HUBUNGAN TINDAKAN *BULLYING* DENGAN PRESTASI BELAJAR PADA ANAK SEKOLAH DASAR DI SDN PADANGSARI 01 SEMARANG
xv + 75 halaman + 6 tabel + 2 gambar + 12 lampiran

ABSTRAK

Tindakan *bullying* merupakan penyalahgunaan kekuatan yang menyebabkan ketidakbahagiaan pada anak sehingga anak tidak dapat mencapai potensinya secara penuh. Salah satu dampak buruk bagi korban bullying yaitu menurunnya prestasi belajar. Tujuan dari penelitian ini untuk mengetahui hubungan tindakan *bullying* dengan prestasi belajar pada anak sekolah dasar di SDN Padangsari 01 Semarang.

Jenis penelitian ini deskriptif korelasional dengan pendekatan *cross sectional design*. Sampel penelitian, 199 siswa dari kelas 1 sampai kelas 6 dengan menggunakan teknik *Total Sampling*. Alat pengambilan data untuk tindakan *bullying* menggunakan kuesioner dan prestasi belajar menggunakan nilai rapor semester ganjil tahun ajaran 2019/2020. Analisis data penelitian menggunakan uji *Kendall's Tau*.

Hasil penelitian menunjukkan bahwa 25 siswa (12,6%) mengalami tindakan *bullying* berat, 105 siswa (52,8%) mengalami tindakan *bullying* sedang dan 69 siswa (34,7%) mengalami tindakan *bullying* ringan. Sebanyak 5 siswa (2,5%) mendapatkan prestasi belajar rendah, 162 siswa (81,4%) mendapatkan prestasi belajar sedang dan 32 siswa (16,1%) mendapatkan prestasi belajar tinggi. Hasil analisis data diperoleh nilai τ sebesar 0,271 dan p-value sebesar 0,000 (α=0,05). Terdapat hubungan yang bermakna antara tindakan *bullying* dengan prestasi belajar pada anak sekolah dasar di SDN Padangsari 01 Semarang.

Sebaiknya siswa tidak melakukan tindakan *bullying* dan menjalin hubungan yang baik dengan temannya sehingga proses belajar dapat berjalan dengan baik.

Kata Kunci   : Tindakan *Bullying*, Prestasi Belajar, Anak SD
Kepustakaan : 47 (2009-2019)

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THE CORRELATION BETWEEN BULLYING ACTION AND LEARNING ACHIEVEMENT IN ELEMENTARY SCHOOL CHILDREN IN ELEMENTARY SCHOOL PADANGSARI 01 SEMARANG
xv + 75 pages + 6 tables + 2 images + 12 attachments

ABSTRACT

Bullying is an abuse of power that leads to unhappiness in children so that children cannot reach their full potential. One of the adverse effects for bullying victims is declining learning achievements. The purpose of this research was to know the correlation between bullying action onto learning achievement of Elementary School children at Elementary School Padangsari 01 Semarang.

This type of research was descriptive correlation with cross sectional design approach. Samples of the research were 199 students from grade 1 to grade 6 using total sampling technique. Data collecting tool for bullying action used questionnaires and learning achievements used the report values of odd semester of the 2019/2020 school year. Analysis of research data used Kendall's Tau test.

The result of the research showed that 25 students (12.6%) experienced severe bullying action, 105 students (52.8%) experienced moderate bullying and 69 students (34.7%) experienced light bullying action. A total of 5 students (2.5%) gained low learning achievement, 162 students (81.4%) gained moderate learning achievements and 32 students (16.1%) gained high learning achievements. Data analysis results obtained τ value of 0.271 and p-value of 0.000 ($\alpha = 0.05$). There is a significant correlation between bullying action and learning achievement in Elementary School children at Elementary School Padangsari 01 Semarang.

We recommend that children do not do bullying and establish good relationships with their friends so that the learning process can run well.