SANTRI'S EMOTIONAL INTELLIGENCE AND BIG FIVE PERSONALITIES ON BULLYING BEHAVIORS IN PESANTREN

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ABSTRACT

The purpose of this study was to examine the influence of two independent variables; emotional intelligence and big five personalities, on the dependent variable, namely the bullying behavior of teenage *santri* at pesantren (Islamic boarding schools) in West Sumatra. This study used a quantitative approach with multiple regression analysis methods with a significance level of 0.05 or 5%. The sample consisted of 200 *santri* in pesantren of West Sumatra, taken using a non-probability sampling technique. The data collection instruments used the Wong and Law's Emotional Intelligence Scale, the Big Five Inventory and the Revised Olweus Bullying/Victim Questionnaire (OBVQ). The results of this study indicate that there is a significant influence on emotional intelligence and big five personality toward bullying behavior of *santri*. Emotional intelligence consist of self-assessment, emotional assessment of others, emotional regulation, emotional use. The big five personality consist of extraversion, agreeableness, conscientiousness, neuroticism, openness. The hypothesis test results show that two minor hypotheses significantly affect the bullying behavior of *santri* in pesantren, namely the emotional regulation dimension of self-emotional assessment and the agreeableness dimension of the big five personalities.

Keywords: Big Five Personality, Bullying Behavior, Emotional Intelligence, Pesantren

ABSTRAK

Penelitian ini bertujuan menguji pengaruh dua independent variabel, kecerdasan emosional dan kepribadian big five terhadap variabel dependent, perilaku bullying santri remaja di pesantren-pesantren Sumatera Barat. Penelitian ini menggunakan pendekatan kuantitatif dengan metode analisis regresi berganda dengan taraf signifikansi 0.05 atau 5%. Sampel berjumlah 200 santri di pesantren-pesantren Sumatera Barat yang diperoleh dengan teknik non-probability sampling. Instrumen pengumpulan data menggunakan Wong and Law's Emotional Intelegence Scale, Big Five Inventory, dan The Revised Olweus Bullying/Victim Questionnaire (OBVQ). Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan kecerdasan emosional dan kepribadian big five terhadap perilaku bullying santri di pesantren-pesantren Sumatera Barat. Dimensi kecerdasan emosional terdiri dari penilaian emosi diri, penilaian emosi orang lain, pengaturan emosi,

penggunaaan emosi. Dimensi kepribadian big five terdiri dari extraversion, agreeableness, conscientiousness, neuroticism, openness. Hasil uji hipotesis menunjukkan bahwa ada dua hipotesis minor yang terbukti berpengaruh signifikan terhadap perilaku bullying santri di pesantren, yaitu dimensi pengaturan emosi dari penilaian emosi diri dan dimensi "agreebleaness" dari tipe kepribadian big five.

Kata Kunci: Kecerdasan Emosi, Perilaku Perundungan, Pesantren, Tipe Kepribadian Big Five

INTRODUCTION

Pesantren has been seen as the religious education institution that promotes and cultivate the spirit and characteristics for moral cultivation to their students (Nilan, 2009). As an Islamic educational institution, pesantren serves as an institution that reflects the teachings of Islam itself, which emphasizes compassion for all human beings, regardless of their age, gender, and socioeconomic status (Lukens-Bull, 2001). It has been deployed as an instititution which is designed to counter-terrorism (Woodward et al., 2010). Its education orientation, according to (Walbridge, 1998; Muhaimin, 2006; Srimulyani, 2012), is to shape individuals to become more religious, knowledgeable, charitable, pious, and have high in term of moral standards.

Child abuse happens at pesantren institutions. According to KPAI (*Komisi Perlindungan Anak Indonesia*/Indonesian Commission on The Protection of Children), during 2017-2019, child abuse cases in pesantren were high. This report needs to be taken into consideration to avoid more cases to happen (Hafil, 2020). KPAI's report (2018) mentioned that in about of 161 cases, there were 36 cases of child victims of bullying in pesantren. According to data of *Unit Perlindungan Perempuan dan Anak* (the Women and Children Protection Unit), West Sumatra, in 2019, there were 30 cases of child victims of bullying who reported and were handled. This report should be taken into consideration by all the stakeholders in the country.

