

Hubungan antara family functioning dan respons bystander bullying pada siswa SMA = Relationship between family functioning and bullying bystander response among senior high school student

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Abstrak

Studi ini meneliti hubungan antara family functioning dan respons bystander bullying pada siswa SMA. Respons bystander bullying dikategorikan menjadi tiga, yaitu defender (menolong korban), outsider (tidak melibatkan diri), dan reinforcer (mendukung pelaku). Alat ukur yang digunakan adalah Family Assessment Device (Miller, Ryan, Keitner, Bishop, & Epstein, 2000) dan Alat Ukur Respons Bystander Bullying yang merupakan modifikasi dari penelitian Gini, Pozzoli, Borghi, dan Franzoni (2008). Sampel penelitian ini adalah 101 siswa SMA di Jakarta dan Depok.

Hasil penelitian ini menunjukkan bahwa tidak terdapat hubungan yang signifikan antara family functioning dan respons sebagai defender. Berikutnya, ditemukan bahwa terdapat hubungan yang negatif dan signifikan antara family functioning dengan respons outsider dan reinforcer. Implikasi dari penelitian ini adalah perlunya sekolah melibatkan keluarga dalam upaya minimalisasi respons outsider dan reinforcer, serta mencegah bullying di sekolah.

.....This research aims to study the relationship between family functioning and bullying bystander response among high school students. Bullying bystander responses are categorized into three, namely defender (to help victims), outsider (not involved), and reinforcer (supporting actors). The instruments used in this research are Family Assessment Device (Miller, Ryan, Keitner, Bishop, & Epstein, 2000) and the Bullying Bystander Response Measurement Tools which is a modification of the study conducted by Gini, Pozzoli, Borghi, and Franzoni (2008). The samples are 101 high school students in Jakarta and Depok.

The result indicates that there is no significant relationship between family functioning and response as a defender. The result also shows that there is a negative and significant relationship between family functioning with outsider response and reinforcer. The implication of this study suggest to involve families in effort to minimize bystander response as outsider and reinforcer, and also to prevent bullying at school.