PISA DATA ANALYSIS 2018: READING DIFFICULTY LEVEL AND BULLYING TREATMENT

Safari
Researcher at Pusrisdik and BRIN Jakarta
safari_puspendik@yahoo.com

Abstract*: The main objective of this study is to answer the following questions. Is there a relationship between the level of reading difficulties and the treatment of bullying based on PISA 2018. The research method used is a quantitative method. The data in this study uses PISA 2018 data which has been released to the public and has been permitted to be used for research development purposes. The population of this study is 15 year old students who are studying in 2018, while the sample is 15 year old Indonesian students taking the 2018 PISA test. The reason for choosing the sample is students who are taking the 2018 PISA test. The data in this study is in the form of a questionnaire that students answer. Indonesia, which is 11437 students. Based on the results of the regression analysis, the results showed that there was a relationship between the level of reading difficulty and bullying treatment based on PISA 2018 (P<0.000). The reliability of the instrument is 1.00 higher than the reliability of the person = 0.40. The conclusion is that statistically there is a relationship between the level of reading difficulty and bullying treatment based on PISA 2018. The higher the bullying treatment at school, the higher the students' reading difficulty level and vice versa*

Keywords*: reading difficulties, bullying, PISA*

INTRODUCTION

There is a saying, "By reading you will know the world, by writing, the world will know who you are." There's also, "Reading makes you know, writing makes you remember what you once knew." These two proverbs imply to all of us that to be a good writer, one must first be a good reader. This is why the reading culture in developed countries is very high, because they first understand the importance of reading. This is one of the reasons why countries above the PISA average have higher reading scores than countries below the PISA average, including Indonesia (OECD, 2018).

Tella and Akande (2007) state that the ability to read is at the heart of self-education and lifelong learning and that it is an art that can change lives and society. According to Yusuf (2015) a child who forms the habit of reading is always different from his peers at school because he becomes more knowledgeable than them and understands better than his peers what they are being taught in class because reading is very important for children's success. inside and outside school. However, based on the results of Safari (2021a) research, it shows that most Indonesian students have problems with: (1) many words that are difficult to understand, (2) many texts that are too difficult, and (3) getting lost when they have to switch pages on the 2018 PISA test.

The reading ability of Indonesian students based on the OECD (2018) shows the following results. (1) In Indonesia, 30% of students achieve at least level 2 proficiency in reading (OECD average: 77%). At a minimum, these students can identify main ideas in texts of medium length, seek information based on explicit, although sometimes complex, criteria, and can reflect on the purpose and form of the text when explicitly directed to do so. (2) In Indonesia, 41% of students report being bullied at least a few times a month, compared to 23% on average across OECD countries. At the same time, 80% of students in Indonesia (and 88% of the average student across OECD countries) agree or strongly agree that helping is a good thing for students who cannot defend themselves. (3) On average across OECD countries, 21% of students had skipped one day of school and 48% of students were late for school in the two weeks prior to the PISA test. In Indonesia, 21% of students had missed school a day and 52% of students came late to school during that period. In most countries and economies, students who are bullied frequently are more likely to skip school, whereas students who value school, enjoy a better disciplinary climate and receive greater emotional support from parents are less likely to skip school.

THEORETICAL UNDERPINNING

This OECD report shows that students who are often bullied are more likely to skip school. According to the results of research by Dwipayanti and Indrawati (2014) there is a negative relationship between bullying and the learning achievement of children who are victims of bullying. Children who are victims of bullying will have difficulty getting along, feel afraid to come to school so that their attendance is high and miss lessons, and have difficulty concentrating in following lessons so that it will have an impact on their learning achievement. So in conditions like this, the level of students' reading difficulties is strongly influenced by the bullying treatment in their schools. In this case, students are

afraid to come to school, students often skip school, as a result students are left behind in lessons and have difficulty concentrating in following their lessons, especially reading. The existence of such treatment causes the perpetrator to often fight, be destructive, skip school and become a criminal, while the victim causes depression, sensitivity, reduced concentration in learning, cowardice, and even suicide. These are the reasons behind this research.

The main problem in this study is that the level of reading difficulties and bullying in schools have been experienced by students starting at the elementary school, middle school, to college level. The level of reading difficulty in this study is the level of difficulty of students participating in PISA 2018 in doing the reading literacy test. The bullying in this study is one thing that is often done by one or a group of students that makes other students disturbed by their actions and behavior.

Cromley, et al (2010: 687) explain that reading comprehension is closely related to all academic achievements. The better the reading comprehension, the better the understanding in all disciplines that require reading comprehension. The relationship between reading comprehension and academic achievement in all disciplines in students ranged from r= 0.42 - r= 0.66. This shows the importance of the relationship between aspects of reading comprehension and various scientific disciplines. Children who have reading difficulties not only have low learning outcomes in Indonesian subjects, but they also have low learning outcomes in other subjects such as Mathematics, Civics (Citizenship Education), IPA (Natural Sciences), Social Sciences (Social Sciences).) and other fields of study. According to Afrom (2013, p. 130) several factors that cause low reading skills are not paying attention to punctuation marks and difficulty pronouncing letters that sound similar.