Bullying behavior takes many forms (Yani & Lestari, 2018). It accounted about 61–73% of bullying in pesantren was in the practice of violence, extortion, threatening, and seizing goods. It frequently happens to new *santris* at the Pesantren like the case (Dewinda et al., 2018). Karim (2019) also conducted a research at the Modern Pesantren of Nurul Ikhlas Padang Panjang on bullying issue. Another study reported bullying occuring in Java. Bullying also afflicts *santris* at the Pesantren Mambaul Ulum in Mojokerto (Budianto, 2019). Those studies have the same concern on issue of bullying behavior occurring in Islamic educational institutions.

In relation with bullying case, in 2018, a viral video showed a child was beaten by some of his roommates at pesantren. The KPAI commissioner stated that the video was located at the Pesantren Darul Huffaz, Lampung. This bullying case has added more cases happening at pesantren. Bullying may take several forms. It can be in physical, verbal, and non-verbal bullying. Those types of bullying happened at the pesantren "X" in Depok (Desiree, 2013). Another study also reported bullying behavior at Pesantren Assanusi Cirebon, West Java. It was found that bullying often occurs and seniors committed bullying to juniors more often occurs at night. The teacher or board of the pesantren have no idea and do not recognize this behavior committed by senior students to junior ones (Rahmawati, 2016a; Rahmawati, 2016b).

In a broader context, several studies have reported Bullying in international context. Students have been victims of bullying in Dublin, Ireland (O'Moore & Hillery, 1989). Bullying cases also were reported to take place in Australian school (Rigby & Slee, 1991). In Europe, bullying has been reported by researcher (Ortega et al., 2012) and to be specific in the country of Italia, this bullying occured (Fossati et al., 2012). In the United States of America, bullying cases occurred (Lessne & Yanez, 2016). Those studies have one thing in common that bullying behavior also occurred in western countries especially Australian, European and American continenents.

In Indonesia, the Indonesian Ministry of Health (2018) shows that 50% of children are bullied at school. Bullying has a vast impact, dealing with physical and mental health problems. These last problems include depression, feelings of anxiety, problems with sleep patterns, feelings of insecurity at school, disruption of the learning process, academic achievement, and the desire to commit suicide. At the same time, the physical problems that arise are such as excessive headaches, stomach, and muscle pain, maybe even injuries to the body due to physical touch (Zakiyah et al., 2017). Those bad impact are likely to occur to those children experiencing bullying from perpetrators. Those bad impact will not occur if the bullying behavior among children can be avoided by the society.

Bullying behavior carries bad impact not only for the victim but also for the perpetrators. Bullies who commit this bad behavior and are still teenagers will be vulnerable to long-term psychological problems. They are at risk to carry over the bad behavior to adulthood if they are not treated immediately. Perpetrators run the risk of growing into an unhappy adult and committing criminal acts in the future. It seems so devastating the impact of bullying behavior for perpetrators. Other psychological impacts prone to occur include emotional control problems, aggressive, temperamental, and rude tendencies to those around them (Wolke et al., 2013; Darmayanti et al., 2019; Sokol et al., 2016).

Psychologically speaking, a person's human action comes from emotional factors (Mayer & Salovey, 1993). If the emotions released are positive, it will bring out positive behavior. Furthermore, with emotional intelligence, a person can regulate their emotions by controlling themselves when they are in a problem. Emotional intelligence also allows teenagers to exhibit self-awareness, self-motivation, empathy ability which are crucial for them to build relationships with others (Boyatzis et al., 2000). It may create an atmosphere where teenagers can respect each other and provide no chance to bullying behavior to occur among them.

There are many other definitions of bullying, such as those proposed by (Rigby, 2002), (Coloroso, 2007), and (Rodkin et al., 2015) which in the Islamic perspective, known as *al-taharrush* (harassment). However, this research uses the theory coined by (Olweus & Gredler, 1993; Olweus, 1978; Olweus, 2005). The theory emphasizes that bullying is seen as a deliberate, aggressive act perpetrated by a person or group of people against a victim who is weaker and unable to defend himself. This is done repeatedly and continuously to show his power. Bullying feature unequal position between victim and perpetrators. It should be committed by perpetrators to secure their power toward victims.

Bullying as a scientific terminology has attracted scholars and appeared for the first time in the work of (Olweus, 1978). This issue is related with the aggressiveness of child toward others. A decade later, several researchers studied bullying behavior in Dublin school (O'Moore & Hillery, 1989), in Australian schools (Rigby & Slee, 1991) bullying in the level of junior and secondary school (Whitney & Smith, 1993). The issues have lasted more than three decades. Several studies reported the issue of bullying behaviors and its relationship with other variables like self-blame, self-esteem, and disclosure (Boulton & Boulton, 2017), Big Five Personality Traits and Offline and Online Bullying (Stienen, 2016), Attribution of Personality Traits to Bullies (Pallesen et al., 2017), and Big Five Personality Traits and Social Skills of School Bullies and Victims (Bakhshi et al., 2019).

