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Description of Bullying Behavior in SMPN 2 Students, Tarogong Kidul Kabupaten Garut

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Abstract: Bullying behavior from time to time continues to be a thing that haunts Indonesian children. Bullying cases are rampant at the age of children and mostly occur in the school environment. Cases of bullying in Indonesia often occur in educational institutions. This study aimed to identify the behavior of bullying both perpetrators and victims of abuse (bully) on students of SMPN 2 Tarogong Kidul District, Garut Regency. The research method was a descriptive quantitative study. The number of samples of 249 students was taken by proportional systematic random sampling of students in grades 7 and 8. The instrument for collecting data used an inventory questionnaire from CDC. Data were analyzed using descriptive analysis. The results of the study were 17.7 % of students had been bullied every day, verbal bullying was 76.7%, relational 51% and physical 61.4%. The impact of bully felt by the students: 33% felt sad, 26% hurt. The reason for bullying was 17.67% considered it a coward. 65.1% of the students had experienced cyberbullying. These results are expected to be input for the school in the form of counseling for bully victims and sanctions for bully perpetrators, as well as efforts to prevent bullying behavior in the form of familiarizing mutual respect, anti-bullying culture.

Keywords: bullying; victims; bully offenders; students

1. Introduction

Bullying behavior from time to time continues to be a thing that haunts Indonesian children. Bullying cases are rampant at the age of children and mostly occur in the school environment. The cases of bullying that are often encountered are cases of seniority or the intimidation of more senior students towards their younger siblings both physically and non-physically. Bullying can change activities at school that is initially fun, learning with friends, scary and even nightmares and bringing unpleasant tastes to impressions school life.

The survey conducted by Latitude News in 40 countries shows that Indonesia ranks second in five countries with the highest bullying cases. The five countries with the highest bullying cases were in the first position occupied by Japan, then Indonesia, Canada, the United States, and Finland. Cases of bullying in Indonesia often occur in educational institutions. This is evidenced by data from the National Commission for Child Protection, in 2011 being the year with the highest rate of bullying cases in the school environment, namely 339 cases of violence and 82 of them died (Dwi, 2011).

The rise of bullying cases in schools has become a global problem, not only a problem in Indonesia but also in developed countries such as the United States and Japan. But this case still lacks attention

because it is often regarded as a common thing at school. While bullying behavior has a negative impact on all aspects of life (physical, psychological and social) of individuals, especially teenagers (Sejiwa, 2008). Another impact experienced by victims of bullying is experiencing a variety of disorders that include low psychological well-being where victims will feel uncomfortable, fearful, inferior, and worthless. Poor social adjustment where the victim feels afraid of going to school or not want to go to school, withdraw from an association, even want to commit suicide. According to Wiyani (2012) the results of the study showed students who were victims would have difficulty in getting along, feeling afraid of going to school so that their attendance was high and lagging behind their lessons, having difficulty concentrating in attending lessons, and their mental and physical health affected both in the short term or long. In other words, bullying in school is a symptom that adversely affects students involved in bullying. Even the impact can make victims become bullying when there is a cycle of violence (Adilla, 2009).

The high number of bully cases is at the stage of concern. Schools that should be a pleasant place, turn into a place that is terrible (school phobia), can even endanger the lives of students. Schools that should be a place to look for friends and friends turn out to be places of hostility. Abuse can turn an initially pleasant situation into an unpleasant one and can even be a "nightmare" for students. Abuse can result in harm to the physical and psychological state of the victim by mocking, mocking, insulting, threatening, calling names with the aim of insulting, extorting, persecuting, slandering, sexual violence, exclusion, disgrace, damaging property or property belonging to the victim, threatening and hit with the aim of injuring or positioning someone in a depressed state.

The purpose of this study was to identify the risky behavior of bullying in students of Tarogong Kidul Middle School 2 Garut Regency.

2. Methods

Type research was a descriptive quantitative with a cross-sectional study design. This research aimed to identify description bullying behavior at school students at SMP 2 Tarogong South District of Garut. The population in this study were students of class VII and VIII of the State Junior High School 2 in Tarogong Kidul District, Garut Regency, 1026 students in total. The sampling technique used was a proportional systematic random sampling. The number of samples obtained by using the Slovin formula is 249 people.