The results of Paudia's research (2013) state that the level of knowledge or information obtained by a person determines a person's behavior. The higher the level of one's knowledge, the better one's behavior. However, the lower the knowledge, the worse the level of behavior will be. In addition to knowledge, if bullying behavior continues, it will have a bad impact on victims and perpetrators. The results of research Hasyim, et al. (2021) showed that 48.93% of respondents had a high level of resilience (adaptability); 41.34% in the medium category and 9.73% in the low category. Based on this, the need for partnerships between students and schools and parents needs to be increased so that anti-bullying interventions that are holistic can reduce the negative impact of bullying through increasing the resilience of victims of bullying. Bullying is one form of aggression, the impact is harmful to the victim. There are still students who carry out bullying behavior in the form of verbal and non-verbal bullying. Empathy is the ability to read emotions from another person's point of view and be sensitive to the feelings of others. There are still students who lack empathy behavior such as discriminating in relationships and students who insinuate each other either directly or through social media. Results of the analysis of research Trianita, et al. (2021) showed that there was a significant negative relationship between empathy and bullying behavior as indicated by the value of r count = - 0.457 which was smaller than the value of - r table (- 0.221). The effect of empathy on bullying behavior is 20.9% and the remaining 79.1% of bullying behavior is caused by other variables outside the empathy variable.

Based on the description above, in conditions of reading difficulties and bullying treatment in schools, according to Iriani (2017: 91) that the learning strategies used by teachers must be in accordance with the circumstances of the students and the material to be given to students, so the teacher must be able to determine the right strategy to be applied to each subject to be taught. Teachers must be able to know what is needed by students, therefore teachers must be able to interact with students well. According to Saugadi, et al. (2021) that the teacher's efforts in overcoming students' reading difficulties are providing additional tutoring, giving assignments/homework (PR) and providing motivation to learn to read. The results of Winarsih's research, (2013) concluded that teachers should use varied methods, create a conducive learning atmosphere, hold additional lessons and give rewards or prizes. In addition, according to Widayanto, (2015) teachers must provide remedial teaching, provide repetition of material (enrichment) activities, provide learning motivation, develop good study attitudes and habits. In addition, according to Malik's research, (2019) that teachers must develop learning strategies that are able to stimulate children to improve their learning outcomes. In line with Asnur (2019), the teacher is one of the determining factors for student success. Therefore, the teacher must develop a lesson plan in overcoming the problems experienced by students in learning. However, this study focuses on overcoming students' learning difficulties in reading, so it is necessary for the teacher's efforts to improve students' reading skills well.

Why this problem should be investigated is to help teachers, students, and parents to optimize their students' discipline and learning. Information on the results of this study is very important for school residents to know. If the impact of bullying treatment results in an increase in the level of students' reading difficulties, citizens studying in schools must immediately minimize bullying. According to the results of research by Sartana and Afriyeni (2017), it shows that 78% of respondents have seen cyber bullying, 21% of respondents have been perpetrators, and 49% of respondents have been victims. Cases of bullying in schools are rampant. Both at the elementary school, high school, to college level. From 2011 to August 2014, KPAI recorded 369 complaints related to bullying. Approximately 25% of the total complaints in the education sector are 1,480 cases (Lestari, in Putri, F E & Christina, E, 2018: 79).

It is easier for students to treat bullying, including because of the development of information technology, namely social networks, students easily do cyber bullying. According to Aini and Apriani (2019), the development of social networks is extraordinary, both among the elderly, teenagers, and children. All people from various social statuses are very enthusiastic about using social media which is so easy to access and get an unlimited network of friends. Imanti and Triyono (2018) explained that cyber bullying is intimidation carried out by perpetrators with the aim of harassing or humiliating victims through technological devices. Cyber bullying attacks on victims can be in the form of disturbing messages or images which are then spread by humiliating the victim for others who see it. Adawiyah (2018) states that the increasingly rapid development of social media among teenagers can be used as a communication tool that is easy to use and access, bringing new trends in society as a medium for online bullying or what is known as cyberbullying. According to Jalal, et al (2021) that the factors of cyberbullying behavior in adolescents can be influenced by internal and external factors. Internal factors are related to the personality

characteristics of perpetrators and victims, behaviors that are used to be carried out by perpetrators and victims while using social media, and the intensity of perpetrators and victims interacting on social media. External factors are due to the rapid development of technology, as well as the ease with which technology provides open social media. for teenagers. According to Mia and Novianti (2021) that family support is very necessary because the influence of the relationship between family support and anxiety levels in adolescent bullies is very significant (p value = 0.000). Therefore, the teacher's efforts to overcome students' reading difficulties are by providing additional tutoring, giving assignments/homework (PR) and providing motivation to learn to read.