In Indonesian context, some studies have been conducted to investigate the relationship between bullying and emotional intelligence. One study explored the relationship between emotional intelligence and bullying behavior among teenagers in Indonesian senior high school (Afrina, 2017). Another study reported the relationship between emotional intelligence and bullying behavior among children in Indonesian elementary school (Wijaya & Khusnal, 2019). Those researchers have tried to examine bullying behaviors and its relationship with

emotional intelligence. Children who have high emotional intelligence must maintain and even increase their emotional intelligence to have a positive attitude. This is to say that children who exhibit emotional intelligence will have a strength to maintain positive behavior and avoid committing bad action like bullying (Wijaya & Khusnal, 2019). Some studies have explored bullying behaviors and its its influence to emotional intelligence (Sistrany, 2017), its relationship with emotional intelligence (Nugraha et al., 2019). In other words, there is a significant negative relationship between emotional intelligence and bullying behavior (D.j & Indrawati, 2019).

Emotional intelligence has attracted scholars to investigate. The researchers are interested to find out the benefits of emotional intelligence for the psychological benefits. There are many definitions of emotional intelligence proposed by scholars, including (Steiner & Perry, 1997) with the topic achieving emotional literacy. The concept is also proposed in the context of leadership and organization (Cooper & Sawaf, 1997), and an inventory of Emotional competence inventory had been examined (Boyatzis et al., 2000). In Islamic literature, the concept of emotional intelligence has been associated with the glossary in the treasure of Islam, called *shabar* (patience). However, this study refers to (Mayer & Salovey, 1993), explaining that emotional intelligence is the ability to know oneself and others' feelings and emotions and guide someone in thinking and acting.

Bullying behavior cannot be separated from a person's personality characteristics (Howard S. Friedman & Schustack, 2012). Personality can be defined as a characteristic of a person that causes consistency in feelings, thoughts, and behavior (Cervone & Pervin, 2015). Individuals involved in bullying, both as perpetrators and as victims, cannot be separated from their personality factors. New perspective should be proposed to investigate the bullying behaviors (Rigby, 2002). Another study investigated bullying behaviors and its relationship with neuroticism among police academy students. The higher the neuroticism personality score, the higher a person's bullying behavior (Argayunia, 2017). Studies have examined the relationship of big five personality with bullying (Tani et al., 2003), Personality traits, empathy and their relationship with bullying behavior (Mitsopoulou & Giovazolias, 2015). A study explored to find out which personality traits is related to traditional bullying and cyberbullying (van Geel et al., 2017).

Big five personalities are a construct used to describe how individuals' psychological qualities contribute to self-resilience and specific forms of feelings, ways of thinking, and behavior. They have been measured as the criteria for a taxonomic paradigm (Eysenck, 1991), were discussed as a classic theory to be examined with modern empirical evidence (H.S Friedman & Schustack, 2008). Some books have offered a comprehensive discussion to offer definition for the concept (Feist & Feist, 2006) (Cervone & Pervin, 2015). In the Islamic perspective, a term can be offered to denote an integral combination among *ruh* (spirit), *'aql* (reason), and *nafs* (psyche). Pertiwi (2018) reports a significant negative influence between the big five personality type and bullying behavior. This result is in a similar vein with Larasati & Fitria (2017), which states that teens who engage in bullying behavior have poor problem-solving skills, making them the perpetrators or victims of bullying. Individuals with extraversion personality types tend to have good social skills. (Dipenhorst, 2014) states that the agreeableness 14 personality type shows a low score in the group of people who commit bullying, which is negatively correlated. Based on the research results above, there are negative and positive influences between emotional intelligence and big five personalities and the diversity of contexts and research subjects.

