The Contribution of Online Gaming and Peer Conformity to Student Bullying Behavior

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Abstract: This research aims to describe the contribution of online gaming and peer conformity to student bullying behavior at Prof. Modern Boarding School (PMT) Dr. Hamka Padang. This research uses quantitative methods by systematically describing. The population in this study was 122 grade VIII students and 45 students as samples taken with purposive sampling techniques. The instrument used is a questionnaire namely bullying behavior scale, online gaming scale and peer conformity scale. The data in the analysis with regression statistics is simple regression and double regression. The results showed that there was a contribution of online gaming to bullying behavior by approximately 70.5%, there was a peer conformity contribution to bullying behavior of approximately 9.6% and there was a contribution between online gaming and peer conformity together to bullying behavior of approximately 73%.

Keywords: Bullying Behavior, Online Games, Peer Conformity

Conflict of Interest Disclosures:
The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.
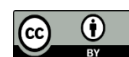
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Introduction

Various problems have covered the world of education, especially education in Indonesia. One of the most widespread is bullying behavior (Purwaningrum & Pamungkas, 2018). Bullying is an act of hurting others who are weaker, whether physically hurt, words, or feelings (Novianty & Putra, 2014). Bullying if carried out continuously will form a pattern of violence (Jan & Husain, 2015). Bullying or bullying is like a thorn in the educational climate in Indonesia.

Bullying behavior can be caused by several factors, including; 1) family factor, 2) school, 3) peer group, 4) social environment conditions, 5) television and other media impressions (Yonita & Karneli, 2019). Based on data cited from the program for International Students Assessment (PISA) research in 2018 Indonesia ranked fifth highest case of bullying in the world (Jayani, 2019). A study conducted by The Non-Governmental Organization (NGO) Plan International and the International Center for Research on Women (ICRW) released in early March 2015 shows the astonishing facts regarding child abuse in schools. There are 84% of children in Indonesia experiencing violence in schools. The figure is higher than the trend

in The Asian region of 70%.The research was conducted in 5 Asian countries, namely Vietnam, Cambodia, Nepal, Pakistan, and Indonesia taken from Jakarta and Serang Banten. The survey was taken between October 2013 and March 2014 involving 9 thousand students aged 12-17, Teachers, Principals, parents, and representatives of non-governmental organizations (NGOs). In addition, data from the United Nations Agency for Children (UNICEF) says that 1 in 3 girls and 1 in 4 boys in Indonesia experience violence. This data shows violence in Indonesia is more common in girls. Even according to the Chairman of the Jakarta Teacher Deliberation Forum (FMGJ) Heru Purnomo, the violence experienced by children in Indonesia does not decrease, but it is even more horrific(Qodar, 2015).

Other data explaining the cases of bullying in Indonesia continues to grow from year to year, namely; 2013 by 10%, 2014 by 20%, 2015 by 30%, 2016 by 40%, 2017 by 50%, and 2018 by 70%. From the percentage of the data can be concluded that there has been a larger increase in 2018 (MalangToday.net, 2020). Bully occurs in schools in Indonesia, influenced by the level of online gaming play, such as research conducted by Sofia Riski Irma at Taman Siswa Junior High School shows that the findings obtained in the field, known to all five informants who are online gamers bullying others in physical, verbal and psychological form (Irma, 2018). Online games are already in high demand among students, especially junior high school students, many of whom have been indicated addicted to playing online games (Imtiyaz, 2020). The behavior of playing online games in teenagers tends to have a negative impact (Fitria & Karneli, 2019). Playing online games facilitated communication buttons so as to open the possibility of cyber bullying, this happens if the player uses harsh words and bullying with other players (Frens, Kalo, Mulyadi, & Bariah, 2017). The phenomenon of playing online games among teenagers is a must-see (Emria, Lira, & Ifdil, 2018).

Based on research conducted in the journal Developmental Psychology obtained the fact that teenagers who enjoy playing violent-themed online games can conclude that, violence is the most effective and appropriate way to deal with conflict and anger in itself (Yulianingsih, 2012). Then dr. Siste revealed that online games are popular with children, teenagers and even young adults often present adrenaline-pumping content (challenges). Massively Multiplayer Online Role Playing Game (MMORPG) is the most played type of online game (Baqiroh, 2018).Massively Multiplayer Online Role Playing Game (MMORPG), is a type of online game that plays the character of a virtual character. This game is an end-to-end game because the level is always increasing (Saputra, 2016). The influence of the game he plays unconsciously, gradually the teenager will record what he plays in his subconscious memory and nowadays the game that many teenagers love is a game of murder, fights and war games that will cause mental and emotional problems in teenagers (Emria et al., 2018). Based on the previous explanation, it can be concluded that by witnessing or imitating a character in playing a violent-themed online game, there is a learning process from the model that commits violence that will give rise to bullying behavior.