The relevance/relevance of the problem with the purpose of this study is whether there is a relationship between the level of reading difficulty and bullying treatment based on PISA 2018. If bullying in schools is not immediately eradicated, this can reduce students' reading interest. According to Siahaan (2007) that the condition of our nation's reading interest is still far behind from other nations' reading interest. Several surveys and studies show this condition. This is evidenced, among other things, by the ratio of newspapers to the total population. For this reason, it can be observed the ratio of newspapers and residents in Asean countries such as the Philippines 1: 30, Sri Lanka 1: 38 and Indonesia 1: 45. Even though the ratio of newspapers and population in developed countries has reached a ratio of 1: 10. This condition is very possible that we Indonesians still have a strong oral tradition. According to Lasa (2009), interest in reading in the community can be grown from an early age through formal education in schools and non-formal education in children's environments from an early age such as in the family environment, living environment, playing environment, and the school environment itself. Laeliyah (2007: 89) explains the contribution of reading interest, availability of reading materials, and mastery of vocabulary to children's short story comprehension skills, the results of the study show that there is a significant contribution between the availability of reading materials and students' reading interest. With limited abilities, in the exam, there are also students who do it by guessing. According to Wise and Kingsbury (2016) that the accuracy of the response after students begin to show fast-guessing behavior indicates that students have begun to respond in an unmotivated way. Once students start behaving noneffortfully, they will continue to do so for the rest of their test event. However, according to Guo, et al. (2016), it was shown that motivated test takers using quick guesses in item responses can affect study validity and teacher and agency performance evaluations negatively, so it is important to identify such test takers.   In fact students to get good results regardless of the achievement process such as academic cheating. According to Sagoro (2013) the notion of academic cheating is various forms of behavior that dishonestly benefits students, including cheating, plagiarism, stealing, and falsifying something related to academics. Basically academic cheating is done by students intentionally or unintentionally for various purposes and reasons. Based on the results of research by Nursalam, Bani, and Munirah (2013) forms of academic cheating committed by students are: a) cheating. b) copy and paste from the internet. c) copy a friend's assignment. d) open the book during the exam. The factors causing the fraud are as follows. a) It is very difficult to do the assignments given by the teacher/lecturer. b) Requires real answers. c) Most students are affected by other students cheating. d) The questions given are too

difficult. e) The time provided is very short. f) Students do not understand the material being tested. g) Doubt about your own answer. h) No penalty is given for cheating. i) Get good grades. Although this is contrary to the character values that are built in the world of education. According to Idamayanti and Sakti (2020) it shows that the character values formed by applying character education with a mutual friend approach are disciplined, religious, honest, logical thinking, creative, independent, creative, communicative, cooperative, respectful, confident, polite, honest, responsible, hard work, environmental care and social care. According to Ramberg and Modin (2019) that showing a significant negative relationship between the three aspects of school effectiveness and student cheating, it shows that this condition is important to consider in pursuing a more ethical, legal, and fair education system. The implications of student cheating in schools are associated with an increased risk of future unethical behavior, both in further education and later working life (Carpenter et al. 2004; Graves 2011; Lucas and Friedrich 2005; Lawson 2004; Whitley 1998).

What about the results of existing research. The results of previous studies that support this study include Fathonah's research (2016: 172) entitled "Application of the POE (Predict Observe Explain) Model to Improve Students' Reading Comprehension Skills that the focus of development in learning is that students are able to scan written language symbols , students are able to interpret written language symbols, and students are able to connect meaning (reading content) with the context of communication, and the results of this study students' reading comprehension skills in learning Indonesian using the POE (Predict Observe Explain) model have developed evidenced by the increase in better scores on the reading ability of students. According to Afrom (2013, p. 130) several factors that cause low reading skills are students not paying attention to punctuation marks and having difficulty pronouncing letters that sound similar.

Cromley, et al (2010: 687) explain that reading comprehension is closely related to all academic achievements. The better the reading comprehension, the better the understanding in all disciplines that require reading comprehension. The relationship between reading comprehension and academic achievement in all disciplines in students ranged from r= 0.42 - r= 0.66. This shows the importance of the relationship between aspects of reading comprehension and various scientific disciplines. Children who have difficulty reading not only have low learning outcomes in Indonesian subjects, but they also have low learning outcomes in other subjects such as Mathematics, Civics (Citizenship Education), IPA (Natural Sciences), Social Sciences (Social Sciences).) and other fields of study. Learning can increase learning opportunities for students and can reduce student learning difficulties (Ylonen and Norwich, 2013: 137). According to Asyari, et al, (2013) that the implementation of problem-based learning and group learning can encourage students to think critically through planning, debating, stating questions and problems, and analyzing and providing solutions to environmental problems. To develop learning and improve the process of teacher reflection, it can be used through confrontation between critical aspects, action in context, reflection in, on, and for action (Olteanu, 2016: 60).