There is little information on bullying behavior motivated by emotional intelligence and big five personalities, especially in pesantren. This study intends to conduct further studies on bullying behavior influenced by emotional intelligence and big five personalities on *santri* in

Pesantrens in West Sumatra. The limitations of this research reflect the use of a quantitative approach. The data collection instruments for the subjects and research institutions use non-probability sampling, and the results cannot be generalized. This research also intentions to examination a construct of the theory of emotional intelligence and big five personalities on bullying behavior of *santri* in pesantren in West Sumatera so that it requires an assessment of various other theories and more complex research approaches

METHOD

This study examined the influence of two independent variables, namely emotional intelligence and big five personalities, on the dependent variable, namely the bullying behavior of teenage *santris* at pesantren (Islamic boarding schools) in West Sumatra. A quantitative method was applied to achieve the objective of the study. The population in this quantitative study were male and female *santris* in pesantren in West Sumatra. The sampling method in this study usages non-probability sampling, in which the chances of selecting members of the population to be sampled are unknown. The technique used in this research was accidental sampling. In this study, the number of samples obtained was 200 samples. According to (Roscoe, 1975) theory, the right sample for a study is more than 30 and less than 500. Then the number of samples in this study is under these recommendations. This study applied multiple regression analysis techniques operating SPSS 16 software.

RESULTS AND DISCUSSION

In this section, the research findings will be described, and the analysis is provided to discuss the findings and relevant literature. Statistical data and analysis come first to answer the research question in this study. The discussion on the finding was given to support the finding of this study.

The scores used in statistical analysis are factor scores that are calculated to avoid biased estimation of measurement error. The calculation of each variable's factor score does not add up the items as usual but is calculated by the maximum likelihood, called the correct score. Items analyzed by maximum likelihood are items that have a positive and significant charge. The correct score generated by the maximum likelihood unit is in the form of a Z-score.

The categorization of the research variable scores aims to gradually divide individuals into separate groups according to a continuum based on the attributes measured. Before categorization, the score norms were determined using the mean and standard deviation calculated in the process which was true for all variables. Furthermore, it will be explained by the acquisition of percentage values for each variable and the dimensions of these variables where each variable will be categorized as low and high in the table 1.

Table 1. Score Categorization Norms

No.	Category	Formula
1.	Low	X < Mean – 1 SD
2.	High	X > Mean + 1 SD

Table 1 portrays the research categorization score. After the category is obtained, then the acquisition of the category percentage value for the bullying variable, self-assessment of emotions, assessment of other people's emotions, emotional regulation, use of emotions, extraversion, agreeableness, conscientiousness, openness, neuroticism will be explained. Each variable will be grouped into low and high categories in the table 2.

Table 2. Variable Score Categorization

No	Dimension	Categorization	Frequency	Percentage
1	Bullying	Low	138	69%
		High	62	31%
2	Self-assessment of emotions	Low	67	33,5%
		High	133	66,5%
3	Assessment of other people's emotions	Low	83	41,5%
		High	117	58,5%
4	Emotional regulation	Low	127	63,5%
		High	73	36,5%
5	Use of emotions	Low	82	41%
		High	118	59%
6	Extraversion	Low	-	-
		High	200	100%
7	Agreeableness	Low	93	46,5%
		High	107	53,5%
8	Conscientiousness	Low	104	52%
		High	96	48%
9	Openness	Low	87	43,5%
		High	113	56,5%
10	Neuroticism	Low	91	45,5%
		High	109	54,5%

Based on Table 2, respondents' bullying variable in this study tends to be in the low category with the number of people 138 (69%), meaning that the bullying respondents tend to low. In the self-assessment variable, respondents tended to be in a high position with 133 people (66.5%). In other people's emotional assessment variables, respondents tend to be in a high position with 117 people (58.5%). In the emotional regulation variable, respondents tend to be in a low position with 82 people (41%). In the emotion use variable, respondents tend to be in a high position with 117 people (58.5%). In the emotional regulation variable, respondents tend to be in a low position with a total of 118 people (59%). Furthermore, in the extraversion variable, the respondent is in a high position with 200 people (100%). In agreeableness, respondents tend to be in a high position with 107 people (53.5%). In the conscientiousness variable, respondents tend to be in a low position with a total of 104 people (52%). In the neuroticism variable, respondents tended to be in a high position with 109 people (54.5%). In the openness variable, respondents tend to be in a high position with a total of 113 people (56.5%).

In this part, the research hypothesis will be tested using multiple regression analysis techniques using SPSS 16 software. In regression, there are four things to see, namely (1) the R Square magnitude to find out what percentage (%) of the DV (Dependent Variable) contribution described by IV; (2) looking at whether the overall IV has a significant effect on DV; (3) looking at the significant or not the regression coefficient of each IV; and (4) looking at the size of the contribution of each IV (Independent Variable) and DV and seeing their significances in the table 3.