In addition to playing online games, bullying occurs in schools in Indonesia, also influenced by peer conformity, such as research conducted by Levianti (2018) explaining the large number of students bullying carried out by students who have power in the classroom, therefore other students tend to follow acts of bullying committed by friends who have power, so that classmates will behave the same as the majority of friends in one class or group. Bullying behavior can also be called conformity in a negative direction. Conformity is a adolescent behavior that arises from the pressures and influences of his group, both positive and negative behaviors (Abidin & Anam, 2017). Potential negative behavior for students to emulate is bullying (Ceilindri & Budiani, 2016). Peer conformity is one of the factors that lead to cases of bullying (Astuti, 2008; Lestari, 2016).

Method

This research method uses a quantitative approach with a descriptive type of correlational and multiple regressions. This research was conducted at SMP Pesantren Modern Terpadu (PMT) Prof.Dr. Hamka Padang. The population in this study was 122 grade VIII students and 45 students as samples taken with purposive sampling techniques. Data collection uses 3 scales namely bullying behavior scale, online gaming scale and peer conformity scale by testing the validity of each instrument using product correlation formula, and measuring reliability using Alpha Cronbach formula. As a result of the validity of this method, there were 11 invalid items of bullying behavior, 5 invalid items to play online games and 5 invalid items conformity, resulting in 40 items of bullying behavior, 20 items of online gaming and 27 items of peer conformity. Data in analysis with simple regression statistics and multiple regressions because it

measures 2 free variables and 1 bound variable. Data analysis is assisted by using the SPSS 20.00 version program.

Results and Discussion

Description of Data

The data in this study included online gaming variables (X_1), peer conformity variables (X_2) and bullying behavior (Y).The following is a description of the data from the study.

Play Online Games (X_1)

A description of playing online games data can be found in Table 1.

Table 1. Distribution of Frequency and Percentage of Online Game Play (X_1) by Category (n=45)

Score Interval	Category	Frequency	%
95 – 105	Very High	2	4.4
84 – 94	High	7	15.6
73 – 83	Medium	23	51.1
62 – 72	Low	10	22.2
51 – 61	Very Low	3	6.7
Total		45	100

Based on Table 1 above, shows that most students play online games in the moderate category with a percentage of 51.1%, some students play online games in a low category with a percentage of 22.2%, then other students play online games in a high category with a percentage of 15.6%, then students play online games in a very low category with a percentage of 6.7%, and students play online games in a very high category with a percentage of 4.4%.So, the average online game play in the moderate category.

Peer Conformity (X_2)

A description of peer conformity data can be found in Table 2.

Table 2. Distribution of Frequency and Percentage of Peer Conformity (X_2) by Category (n=45)

Score Interval	Category	Frequency	%
104 – 115	Very High	8	17.8
92 – 103	High	11	24.5
80 – 91	Medium	14	31.1
68 – 79	Low	10	22.2
56 – 67	Very Low	2	4.4
Total		45	100

Based on Table 2 above, shows that the majority of students related to peer conformity in the moderate category with a percentage of 31.1%, some other students related to peer conformity are in the high category with a percentage of 24.5%, then students related to peer conformity with a low category with a percentage of 22.2%, then students related to peer conformity with a very high category with a percentage of 17.8% and students related to peer conformity with a very low category with a percentage of 4.4%.So, the average peer conformity is in the moderate category.

Bullying Behavior (Y)

The description of bullying behavior data can be found in Table 3.

Table 3. Frequency Distribution and Percentage of Bullying Behavior (Y) by Category (n=45)

Score Interval	Category	Frequency	%
83 – 91	Very High	2	4.4
74 – 82	High	18	40
65 – 73	Medium	17	37.8
56 – 64	Low	6	13.4
47 – 55	Very Low	2	4.4
Total		45	100

Based on Table 3 above, showing that the majority of students bullying are in the high category with a percentage of 40%, some students with bullying are in the moderate category with a percentage of 37.8%, then students with low category bullying with a percentage of 13.4%, then students with low category bullying with a percentage of 4.4% and in students with very high categories of bullying with a percentage of 4.4%.So, the average bullying behavior is in the high category.