Regarding bullying treatment, according to Sticca (2013), the use of social media with a high frequency exceeding the maximum limit of more than two hours every day increases the emergence of cyberbullying behavior tendencies. This is in line with Utami's research (2018) which shows that there is a significant influence between the intensity of social media use on the tendency of

cyberbullying behavior. At this time, scenes of violence are no longer only obtained through television shows but also through social media. As research conducted by Iskandar & Isnaeni (2019) which seeks to see the social phenomena behind the rampant acts of violence or cyberbullying committed by teenagers. The study explained that the duration of the use of Instagram social media among adolescents was divided into 4 categories, namely: more than 7 hours in the very long category, 5-6 hours in the long category, 3-4 in the medium category, 1-2 hours in the short category and less than 1 hour. very short category hours. This provides an argument for causality in the broader meaning of media that can cultivate social reality.

If this problem is not investigated immediately, the consequences include students, teachers, and parents of students not immediately being able to obtain accurate information on research results related to the level of reading difficulties caused by bullying, so that school residents cannot quickly correct errors or weaknesses. what happened so far. The main problem in this study is that the level of reading difficulties and bullying in schools have been experienced by students starting at the elementary school, middle school, to college level. Based on the results of statistical analysis by Dwipayanti and Indrawati (2014), the results obtained r = -0.779 and P = 0.000 (P is smaller than 0.05), which means that there is a negative relationship between bullying and the learning achievement of children who are victims of bullying at the elementary school level. Children who are victims of bullying will have difficulty getting along, feel afraid to come to school so that their attendance is high and miss lessons, and have difficulty concentrating in following lessons so that it will have an impact on their learning achievement. The results of this study also show that there are differences in the forms of bullying experienced by male and female victims.

The phenomenon of bullying experienced by students is so worrying with the various bad effects that can be experienced by students who are victims of bullying. The results of Hasiyilm's (2021) research show that 48.93% of respondents have a high level of resilience (adaptability); 41.34% in the medium category and 9.73% in the low category. Based on this, the need for partnership between nurses and schools and parents needs to be increased so that holistic anti-bullying interventions are able to reduce the negative impact of bullying through increasing the resilience of victims of bullying. According to Trianita, et al (2021) that bullying is a form of aggression, the impact is harmful to the victim. There are still students who carry out bullying behavior in the form of verbal and non-verbal bullying. Empathy is the ability to read emotions from another person's point of view and be sensitive to the feelings of others. There are still students who lack empathy behavior such as discriminating in relationships and students who insinuate each other either directly or through social media. The results of the analysis of his research is that there is a significant negative relationship between empathy and bullying behavior as indicated by the value of r count = - 0.457 which is smaller than the value of - r table (- 0.221). The effect of empathy on bullying behavior is 20.9% and the remaining 79.1% of bullying behavior is caused by other variables outside the empathy variable.

If this problem is investigated immediately, the advantages include that students, teachers, and parents of students can obtain accurate information on research results related to the level of reading difficulties and the treatment of bullying in schools. This study can help many people who are dealing with

reading difficulties caused by bullying. Physically, bullies are not only dominated by big and strong children, small and medium sized children who have great dominance. The most obvious reason why someone becomes a bully is that the bully feels satisfaction when he is "in power" among his peers. In addition, the laughter of his group friends when he played with the victim provided reinforcement for bullying behavior (Halimah, et al, 20015).

According to Yunika and Sukmawati (2013) that electronic bullying is a form of bullying behavior carried out by the perpetrators through electronic means such as computers, internet, e-mail, and so on. Usually intended to terrorize the victim by using text, animation, pictures and video recordings or films that are intimidating, hurting or cornering. This type of bullying is usually carried out by groups of teenagers who already have a fairly good understanding of information technology facilities and other electronic media. According to Rochma (2017) that physical and verbal violence by parents against children will be examples of bullying behavior. This will be exacerbated by the lack of warmth of affection and the absence of support and direction to make the child have the opportunity to become a bully. A study has shown that aggressive behavior increases in children who witness the abuse of their father against their mother. The attitude of the family that spoils the child too much so that it cannot form a mature personality. In this case, students are afraid to come to school, students often skip school, as a result students are left behind in lessons and have difficulty concentrating in following their lessons, especially reading. The existence of such treatment causes the perpetrator to often fight, be destructive, skip school and become a criminal, while the victim causes depression, sensitivity, reduced concentration in learning, cowardice, and even suicide. Therefore, to minimize the impact of bullying and increase students' reading motivation, this study was immediately carried out.