Table 3. R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602[a]	.362	.332	7.97090

From Table 3 above, the regression analysis produces an R Square value of 0.362 or 36.2%, meaning that all IVs can explain 36.2% of the proportion of bullying while other variables outside of this study influence the rest. The next step is to analyze the impact or influence of all IVs on bullying. The results of the F test can be seen in the table 4.

Table 4. Significance of All Variables

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	6845.620	9	760.624	11.972	.000ᵃ
Residual	12071.694	190	63.535		
Total	18917.314	199			

Based on the results of the F test in Table 4, the p-value (Sig.) In the far-right column is p = 0.000 with a p-value <0.05. Meanwhile, it is known that the requirements for the fulfillment of the Sig. is <0.05, then the hypothesis is nil, which states that "there is no significant effect of emotional intelligence (self-assessment, emotional assessment of others, emotional regulation, use of emotions) and the big five personality type (extraversion, agreeableness, conscientiousness, neuroticism, openness) against bullying behavior," was rejected. This means the opposite, namely "there is a significant effect of emotional intelligence (self-assessment, emotional assessment of others, emotional regulation, use of emotions) and the big five personality type (extraversion, agreeableness, conscientiousness, neuroticism, openness) on bullying behavior.

Table 5. Regression Coefficient The Regression Coefficient of each Variable

Model	Unstandardized Coefficients		Standardized Coefficients	T	*Sig.*
	B	Std. Error	Beta		
(Constant)	25.940	8.000		3.242	.001
Self-assessment	-.100	.074	-.093	-1.361	.175
Emotional assessment of others	-.074	.074	-.070	-.999	.319
Emotional regulation	-.191	.082	-.170	-2.337	.021*
Use of emotions	-.038	.069	-.036	-.542	.588
Agreeableness	.692	.172	.548	4.026	.000*
Conscientiousness	-.063	.183	-.047	-.345	.730
Extraversion	.161	.083	.140	1.938	.054
Neuroticism	-.010	.069	-.009	-.146	.884
Openness	.104	.083	.095	1.244	.215

Note: Bullying= 25.940 – 0.100 self-assessment – 0.074 emotional assessment of others – 0.191 emotional regulation – 0.038 use of emotions + 0.692 agreeableness – 0.063 conscientiousness + 0.161 extraversion – 0.010 neuroticism + 0.104 openness
*(Noted: *significant)*

Table 5 figures out that emotional regulation and agreeableness have significant values, while others do not. This can be seen from the sig column. In Table 4.11, if p <0.05, the resulting regression coefficient significantly affects bullying and vice versa. The explanation of the regression coefficient values obtained in each IV is as follows:

1. The self-assessment variable has a regression coefficient of -0.100 with a significance of 0.175 (sig> 0.05). Thus, the null hypothesis, which states there is no statistically significant effect of self-emotional assessment on bullying, is accepted. This means that self-emotional assessment does not affect bullying.

2. It has a regression coefficient of -0.074 with a significance of 0.319 (sig> 0.05) in assessing other people's emotional variables. Thus, the null hypothesis states that there is no statistically significant effect of evaluating other people's emotions on bullying, which is accepted. This means that self-emotional assessment does not motivate bullying.

3. The emotion regulation variable has a regression coefficient value of -0.191 with a significance of 0.021 (sig <0.05). Thus, the null hypothesis, which states there is no statistically significant effect on bullying, is rejected. This means that emotional regulation influences bullying negatively, which means that the higher the emotional regulation, the lower the bullying.

4. The emotion variable's use has a regression coefficient value of -0.038 with a significance of 0.588 (sig> 0.05). Thus, the null hypothesis, which states that there is no statistically significant effect of evaluating other people's emotions on bullying, is accepted. This means that self-emotional assessment does not trigger bullying.

5. The agreeableness variable has a regression coefficient value of 0.692, with a significance of 0.000 (sig <0.05). Thus, the null hypothesis, which states there is no statistically significant effect of agreeableness on bullying, is rejected. This means agreeableness influences bullying positively, which means that the higher the emotional regulation, the higher the bullying.

6. The conscientiousness variable has a regression coefficient value of -0.063 with a significance of 0.730 (sig> 0.05). Thus, the null hypothesis, which states that there is no statistically significant effect of conscientiousness on bullying, is accepted. This means that conscientiousness does not affect bullying.

