking attention with bullying actions to get awards, in front of their friends, or in other words, a person who is in a negative environment will do negative things, so that they will show poor ability to socialize (Mahira & Yuliana, 2023).

Researchers assume that the high level of verbal bullying at SMA Santo Petrus Medan is more influenced by the behavior of some individuals who think that what is done is just a joke, while it is part of bullying that they are not aware of. This behavior is often unnoticed by the perpetrator because they feel that the actions they are taking are nothing more than jokes or jokes. However, what they don't know is that the joke can have an impact on the feelings and emotional well-being of their target friend.

The high level of verbal bullying here can be seen from how often this behavior occurs and how much of an impact it has on the victim. In these cases, verbal bullying can occur in the form of mockery, sarcasm, or demeaning comments that are often taken lightly by the perpetrator. Although the victim may feel uncomfortable or hurt, they feel trapped in the situation, as such comments or taunts are often made in public, or are considered part of everyday social interactions. Unbeknownst to the perpetrator, even though their intention is not to hurt, these comments or ridicule can put quite a lot of emotional pressure on the victim. Especially if this happens repeatedly, the victim may begin to feel isolated, anxious, or even depressed. They may feel that they are not accepted by the group or that they are always looked down upon by others. In addition, in many cases, verbal witnesses to bullying often feel trapped between wanting to defend the victim or staying silent so as not to be the target of bullying as well.

Verbal bullying is done in a casual way or seems unserious, making it difficult for the victim to fight back or express feelings. They are worried that they are considered too sensitive or cannot accept jokes. Therefore, it is important to raise adolescents' awareness of the difference between joking and bullying, as well as educate them.

### **The Relationship between the Role of Peer Groups and Verbal Bullying**

The results of researchers at SMA Santo Petrus Medan with the fisher exact test obtained  $p = 1,000$  where ( $p > \alpha 0.05$ ). This means that  $H_0$  was accepted and  $H_a$  was rejected, that is, there was no relationship between the role of Peer Group and Verbal Bullying in students of SMA Santo Petrus Medan. The results of this study are in line with the researcher (Miftahudin, 2020) stating that there is no relationship between Peer Group and Verbal Bullying behavior with  $p=0.991$  ( $p > \alpha 0.05$ ). The results of the study show that although high

levels of peers do not guarantee that the level of bullying behavior will also be high. (Y. Putri, 2019) also stated that there was no relationship between Peer Group and Verbal Bullying with a value of  $p=0.863$  ( $p > \alpha 0.05$ ). Factors that affect verbal bullying include the characteristics of the child, parental parenting, and economic status. This situation is not in accordance with the findings of the research conducted (Widodo et al., 2021) there is a peer group relationship with verbal bullying with a value of  $p=0.02$  ( $p < \alpha 0.05$ ), showing that verbal bullying behavior occurs due to peer pressure to pursue recognition of themselves in order to be accepted in the group so as to imitate the actions and behaviors carried out by friends Serenity.

Nurhidayah et al. (2021) also contradict the findings that show that there is a link between peer groups and bullying behavior with a p-value value of 0.02 showing that the role of peers does not completely affect bullying behavior but there are other factors such as the media because the media can shape adolescent mindsets and behaviors, including negative behaviors such as bullying. Therefore, the use of media by adolescents needs supervision from the family, and guidance to use the media positively, for example for learning.

Peer groups are groups of adolescents who are at a similar age or stage of maturity, to give and receive feedback on their abilities, as well as learn together about the good and bad of a behavior or individual. Through peer groups, a teenager can find his or her identity and develop his social sense as his personality develops. A teenager will do various ways to be accepted by his group (Intarti, 2020).

Research (Septiyuni et al., 2020) also found that there was no significant association between peer group relationships and verbal bullying of students at school with a  $p=0.360$  value. However, other contextual factors, such as the influence of the family environment and individual factors. Adolescents who are raised with a loving democratic upbringing will exhibit bullying behavior to a lower degree, or in other words, the better the parenting style applied by the parents, the less likely it is to develop bullying behavior.

The role of peer groups is one of the main factors in individual development, in order to be able to minimize verbal bullying behavior, and vice versa if the peer group is high, verbal bullying behavior also increases. The expected peer group is a positive peer group to individuals such as increasing learning motivation, discipline of rules, emotional encouragement yang positif terhadap sosial untuk menjadikan seseorang remaja menjadi lebih mandiri, namun kadang peranan Peer Group justru sebagian besar mengarahkan anak ke hal-hal yang negatif.

The role of peer groups at SMA Santo Petrus is very strong in forming relationships between students. The role played by this peer group leads more to positive things and supports

goodness. One of the factors that supports the creation of this atmosphere is the guidance approach applied by the teachers at the school. At St. Peter's High School, teachers not only function as teachers, but also as mentors who provide direction and support. role models in terms of positive social attitudes, tolerance, and respect for differences. In addition, spiritual activities carried out by the school also have a significant impact on shaping the character of students. At St. Peter's High School, spiritual activities such as retreats, mass together, and prayer meetings are routinely held to foster a sense of empathy, compassion, and peace among students. This activity helps them to get closer to religious values that emphasize love for others, and avoid behaviors that harm others, including verbal bullying. As a result, the potential for verbal bullying can be minimized, and students are more likely to exhibit mutually supportive, understanding, and respectful behaviors.

Researchers assume that peer groups do not necessarily affect verbal bullying, but rather many other factors that influence such as parenting styles. A positive parenting style will change the mindset of adolescents to good things and will have an impact on the social and emotional development of adolescents. When parents provide the right affection, attention, and supervision, a teenager will grow up with a strong understanding of the importance of respecting others and understanding the impact of their every action, this can help a teenager to behave more empathetically towards others and respect each other in social interactions, both inside the home and outside the home.

Adolescents who grow up with a positive parenting style tend to be better able to distinguish between right and wrong, because they have a strong sense of ethical principles and clear boundaries. The group is also better able to judge and choose not to engage in bullying behavior. As a result, they are more likely to have strong self-confidence and are less easily influenced to engage in bad behaviors that can harm others, including bullying. Good parenting teaches children about social responsibility and the importance of harmonious relationships, respecting the feelings of others, maintaining a positive attitude and avoiding bullying behavior, and they also become agents of change who encourage friends to respect each other.

#### 4. CONCLUSION

Based on the findings of the study on the relationship between peer groups and verbal bullying at SMA Santo Petrus Medan in 2024, it can be concluded that the Peer group of Students at SMA Santo Petrus Medan in 2024 shows that the majority of respondents have a strong Peer Group role of 75 students (98.7%). Verbal bullying at SMA Santo Petrus Medan in 2024 shows that the majority of respondents have Verbal Bullying that is not done by as

many as 68 students (89.5). The results of the research at SMA Santo Petrus Medan were obtained that from the results of the analysis using the fisher exact test,  $P = 1,000$  was obtained where ( $p > 0.05$ ). This means that  $H_0$  is accepted and  $H_a$  is rejected, namely there is no relationship between the role of peer groups and verbal bullying in students of SMA Santo Petrus Medan.

Students are expected to be able to pay attention and choose friends who are good for themselves, so as not to get involved in negative associations. Thus, students will be able to develop positive social attitudes and avoid the influence of negative associations, because peers have a great impact on student behavior.

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