From the various descriptions above, the problem in this study is whether there is a relationship between the level of reading difficulty and bullying treatment based on PISA 2018. The product/form of research results or state of the art (SOTA) that is useful/can be used by others is science about the relationship between reading difficulties and bullying treatment based on PISA 2018. This is the novelty quality of the research results of this study.

METHOD

The research method used is a quantitative method. The basis for using this method is adapted to the main objectives of this study, including obtaining facts from the existing symptoms and seeking factual information based on the data of this study (Safari, 2020a). The data in this study uses PISA 2018 data which has been released to the public and has been permitted to be used for research development purposes. The population of this study is 15 year old students who are studying in 2018, while the sample is Indonesian students aged 15 studying and participating in the PISA test in 2018. The reason for selecting the sample is students who are taking the PISA test in 2018. The data in this study in the form of a questionnaire with four choices (Strongly disagree, Disagree, Agree, Strongy agree) for the topics: "Agree: I have always had difficulty with reading" and "Agree: I feel bad seeing other students bullied" answered by 11437 Indonesian students. The analytical method used in this research is regression analysis. This

analysis is used to calculate whether there is a relationship between the level of reading difficulty and bullying treatment based on PISA 2018. In order for the results of the analysis of this study to be obtained accurately, all data in this study were processed or analyzed using the SPSS 22.00 program and to test the reliability of the instrument and person, the Winsteps program was used (Safari, 2020a; Safari, 2020b).

FINDINGS AND DISCUSSION

Based on the percentage of students who have filled out the questionnaire, 11437 Indonesian students are as follows.

Figure 1 informs that the reliability value of the instrument used in this study is perfect, namely 1.00; while the person reliability value is 0.40. This shows that the instrument reliability value is higher than the person reliability value. This means that most of the respondents answered the questionnaire in this study with low scores and this shows "the real life" in everyday reality at school.

```
-------------------------------------------------------------------------
| PERSON  598338 INPUT   598338 MEASURED            INFIT       OUTFIT  |
|            TOTAL      COUNT     MEASURE  REALSE   IMNSQ  ZSTD  OMNSQ  ZSTD|
| MEAN         5.9        1.9      -1.22     .94     .71   -.3   1.06  -.1|
| S.D.         3.2         .3       1.30     .35    1.33   1.0   2.04   1.3|
| REAL RMSE   1.00 TRUE SD    .82  SEPARATION   .82  PERSON RELIABILITY  .40|
|-----------------------------------------------------------------------|
| ITEM        2 INPUT      2 MEASURED            INFIT       OUTFIT  |
|            TOTAL      COUNT     MEASURE  REALSE   IMNSQ  ZSTD  OMNSQ  ZSTD|
| MEAN  1774216.0  577852.5        .00      .00    1.15    .0   1.60   9.9|
| S.D.   420237.0   20485.5        .96      .00     .26   9.9    .24    .0|
| REAL RMSE    .00 TRUE SD    .96  SEPARATION 592.7  ITEM  RELIABILITY 1.00|
-------------------------------------------------------------------------
```

Figure 1: Winsteps Analysis Results: Person and Instrument Reliability

Table 2. Crosstabulation of Difficulty with Reading and Students Bullying

	Option	Count	Agree: I have always had difficulty with reading				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Agree: I feel bad seeing other students bullied.	Strongly disagree	Count (%)	169 (1,5%)	439 (3,8%)	275 (2,4%)	63 (0,6%)	946 (8,3%)
	Disagree	Count (%)	152 (1,3%)	571 95,0%)	342 (3,0%)	60 (0,5%)	1125 (9,8%)
	Agree	Count (%)	837 (7,3%)	3923 (34,3%)	1708 (14,9%)	180 (1,6%)	6648 (58,1%)
	Strongly agree	Count (%)	648 (5,7%)	1417 (12,4%)	521 (4,6%)	132 (1,2%)	2718 (23,8%)
Total		Count (%)	1806 (15,8%)	6350 (55,5%)	2846 (24,9%	435 (3,8%)	11437 (100,0%

					)		)

Table 2 informs that: (1) the treatment of difficulty in reading the most answers is Disagree = 55.5%, Agree = 24.9%, Strongly disagree = 15.8%, and Strongly agree = 3.8%. (2) The respondents who stated, "I feel bad seeing other students bullied" the most answers were Agree = 58.1%, Strongly agree = 23.8%, Disagree = 9.8%, and Strongly disagree = 8.3% . (3) The crosstab result shows that the percentage of students who feel sad about bullying (Agree) has difficulty in reading (Agree = 14.9%).

Table 3. Results of Model Regression Analysis Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,086[a]	,007	,007	,726

Table 3 informs that the correlation coefficient (R) is 0.086, this is a correlation between the variables Y = The level of reading difficulty, X = The bullying treatment is very significant. R Square (R2) = 0.007 means that 0.007% of the variation that occurs in criterion Y is caused by the influence of predictor X together, while the remaining 99.993% is caused by the influence of other variables not examined or variables that are outside research area classified as residue. Thus the size of the coefficient of determination will be a determinant of whether or not the regression line precision is strong as a tool for predicting research variables. This means that the greater the coefficient of determination that occurs, the stronger the precision of the regression line will be.