7. Extraversion variable has a regression coefficient value of 0.161 with a significance of 0.054 (sig> 0.05). Thus, the null hypothesis, which states that there is no statistically significant effect of extraversion on bullying, is accepted. This means that extraversion does not motivate bullying.

8. The neuroticism variable has a regression coefficient value of -0.010 with a significance of 0.884 (sig> 0.05). Thus, the null hypothesis, which states that there is no statistically significant effect of neuroticism on bullying, is accepted. This means that neuroticism does not affect bullying.

9. The openness variable has a regression coefficient value of 0.104, with a significance of 0.215 (sig> 0.05). Thus, the null hypothesis, which states there is no statistically significant effect of openness on bullying, is accepted. This means openness does not motivate bullying.

Table 6. Contribution of each Variant

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.222[a]	.049	.045	9.53017	.049	10.285	1	198	.002
2	.275[b]	.076	.066	9.42211	.026	5.568	1	197	.019
3	.302[c]	.091	.077	9.36476	.016	3.421	1	196	.066
4	.307[d]	.094	.076	9.37299	.003	.656	1	195	.419
5	.576[e]	.332	.314	8.07312	.237	68.850	1	194	.000
6	.576[f]	.332	.311	8.09393	.000	.004	1	193	.952
7	.597[g]	.356	.333	7.96308	.025	7.395	1	192	.007
8	.597[h]	.357	.330	7.98230	.000	.077	1	191	.782

Based on Table 6, it can be seen that:
1. The self-assessment variable contributed 4.9% to the bullying variance with sig. F change = 0.002, the contribution is significant.
2. The variable for evaluating other people's emotions contributed 2.6% to the bullying variance with sig. F change = 0.019, the contribution is significant.
3. The emotion regulation variable contributed 1.6% to the bullying variance with sig. F change = 0.066, the contribution is not significant.
4. The emotion use variable contributed 0.3% to the bullying variance with sig. F change = 0.419, the contribution is not significant.
5. The extraversion variable contributed 23.7% to the bullying variance with sig. F change = 0.000, the contribution is significant.
6. The agreeableness variable contributed 0% to the bullying variance with sig. F change = 0.952, the contribution is not significant.

7. The conscientiousness variable contributed 2.5% to the bullying variance with sig. F change = 0.007, the contribution is significant.
8. The neuroticism variable contributed 0% to the bullying variance with sig. F change = 0.782, the contribution is not significant. The openness variable contributed 0.5% to the bullying variance with sig. F change = 0.215, the contribution is not significant.

Based on the findings, this study is trying to discuss the finding with relevant literature. It is known that the dimension of variables of emotional intelligence such as self-evaluation, assessment of other people's emotions, and the dimension of big five personality variables such as the use of emotions, extraversion, conscientiousness, neuroticism, and openness does not have a significant effect on bullying behavior. Only two significant bullying behavior dimensions were emotional regulation of variable of emotional intelligence and agreeableness of big five personality variables. Researchers assume that this happens because of respondents' influence in filling out questionnaires online, biased answers are high. Then, coupled with the current pandemic condition, the *santri* must remain at home in the last few months.

In this study, the overall emotional intelligence variable has a significant negative effect on bullying behavior. This means that the higher a person's emotional intelligence, the lower his bullying behavior. This is in line with (Nugraha et al., 2019) research results showing a negative relationship between emotional intelligence and student bullying behavior. According to Mayer & Salovey, 1993; Bodenhausen, 1993; Ekman & Davidson, 1994; Ekman, 2007; and Aldao et al., 2010, all actions that a person takes starts from emotions. If the emotions released are positive, it will bring out positive behavior. A person who has good emotional intelligence can regulate his emotions and understand how other people feel so that bullying can be avoided.

Referring to Mayer & Salovey, (1993), then popularized by Goleman (1995, 1998), the emotional intelligence variable is distributed into four dimensions, and each dimension has its criteria, namely self-assessment of emotions, assessment of other people's emotions, regulation of emotions and use of emotions. Not all dimensions of emotional intelligence are significant and affect bullying behavior. In this study, only one dimension that affects bullying behavior is emotional regulation. Researchers assume that bullying behavior is influenced by emotional regulation because *santri* in pesantren in West Sumatra can control emotions well in stressed and happy situations. So that *santri* can control themselves when they are experiencing high emotions not to bring up negative behavior. This is in line with (Aldao et al., 2010; Schokman et al., 2014).

