

Bullying On Students In Indonesia

Muhamad Hasan Abdillah, Fatwa Tentama, Grandikha Faatih Suwandi

Abstract: One of the problems in education is the high cases of bullying. Bullying in the school environment is the result of various interacting factors, therefore bullying is a complex socio-cultural phenomenon. The purpose of this paper is to investigate the results of previous studies in the psychology field, which are related to bullying through a literature review study approach. Literature review searches were conducted on electronic journal articles, and electronic books from ScienceDirect, Taylor & Francis Online, Sage Journal, Emerald Insight, Wiley Online Library, Springer Link, ERIC Institute of Education Sciences, APA PsycNet with the keywords bullying. The searching results obtained 73 electronic journals from 2000-2017 and 26 electronic books from 1993-2017. The reference journals and books are written in English. Therefore, based on these criteria, finally selected 23 studies based on keywords, characteristics of research subjects, and are primary studies. The writing results illustrate that the phenomenon of bullying involves the role of the perpetrators, victims, and the environment that interacts with each other. Male groups tend to be more directly involved in bullying behavior than women. The conclusion of this paper is that bullying behavior is influenced by low self-control, rejection motives, and an environment that supports the causes of bullying behavior.

Keywords: Bullying Phenomenon, Forgiveness, Self-control, School Environment, Intercultural Education.

1 INTRODUCTION

One of the problems in education is the high level of bullying in the school environment [1]. Some researchers report that bullying has spread to various schools [2]. Bullying in the school environment is a special type of aggression where students exhibit long-term aggressive behavior and repeatedly towards their peers. This aggressive behavior is deliberately carried out on students who cannot defend themselves due to an imbalance power between the two [3]. A study reports that many students know about the phenomenon of bullying in their school environment, but some students do not report this to their teachers or parents because they are afraid of becoming victims or think that they do not need to report to intervene [4]. Bullying is a global problem that crosses the world of education [5]. Based on the 2014 UNICEF data, bullying ranks fourth in cases of violence that occur in Indonesia [6]. From 2011 to 2017, the Indonesian Child Protection Commission (KPAI) has received 26 thousand cases of bullying [7]. In 2018, there were at least 179 cases of bullying recorded by the Office of Women's Empowerment, Child Protection, Population Control and Family Planning in Sleman [8]. In 2019, bullying still dominated cases of violence in the field of education. Commissioner of the Indonesian Child Protection Commission for Education Retno Listyarti said that "from the beginning of January to February 2019 it has received various complaints of bullying". The data shows that 10 cases of bullying occurred [9]. Bullying is a public health problem that continually impacts various aspects of social life and education [10] (DeSisto & Smith, 2014). The high number of bullying cases makes schools no longer a comfortable and safe place for students to carry out a series of learning activities [11]. Bullying is an important public health problem to consider [12], because it includes acts of physical, verbal or psychological aggression [13], [14]. Bullying is described as intentional, undesirable, and aggressive, repetitive behavior that involves a real or perceived imbalance of power [15].