Data were collected using a standard questionnaire published by the CDC entitled Bystander, Bully, and/or Victim Scales. Data were analyzed using descriptive statistics using frequency, percentage, mean and standard deviation.

3. Result

Table 1. Distribution of respondents based on the sex characteristic.

	n	%
Male	106	42.6
Female	143	57.4
Total	249	100.0

Based on the sex characteristic of respondents in this research, 42.6 % is male and 57.4 % is female.

Table 2. Distribution of respondents based on the frequency of bully victims.

Event	n	%
Not	171	68.7
> 1 x / day	44	17.7
1 x / more every week	23	9.2
1 or more times every month	11	4.4
Total	249	100.0

Based on the frequency of bully victims 17.7% experience bullying more than once a day, 9.2%. More than once a week and 4.4% every month.

Table 3. Distribution of respondents based on the place carried out by bully.

Location	n	%
Classroom	64	26
Bathroom	4	1.6
At rest	22	8.8
Before entering class	10	4
After going home	10	4
Via SMS, phone	10	4

Based on the place of bullying almost half of it happened in the classroom, and the rarest place is in the bathroom.

Table 4. Distribution of respondent based on bullying type.

behavior	Measuring Results	n	%
Verbal	Positive	58	23.3
	Negative	191	76.7
Relational	Positive	122	49.0
	Negative	127	51.0
Physical	Positive	96	38.6
	Negative	153	61.4

Based on the kind of bully type, almost half of the bully experienced relational bullying, and at least of the respondents experienced verbal bullying.

Table 5. Distribution of respondents based on bully perpetrators.

Perpretator	n	%
older boys	40	16
older girl	14	5.6
younger boys	23	9.2
younger girls	14	5.6
someone strong	14	5.6
someone popular	17	6.8
someone in power	61	24
someone who has many friends	70	28
someone smart	12	4.8

Based on bully perpetrators, the most done by people who have many friends, then someone who has "power" and older boys, and at least bullied by smart people.

Table 6. Distribution of respondents based on the impact of bully.

impact	n	%
Makes me feel sick	65	26
I can't be friends	13	5.2

Makes me feel bad or sad	81	33
Makes it difficult to study at school	28	11
Not coming to school	3	1.2
I have a problem with my family	3	1.2
Other 2	21	8.4

From table 6 about the impact of bully inflicted on bully-victims, most experience sadness. feeling hurt and having trouble studying at school.

Table 7. Distribution of respondents based on reason bullied.

reason for bullying	n	%
my face looks funny	8	3.21
fat	30	12.05
thin	18	7.23
looks too old	6	2.41
looks too young	9	3.61
looks too high	6	2.41
it looks too short	29	11.65
I'm a coward	44	17.67
strange	18	7.23
I am sick a lot	2	0.80
I am disabled	5	2.01
I got good grades	13	5.22
I got a bad score	4	1.61
where i live	4	1.61
the clothes I'm wearing	6	2.41
the color of my skin	16	6.43
I am different	32	12.85

Based on the reason for doing the most bullying (17.67%) because they consider cowards, (12.85%) because it is different from the others, (12.05%) because they are obese, (11.65%) are short-bodied.

Table 8. Distribution of respondents based on attitude towards bullying.

Attitude	n	%
Positive	130	52.2
Negative	119	47.8

From table 8, nearly half (47.8 %) of students have a negative attitude towards bullying and 52.2% have a positive attitude.

Table 9. Distribution of respondents based on their frequency do cyberbully.

Experience	n	%
Positive	115	46.2
Negative	134	53.8
Total	249	100.0

From table 9, almost half (46.2 %) of students experienced cyber-bullying in the last 1 month.

Table 10. Distribution of respondents based on reasons for cyber-bullying.

Reasons	n	%
For revenge	27	10.84
I got it	27	10.84
Because the others do it	10	4.02
For fun	29	11.65
Because they chose me at school	5	2.01
To vent my anger	26	10.44
To show strength	18	7.23
I hate them	26	10.44
Other reason	24	9.64

From table 10 above is based on the reason for cyberbullying, which is mostly due to pleasure, revenge, and hate.

4. Discussion

Based on the frequency of bully-victims, 17.7 % experience bullying more than once a day and nearly half of bully actions occur in the classroom.

