

ABSTRAK

Musyarofah. 200541100013. Program Studi Psikologi. Pengaruh Kecerdasan Emosional Terhadap Perilaku *Bullying* Siswa Sekolah Menengah Pertama Di Gresik.

Fenomena perundungan di sekolah diduga berkaitan dengan ketidakstabilan emosi siswa, sehingga diperlukan kontrol emosi untuk menekan agresivitas. Penelitian kuantitatif korelasional kausal ini bertujuan mengetahui pengaruh kecerdasan emosional terhadap perilaku *bullying* siswa SMP di Gresik. Subjek penelitian berjumlah 221 siswa kelas VIII dan IX SMP X yang dipilih melalui *purposive sampling*. Data dikumpulkan menggunakan skala kecerdasan emosional (30 item valid) dan skala perilaku *bullying* (32 item valid), lalu dianalisis menggunakan regresi linear sederhana melalui SPSS 23.0. Hasil penelitian menunjukkan pengaruh signifikan berarah negatif antara kecerdasan emosional terhadap perilaku *bullying* ($t = -4,542$; $p = 0,000$). Kecerdasan emosional berkontribusi sebesar 8,6% ($R^2 = 0,086$), sedangkan 91,4% sisanya dipengaruhi faktor lain seperti pola asuh, teman sebaya, iklim sekolah, dan media sosial. Semakin tinggi kecerdasan emosional, semakin rendah perilaku *bullying*. Aspek pengelolaan emosi bernilai tertinggi (37,5%) dan persepsi emosi paling rendah (26,4%), dengan *bullying* dominan pada kategori parah (27,8%) dan gigih (25,4%). Hal ini menandakan kontrol perilaku siswa masih sebatas patuh pada aturan formal, bukan dari empati mendalam, sehingga agresivitas tetap muncul secara tersembunyi.

Kata kunci : kecerdasan emosional, perilaku *bullying*, siswa SMP

ABSTACT

Musyarofah. 200541100013. Department of Psychology. The Effect of Emotional Intelligence on Bullying Behavior among Junior High School Students in Gresik.

School bullying is suspected to be closely linked to students' internal emotional instability, requiring effective emotional control to suppress aggressiveness. This causal-correlational quantitative study aims to examine the effect of emotional intelligence on bullying behavior among junior high school students in Gresik. The subjects comprised 221 eighth- and ninth-grade students from SMP X, selected via purposive sampling. Data were collected using an emotional intelligence scale (30 valid items) and a bullying behavior scale (32 valid items), then analyzed using simple linear regression via SPSS 23.0. The results showed a significant negative effect of emotional intelligence on bullying behavior ($t = -4.542$; $p = 0.000$). Emotional intelligence contributed 8.6% ($R^2 = 0.086$), while the remaining 91.4% was influenced by other factors such as parenting, peer influence, school climate, and social media. Higher emotional intelligence corresponds to lower bullying behavior. Descriptively, emotional management scored highest (37.5%), whereas emotion perception was lowest (26.4%), with dominant bullying characteristics categorized as severe (27.8%) and persistent (25.4%). These findings indicate that students' behavioral control currently relies merely on fear of formal school rules rather than deep emotional empathy, allowing aggressive urges to persist covertly.

Keywords: *emotional intelligence, bullying behavior, junior high school students*