Table 4. ANOVA Analysis Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	45,234	1	45,234	85,811	,000[b]
Residual	6027,792	11435	,527		
Total	6073,026	11436			

Table 4 informs that the significance level is 0.000 <0.05, meaning that the regression equation found is significant and can be used to make predictions. This means that the level of reading difficulty in school can be predicted from the predictor X = bullying treatment.

Table 5. Results of Regression Coefficients Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,396	,026		93,415	,000
Agree: I feel bad seeing other students bullied	-,077	,008	-,086	-9,263	,000

Table 5 informs that the regression equation $Y = 2,396 + (-0.077)X$ means that the average Y criterion score is expected to change by -0.077.

DISCUSSION

The results of this study are that there is a relationship between the two variables, namely the variable Y = reading difficulty level, X = bullying treatment with a correlation coefficient (R) of 0.086 which is very significant. This means that the higher the level of bullying at school, the higher the level of students' reading difficulties or vice versa. The results of this study which are the same as the results of previous studies do not yet exist. This shows that these variables have not been studied before. However, for the results of research related to the topic of this study, there are some of them are the results of the following research.

The results of research by Cromley, Hogan, and Dubas (2010: 687) show that reading comprehension is closely related to all academic achievements. The better the reading comprehension, the better the understanding in all disciplines that require reading comprehension. The relationship between reading comprehension and academic achievement in all disciplines in students ranged from r= 0.42 - r= 0.66. This shows the importance of the relationship between aspects of reading comprehension and various scientific disciplines. Children who have difficulty reading not only have low learning outcomes in Indonesian subjects, but they also have low learning outcomes in other subjects such as Mathematics, Civics (Citizenship Education), IPA (Natural Sciences), Social Sciences (Social Sciences).) and other fields of study. According to Farida (2005) the factors that cause reading difficulties experienced by every child can be caused by internal factors in the child himself or external factors outside the child. Internal factors in children include physical, intellectual and psychological factors. The external factors outside of the child include the family and school environment. In addition, teacher creativity also affects students' reading difficulties. The results of Safari's (2020) research show that teachers in countries above the PISA average often provide feedback and provide better reading material to their students compared to teachers in countries below the PISA average including Indonesia.

According to Gunderson and Chen (2011) showed that reading difficulties are often referred to as specific learning disabilities. This term is used to identify individuals who have significant difficulties in learning to read. Reading difficulties according to Olson & Byrne (2005: 191) are failures to learn, and learning is something that happens all the time. It is possible, therefore, that the true cause in the inheritance of reading difficulties is a dynamic process that affects a child's ability to exploit reading instruction, as suggested by the data, a previous review, in the broadest possible influence on the learning assessment parameters. Feifer (2011: 21-22) explains that students with reading difficulties are seen as manifestations of difficulties who qualify for the provision of support and accommodation through an individual education plan called the Individual Education Plan (IEP). Children with reading difficulties have the intellectual means to acquire functional reading skills, but perform poorly in school because of the difficulties inherent in learning.

Vernon (Mulyono Abdurrahman, 1996: 176) suggests that children who have difficulty learning to read have the following characteristics: (a) have a

deficiency in visual discrimination, (b) are unable to analyze words into letters, (c) have a deficiency in visual memory, (d) lack of auditory discrimination, (e) inability to understand sound sources, (f) inability to integrate sight and hearing, (g) difficulty in learning associations of irregular symbols (especially in English), (h)) difficulty in sorting words and letters, (i) reading word for word, (j) lack of ability in conceptual thinking. However, the results of research by Noviana and Duryati (2020) show that there is no relationship between reading difficulties and academic anxiety in students with a correlation significance value of r = -0.040 with a significance of p = 0.722 (p> 0.05) which indicates that there is no relationship between reading difficulties and academic anxiety. The results showed that there was no relationship between reading difficulties and academic anxiety in elementary school students in Bukittinggi.

The results of research related to bullying treatment, such as the results of research conducted by Sucipto (2012) that bullying will always occur and often do not get the attention of teachers because this event is considered normal and natural, but if you look further, bullying actually has a lot of impact. negative for the victim. The role of teachers and school residents must immediately minimize it so that students in schools can develop naturally in an atmosphere of joy not fear. The results of research by Brown and Patterson (2012) show that principals strive to ensure safe and comfortable schools for students. However, bullies make school a threatening and uncomfortable place. School educators can apply criticism and suggestions from school residents and local residents who know about the school. One of them is criticism and suggestions regarding acts of violence or bullying that occur within the school environment and outside the school environment. This is done to ensure that the school remains the safest place for students. These techniques can help prevent and reduce incidents of violence or bullying. The results of Abdullah's research (2013) show that bullying in schools does not only occur during school orientation, but throughout the year with various modes, intensities and perpetrators. Eliminating bullying behavior in schools is not an easy matter. The causative factors are very complex. Can be caused by factors that are individual, cultural and structural. Bullying needs to be minimized because bullying should not exist in the world of education. The concept of a school without bullying needs to be communicated as early as possible when students are accepted into school and parents also get information about it. Thus, from the beginning, students understand the values applied in school and parents also help. In addition, all levels of the school must also acquire adequate understanding and skills to deal with problems. Students also need to be given an understanding of bullying and its impact, so that the school becomes a comfortable place for students.