Data Analysis Requirements Testing

The analysis requirements tested on this research data are normality tests, linearity tests, and multicollinearity tests.

Normality Test

A description of normality test data can be found in Table 4.

Table 4. Normality Test Results

Variable	*Asymp.Sig.*	Significance	Description
X_1	0.200		Normal
X_2	0.200	0.05	Normal
Y	0.200		Normal

Linearity Test

A description of linearity test data can be found in Table 5.

Table 5. Linearity Test Results of Online Gaming (X_1), Peer Conformity (X_2), with Bullying Behavior (Y)

No	Variable	F count	*Sig.*	Description
1	X_1Y	4.970	0.000	Linear
2	X_2Y	1.031	0.473	Linear

Based on Table 5 above, the results of the online game play variable linearity test with bullying behavior show 4.970 > 4.07 with a value of Sig.0,000 > 0.05 and peer conformity variables with bullying behavior indicate 1.031 < 4.07 with a sig value of 0.473 > 0.05.This means that the data of each X variable is linear.

Multicollinearity Test

A description of the multicollinearity test data can be found in Table 6.

Table 6. Multicollinearity Test Results between Online Game Play (X_1) and Peer Conformity (X_2)

Variable	*Tolerance*	VIF	Description
(Constant)			
X_1	0.977	1.024	No Multicolineclineity Happens
X_2	0.977	1.024	

Based on Table 6 above, if the value of Variance Inflation Factor (VIF) < 10.00 then it means that there is no multicolineerity in the regression model and vice versa if the value variance inflation factor (VIF) > 10.00 then it means that there is multicholinearity in the regression model.Referring to the basis of decision-making in multicolineeity tests it can be concluded that there is no multicholinearity between playing online games and peer conformity.

Online Game Play Contribution Analysis Results (X_1) to Bullying Behavior (Y)
A description of simple regression data can be seen in Table 7.

Table 7. Regression Coefficient Test Results for Online Games (X_1)
on Student Bullying Behavior (Y)

Variable	R	R *Square*
$X_1 - Y$	0.839	0.705

Based on Table 7 above, The results of the data analysis show that playing online games contributes significantly to student bullying behavior. The variable contribution of online gaming to bullying behavior is 70.5%.

Peer Conformity Analysis Results (X_2) on Bullying Behavior (Y)
A description of simple regression data can be found in Table 8.

Table 8. Peer Conformity Regression Coefficient Test Results (X_2)
on Student Bullying Behavior (Y)

Variable	R	R *Square*
$X_2 - Y$	0.310	0.096

Based on Table 8 above, The results of the data analysis show that peer conformity contributes significantly to student bullying behavior. The variable contribution of online gaming to bullying behavior is 9.6%.

Results of Analysis of Online Game Play Contribution (X_1) and Peer Conformity (X_2) Together on Student Bullying Behavior (Y)
A description of the double regression data can be seen in Table 9.

Table 9. Results of The Double Regression Coefficient of Online Game Play (X_1)
and Peer Conformity (X_2) on Student Bullying Behavior (Y)

Variable	R	R *Square*
$X_1X_2 - Y$	0.859	0.738

Based on Table 9 above, The results showed that playing online games and peer conformity together contributed significantly to student bullying behavior. The variable contribution of online gaming and peer conformity together to student bullying behavior was 73.8%.

Conclusion

Based on the results of this study, it can be concluded that: (1) on average the bullying behavior of grade VIII students of Prof. Modern Boarding School (PMT).Dr. Hamka Padang in the high category, (2) on average playing online games of grade VIII students of SMP Pesantren Modern Integrated (PMT) Prof.Dr. Hamka Padang in the moderate category, (3) on average the conformity of peers of grade VIII students of SMP Pesantren Modern Terpadu (PMT) Prof.Dr. Hamka Padang in the moderate category, (4) playing online games contributed significantly to bullying behavior in students by 70.5%.This means that the more frequent online games will be, the worse student bullying behavior, (5) peer conformity contributes significantly to bullying behavior in students by 9.6%.This means that the worse peer conformity will be the worse student bullying behavior, (6) bullying behavior contributes significantly to online gaming and peer conformity in students by 73%.This means that the worse the contribution of online gaming and peer conformity, the worse students' bullying behavior will be.

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