This study also found out that the dimension of self-assessment of emotional intelligence does not significantly motivate bullying behavior. Researchers assume that the *santri* in pesantren in West Sumatra tend not to judge their own emotions and cannot understand their emotions. This sometimes leads to bullying behavior among *santri*. The dimension of evaluating other people's emotions also did not significantly influence bullying behavior. Researchers assume that the ability of *santri* to be able to understand the feelings of other people around them tends to below. This resulted in the *santri* being less able to understand the behavior of those around them. Because if an individual has an excellent ability to judge others' emotions, then that individual will have a high enough sensitivity to others. Adherence to the use of emotions also does not have a significant effect on bullying behavior. According to researchers, the *santri* in pesantren in West Sumatra have not directed their emotions to be positive and useful activities. Some emotions are not channeled and result in bullying behavior. If individuals can direct and regulate their emotions in positive action, they will be able to manage their emotions well for a long time. This finding is not in line with Feist

& Barron (1996); Goleman (1998), conceptualized and measured by Salovey (2003); Nikoobin (2004) research in Iran (Kokkinos & Kipritsi 2012; Nazari & Emami, 2013).

Furthermore, the research finds out that the big five personality type variable positively affects bullying behavior. This is in line with the research of Tani et al., (2003); Mitsopoulou & Giovazolias (2015); van Geel et al., (2017), which shows that a person's personality type will influence the emergence of bullying behavior for both perpetrators and victims, so this supports research on *santri* in pesantren in West Sumatra. The big five personality type is a non-independent variable, in which the big five personality type has five dimensions that measure different things. In this study, it was found that not all dimensions of the big five personality type had a significant effect on bullying behavior.

The agreeableness dimension of the big five personalities has a significant and positive effect on bullying behavior. This means that the higher the agreeableness, the higher the bullying behavior. Researchers assume that *santri* with high agreeableness personality types have an easy level to trust with others to influence others to commit bullying easily. This is different from the results of another study which showed that agreeableness personality type has a negative relationship with bullying behavior. The lower the agreeableness score, the higher the bullying behavior of (Rahmawati, 2016a; Rahmawati, 2016b).

Furthermore, the extraversion personality type showed insignificant results on the bullying students' behavior. This strengthens Kodžopeljić et al., (2014); Larasati & Fitria (2017) research, which states that extraversion personality type with bullying behavior has no relationship. This means that the extraversion personality type does not affect the bullying behavior of the *santri* in pesantren in West Sumatera.

The statistical analysis of the five personality type's conscientiousness dimensions showed no relationship with bullying behavior. In contrast to Menesini et al., (2010); Pallesen et al., (2017) and (Bakhshi et al., 2019), which shows the results that there is a relationship between conscientiousness and bullying behavior. It was found that people who bully have lower conscientiousness scores than people who do not bully. This means that in this study, the personality type of conscientiousness has no effect on the bullying behavior of *santri* in pesantren in West Sumatra. In the neuroticism personality type, there is no significant relationship with bullying behavior. This means that the personality type of neuroticism does not influence the bullying behavior of the *santri* in pesantren in West Sumatra. This is in line with the results of research by Rahmawati (2016a); Rahmawati (2016b); van Geel et al., (2017) which states that the dimensions of neuroticism do not have a significant relationship with bullying behavior.

Furthermore, the openness dimension also shows no relationship to bullying behavior. This means that the type of personality openness does not influence the bullying behavior of the *santri* in pesantren in West Sumatra. However, it is different from the results of Book, (Book et al., 2012; Fossati et al., 2012; Ursyiah, 2018) research, which states that there is a positive relationship between the openness dimensions of big five personality type and bullying.

CONCLUSION

Based on the results of the analysis and hypothesis testing that has been stated in the previous chapter, the conclusions that can be drawn from this study are "there is a significant effect of emotional intelligence (self-assessment of emotions, assessment of other people's emotions, regulation of emotions, use of emotions) and big personality type namely extraversion, agreeableness, conscientiousness, neuroticism, openness on bullying behavior of *santri* in pesantren in West Sumatera". In this study, there are only two dimensions that are significant to bullying. Thus, only two minor hypotheses are accepted: there is a significant effect of

emotional regulation and agreeableness personality type on bullying behavior of *santri* in pesantren in West Sumatera. The variable with the most significant influence on bullying behavior is the agreeableness personality type.

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