The results of Hidayati's research (2012) show that the problem of bullying is very serious and this is not only serious for those who are victims, but it is a big problem for all of us. Judging from the many cases that occur, bullying is clearly an urgent problem to find alternative solutions to be applied systematically by all parties concerned, especially parents and the school. The tremendous impact of bullying that not only affects children in the short term, but also in the long term should be a strong reason for all of us to act immediately. Various alternative solutions have been raised and various alternative intervention programs have been offered, but in the end the success of bullying handling depends on the commitment of all parties to implement the anti-bullying program. The results of Sufriani and Sari's research (2017) show that there is a relationship between

individual factors (P-value = 0.000), family factors (P-value = 0.000), peer factors (P-value = 0.003), school factors (P-value = 0.048), media factor (P-value = 0.042) with bullying in school-age children. It is hoped that the school can improve discipline in schools and provide counseling guidance to bullies. Parents are expected to guide their children by teaching and example and not allowing their children to do things without parental supervision, such as using electronic media and mass media.

The results of Sugiariyanti's research (2009) show that (1) the type of bullying behavior in children that occurs the most is physical bullying, while the type of bullying behavior in adolescents is verbal bullying; (2) The first location of bullying behavior in children and adolescents is mostly in the classroom; (3) The number of students who do not know their role in bullying situations in adolescents is more than children; and (4) the level of understanding of children about bullying behavior is still much lower than that of teenagers. The results of Lestari's research (2016) show that: (1) family factors are the cause of bullying behavior among students, one of which is due to a less harmonious family; (2) peer factors are the cause of bullying behavior among students, one of which is the high intensity of communication between peers which allows these students to be instigated by their negatively oriented friends; (3) the factor of mass media is the cause of bullying behavior among students, because of the misuse of social media as a medium for bullying in the form of non-verbal (text).

The results of Hanurawan's research (2012) show that mental health is a psychological state that shows a person's ability to make adjustments to the problems they face. Educators have a duty to develop mental health in all components of the school, such as students, colleagues, and themselves. Health Emotional intelligence can help balance a person's mental health in dealing with life's problems in an educational environment. There are various strategies that can be done in an effort to develop mental health. The results of the research by Fithria and Auli (2016) showed that there was a relationship between self-esteem and bullying behavior (p=0.014), bullying personality and behavior (p=0.006), family and bullying behavior (p=0.017), school and bullying behavior (p= 0.002), and peers and bullying behavior (p=0.006). It is hoped that parents and the school will pay more attention to these factors so that they can prevent bullying behavior from students. According to the results of Safari (2021b) research shows that the level of parental care has a very positive effect on teaching and learning activities in schools.

The results of Mashar and Hidayah's research (2017) show that bullying is a violent behavior that often occurs in schools, both verbal and physical violence. Victims of bullying will have many psychological disorders due to trauma, and will even become bullies in the future. The results of Mawardah and Adiyanti's research (2014) show that there is a relationship between peer groups and emotional regulation with the tendency to become cyberbullying perpetrators in adolescents. The results of Istiani's research (2013) show that emotional health is very influential on mental health, a person who does not yet have emotional intelligence will usually easily experience mental disorders, and easily dissolve in sadness if he experiences failure. If negative behaviors appear caused by a lack of emotional intelligence, it will be detrimental to others around them. Therefore, emotional intelligence is very necessary for everyone, because with emotional intelligence people will have a high sense of introspection, so that humans will

not be easily angry, selfish, not easily discouraged, and always have a sense of roominess in dealing with life's problems. The results of Aini's research (2018) show that bullying cases can be handled using several methods that are adapted to the content of the problem. Optimizing self-esteem is one way that can be applied to prevent cases of bullying in elementary school-aged children. Self-esteem needs is one of the needs that cannot be ignored in a child's life. The need for good self-esteem in children can increase their self-confidence. Support and involvement of the family and school environment is needed to achieve self-esteem needs. Good coordination from the family and school environments to support self-esteem can create children with good self-concepts so that they can overcome various bullying problems that come from their environment.