According to Olweus, bullying is defined in three criteria, which is done intentionally, based on qualitative research, it has been found that a child will tend to take action to intentionally hurt victims of bullying or only have the intent to hurt. Repetition, a child feel taller and stronger mentally will be doing the bullying to the victims of bullying and a will to do it repeatedly. This criterion describes that someone who is stronger will bully someone who is physically weak or mentally weak. This imbalance of power will make it difficult for victims to resist bullying (Menesini et al., 2012). Therefore the attention of school supervision to bullying behavior is very important. Efforts to deal with both the perpetrators and victims of bullying must be a priority given that the most bullying events occur in the classroom.

Based on the kind of bully who almost half of the respondents experienced relational bully. Relational bullying is weakening dignity of victims systematically through neglect, exclusion or avoidance. This behavior can include hidden attitudes such as aggressive views, eye glances, sighs, sneers, mocking laughter and mocking body language. Bullying in this relational form is bullying behavior the most difficult to detect from the outside. Bullying relationally achieves its peak in early adolescence, because when it happens physical changes, mental emotional and sexual. This is the time when teens try to know themselves and adjust to their peers. This is in line with Baker (2010) research, referenced by Andrysiak (2014). Students who have a positive perception of schools, generally value their teachers as friendly, friendly and able to establish effective communication (Collie, Shapka, & Perry, 2012). The teacher also does not hesitate to give positive appreciation to students such as praise and appreciation for student achievement and does not merely focus on student mistakes (Andrysiak, 2014).

Based on bully perpetrators, most are done by people who have many friends, then someone who has "power" and older boys. Bullying children tend to have good and developing self-esteem, but do not have a sense of responsibility for the actions taken, always want to be in power and dominate, and not respect others. Children who do bullying usually have a hyperactive, impulsive, loss of concentration, and experience of violence in the past. Perpetrator bullying usually attacks other people first before being attacked as a way to protect themselves (Verlinden, Hersen and Thomas, 2000).

Based on the reasons for doing the most bullying (17.67%) because they consider cowards, (12.85%) because it is different from the others, (12.05%) because they are obese, (11.65%) are short-bodied. Characteristics of bullying victims are those whose appearance of everyday behavior is different in body size and smaller or higher in weight than most children or adolescents of their age come from different ethnic backgrounds of beliefs or cultures than most children or adolescents in their environment have the ability or special talents certain limitations of ability such as attention to bad hyperactivity ADHD disorder) mental retardation learning disorders and others. Generally, children or

adolescents who are victims of bullying are children who are anxious easily nervous always feel insecure shy quiet low self-esteem has physical or mental disability behavior or neurological development disorders (table 6), the impact of bully on bully victims who experience the most sadness. feeling hurt and having trouble studying at school.

Tirza et al (2014) say that 57% of people who have experienced bullying/harassment in childhood when they are adults will experience depression have low self-esteem and interpersonal difficulties. Rievers et al (2010) say that victims of bullying are vulnerable to having ideas or attempted suicide and retaliation. McKenna et al (2011) say a child or adolescent involved as a perpetrator has three times greater risk and victims of bullying have a risk five times greater experience mental-emotional disorders 10-15 years later. Cook e R.t al (2010) say that victims of bullying are vulnerable to having ideas or attempted suicide and retaliation. McKenna et al (2011) say a child or adolescent involved as a perpetrator has three times greater risk and victims of bullying have a risk five times greater experience mental-emotional disorders 10-15 years later. Lund et al (2010) say individuals who become bullying perpetrators when they are 8 years old have a 3 times greater risk of depression when they are 18 years old compared to those who are not involved. Menesini (2012) said that children or adolescents who are victims of bullying are more at risk of depression than women. Actors of bullying 3.8 times and victims of bullying 6.4 times the risk of experiencing anxiety. Lund R. et al, (2009) showed that individual bullying at the age of 8-10 years was 1.9 times more at risk of experiencing psychotic symptoms at 12 years of age than .those not involved in bullying Lasey J Hilliard, et al (2009) show that bullying during preschool age tends to experience conduct disorder in adolescence. Pepler et al. (2004) say the victims of bullying have a risk 3 times greater and bullying people have a 5 times greater risk of being abusers and alcohol dependents and active smokers.