Based on the research results of Saugadi, et al (2021) show that the efforts of teachers in overcoming students' reading difficulties are providing additional tutoring, giving assignments/homework (PR) and providing motivation to learn to read. The ways to overcome this are: (1) getting used to reading, (2) providing understanding and motivation to students, (3) using free time for reading tutoring, (4) providing additional hours of tutoring, (5) communicating about students' reading abilities to students. parents of students (Winarsih, 2013). The results of Safari's research (2021c) show that the winsteps program is very practical for teachers to use to diagnose students' reading difficulties and questions on aspects of knowledge, skills, and attitudes.

CONCLUSION

Based on all the descriptions above, the results of the study can be concluded with the following findings. The reliability value of the instrument used in this study is perfect, namely 1.00; while the person reliability value is 0.40. This shows that the instrument reliability value is higher than the person reliability value. This means that most of the respondents answered the questionnaire in this study with low scores and this shows "the real life" in everyday reality at school. The relationship between reading difficulties and bullying treatment based on 2018 PISA data was statistically significant ($P<0.005$). The contribution of these two variables is 0.086%. This finding means that less than 1% of the variation that occurs in the criteria Y = reading difficulty level and X = bullying treatment based on PISA 2018 data. with the regression equation Y=2,396+(-0,077)X. This means that the average score of criterion Y is expected to change by 0.077 for each unit of change that occurs in X. These results indicate that the higher the bullying treatment at school, the higher the level of students' reading difficulties and vice versa.

Suggestions
Based on the results of the research above, there are important suggestions as follows. (1) To the Principal, to foster the enthusiasm of students to read books in the library so that children who have reading difficulties will continue to practice and develop their abilities with the facilities and infrastructure already owned by the school. (2). Teachers should be able to: (a) provide more opportunities for students to read independently, and be able to provide appropriate treatment after knowing the location of each student's reading difficulties; (b) to increase

students' interest in reading. (3) For students to: (a) keep practicing reading, (b) be able to set aside time from playing to read. (4). Parents are expected to always pay attention to the development of their children and take the time to guide and provide advice and motivation so that their children are always active in learning.

Solutions for parents or guardians if their children are victims of bullying at school include: (1) recognizing the character of students; (2) communicate with children well; (3) give children confidence; (4) provide input at the right time; (5) teach children to be responsible not to run away from problems; and (6) don't get emotional.

The suggestions for handling children who become bullies are: (1) immediately ask the child to talk about what he is doing. Explain that his actions are detrimental to himself and others. Seek assistance from experts so that problems are handled properly and completed completely. (2) Find the cause of the child doing this. The cause determines the treatment. Children who become perpetrators because of low self-esteem will certainly be handled differently from perpetrators who are caused by revenge because they have been victims. Likewise, if the perpetrator is caused by different aggressiveness. (3) Position yourself to help the child and not judge the child.

REFERENCES

Farida, Rahim. (2005). Pengajaran Membaca di Sekolah Dasar. Jakarta: Bumi Aksara.

Feifer, Steven. (2011). How SLD Manifests in Reading (hlm. 21-42), dalam Flanagan, Dawn P. & Alfonso, Vincent C. 2011. Essentials of Specific Learning Disability Identification. New Jersey: John Wiley & Sons, Inc

Gunderson, Lee, D'Silva, Reginald & Chen, Louis. 2011. Second Language Reading Disability: International Themes (hlm. 13-24), dalam McGill-Franzen, Anne & Allington, Richard L. 2011. Handbook of Reading Disability Research. New York: Routledge.

Mulyono, Abdurrahman. (1996). Pendidikan Bagi Anak Berkesulitan Belajar. Jakarta: Depdikbud Dirjen Dikti.

Olson, Richard & Byrne, Brian. (2005). Genetic and Environmental Influences on Reading and Language Ability and Disability (hlm. 173-200), dalam Catts, Hugh W. & Kamhi, Alan G. (Eds). 2005. The Connections Between Language and Reading Disabilities. London: Lawrence Erlbaum Associates.

Safari. (2020a). Analisis Data Dengan Program Komputer: Berdasarkan Teori Tes Klasik (Excel, SPSS, ITEMAN) dan Modern (WINSTEPS, QUEST, RASCAL, ASCAL, BILOG, PARSCALE, FACETS, LISREL, AMOS, dan MPLUS). Jakarta: Universitas Negeri Jakarta.

Safari. (2020b). Statistika untuk penelitian: Bahasa, Bimbingan Konseling, Psikologi, Hukum, Agama, Teknik, Ekonomi, Keperawatan, Kedokteran, PAUD, dan Pendidikan. ISBN: 978-623-90015-3-7. Jakarta: Universitas Islam As-Syafiiyah.

Winarsih. (2013). Upaya Guru dalam Mengatasi Kesulitan Belajar Membaca, Menulis dan Berhitung (Calistung). Yogyakarta: Program Pascasarjana jurusan Pendidikan Guru Madrasah Ibtidaiyah fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan kalijaga Yogyakarta.