From table 8, almost half (47.8 %) students me have a negative attitude towards bullying. According to Carroll et al. (2009), there are four factors that influence adolescents to take risky actions. These factors are individual, family, peer group, and community factors. The perpetrators of bullying, if associated with the theory, can be influenced by weak social bully skills due to low sympathy and empathy and have oppressive character.

From table 9, almost half (46.2%) of students experienced cyberbullying in the past 1 month. Referring to the findings of Safaria's research (2016) and some of the results of other studies, it is seen that the number of adolescents in Indonesia, who are victims of cyber abuse is quite high compared to other places. The results of this study cyber harassment toll reached more than 46.2%. The results of the study are also in line with the results of a study conducted by Sittichai and Smith (2015) on some of the results of research on the phenomenon of abuse in the real world in four ASEAN countries, that the proportion of abuse victims in Indonesia is high.

Several previous similar studies regarding the number of victims of cyber abuse showed mixed results. Cotter and McGilloway (2011) research in Ireland found results of 26% of respondents who were cyber abuse. Li (2007) study of 177 class VII school students in Canada found 25% of the study respondents were victims of abuse in cyberspace. Furthermore, the study of Zalaquett and Chatters (2014) in 613 University of Pennsylvania students in the United States also found that 33% of respondents had experienced cyber abuse during high school. Meanwhile, the Center for Disease Control (2014) study in the United States found that only 15% of respondents were victims of cyber abuse.

Based on the reasons for cyberbullying, the results of research are mostly due to pleasure, revenge, and hate (APJII, 2016). The main reason teenagers do cyber abuse is to joke, want revenge, or because they are angry or hate the victim. These three answers seem to be relevant to each other. Referring to the results, it can be seen that at first the teenagers abused their friends with the intention of joking. However, the victim considered the thing the perpetrator did was not a joke. Therefore, it makes them embarrassed and hurt, which encourages them to take revenge against the perpetrators. As a result, they become confused with each other. This finding can complement Persada's (2014) research which found several motives that encourage someone to commit abuse in cyberspace. The motives of the abused person are to convey feelings of resentment to the victim, hoping that the victim knows his mistakes, wants to overthrow and humiliate the victim, feels hurt and wants revenge, wants to seek attention and to seek pleasure. This is in accordance with the opinion of Arisugawa (2013) who said, that there are still many reasons for the emergence of cyber abuse behavior in adolescents in Indonesia, including the desire to get recognition, revenge, and only joking

because they are bored without knowing that the behavior included in cyber abuse behavior without even knowing the effects of their actions.

According to Disa (2011), the main factors causing cyber abuse behavior in Indonesia are individuals who carry out cyber abuse are victims of real-world abuse, strains or negative relationships with others that trigger tension, the role, and interaction of parents and children, perceptions against abuse victims, and personality types. Adolescents who have extroverted personalities tend to do cyber abuse compared to adolescents who have introverted personality (Satalina, 2014; Mawardah & Adiyanti, 2014).

5. Conclusion

The results of the study can be concluded:

1. Based on the frequency of 17 bully-victims, 7% experience bullying more than once a day.
2. Based on the place of bullying almost half of it happened in the classroom.
3. Based on bully perpetrators, the most done by people who have many friends, then someone who has "power" and older boys.
4. Based on the type of bully, almost half of them have experienced bully bullying.
5. The bully caused by bully victims, most experienced sadness, feeling hurt and having trouble studying at school.
6. Based on the reason for doing the most bullying (17.67%) because they consider cowards, (12.85%) because it is different from the others, (12.05%) because they are obese, (11.65%) are short-bodied.
7. The attitude of students, almost half (47.8%) of students have a negative attitude towards bullying.
8. I almost half (46.2%) students experience cyberbullying in the last 1 month.
9. A lot of people do cyberbully, the most because of fun, revenge, and hate.

6. Suggestion

For schools continuously make efforts to prevent bullying by monitoring the tendency of bullying behavior, familiarizing anti-bullying campaign, handling bullying victims, giving sanctions to bullying perpetrators. For school health nurses can carry out efforts to prevent the occurrence of bullying behavior in students and help to handle bully-victims.

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