Bullying has become a serious threat to physical and emotional health throughout the world [16]. Bullying is a very complex phenomenon and may occur in various forms of treatment among various groups of students [17]. Olweus emphasizes three characteristics of bullying: 1) bullying is intentional aggressive behavior; 2) bullying is a negative action that occurs repeatedly; and 3) bullying includes power imbalance between the perpetrators of bullying and the victim, so the victim cannot defend themselves [18]. Bullying can be classified into two forms, namely, direct and indirect forms [3]. Direct form bullying is defined as physical aggression (such as hitting, pushing, and kicking) and verbal aggression (such as mocking, teasing, threatening, spreading rumours, and rejection) [19], while bullying indirect forms is more confidential and can occur through a third person, for example spreading negative rumors through anonymous messages and intentionally isolating others from social situations [20], [21]. Bullying individuals are individuals who get negative treatment over and over and over time by their environment [22]. Bullying is the most common form of violence in society today [23]. Bullying can cause danger or pressure on the intended victim, such as physical, psychological, or social damage [24]. A number of negative results have been linked to bullying behavior in the school environment, such as decreased enthusiasm and learning motivation [25], low self-esteem [26], high tendency to skip school [27], low achievement academic [28], mental health problems such as anxiety [29], and depression [30]. Several studies report that victims of bullying in childhood and adolescence over long periods of time can show serious side effects later in life [32], [33], [34], such as post-traumatic stress disorder [35], social relations problems [36], self-injury [37], and even suicide [38]. Bullying can also cause psychosomatic health problems [39], low psychological well-being [40], and low self-confidence [41]. Bullying is a serious problem that needs to be explicitly addressed. An in-depth understanding is needed to deal with the problem of bullying because the problem of bullying is very complex, which involves the interaction of many factors. This writing aims to analyze more deeply the phenomenon of bullying in the school environment as an effort to prevent or the basis of a follow-up framework of further research.

2 RESEARCH METHOD

The research method is a literature study. The data in this research are primary studies obtained through searching of

- Muhamad Hasan Abdillah, Master in Psychology Ahmad Dahlan University, Yogyakarta, PH-085325725050. E-mail: addakhil.abdulloh@gmail.com
- Fatwa Tentama, Master in Psychology Ahmad Dahlan University, Yogyakarta, PH-081904100008. E-mail: fatwa.tentama@psy.uad.ac.id
- Grandikha Faatih Suwandi, Master in Psychology Ahmad Dahlan University, Yogyakarta, PH-085643668445. E-mail: grandikha@gmail.com

electronic journal articles, and electronic books from ScienceDirect, Taylor & Francis Online, Sage Journal, Emerald Insight, Wiley Online Library, Springer Link, ERIC Institute of Education Sciences, APA PsycNet accessed through Google Scholar with the keyword bullying. Search results obtained 73 electronic journals from 2000-2017 and 26 electronic books from 1993-2017. Reference journals and books in English. Therefore, based on these criteria, finally, 23 studies were selected which were used for the study in the literature review.

3 RESULT AND DISCUSSION

The concept of bullying specifically refers to situations marked by an imbalance of power between victims and perpetrators [42]. Bullying is defined as aggressive behavior of individuals or groups that consistently display anti-social behavior with the intention of injuring less powerful individuals [43]. Bullying is direct or indirect aggression that is intentional, repeated, and involves differences in power between perpetrators and victims [44]. Bullying is unwanted aggressive behavior and involves an imbalance of strength [45]. Bullying from a social science perspective is seen as systematic and repetitive behavior aimed at injuring less powerful victims [46]. Bullying that occurs in the school environment is the result of various interacting factors [47], therefore bullying is a socio-cultural phenomenon [48]. The event of bullying in schools is described as complex psychosocial interactions among students, taking into account roles such as perpetrators, victims, and the environment [49]. From the perspective of the offender, low self-control is the factor responsible for the emergence of bullying [50], [51]. Self-control is one of the psychological factors associated with all kinds of deviant behavior, including bullying behavior [52], [53]. Individuals with low self-control have impulsive, selfish, angry, risk-seeking characteristics, and prefer physical activity [54], besides, individuals also tend to pursue momentary satisfaction, without consideration of the long-term consequences resulting from behavior or his actions [55]. Some researchers identified personality traits of bullying actors, where the perpetrators were described as being angry, hyperactive, easily agitated, emotionally immature, awkward, difficult to concentrate, and lacking empathy or sympathy [56]. Actors tend to show the need for power and domination, through the use of force to demand that their desires are fulfilled in any way. The perpetrators also showed a hard temper and an inability to exercise self-control and impulsiveness. Bullying generally does not show remorse for hurting others and is not responsible for their actions [57]. Some perpetrators of bullying also tend to show aggressive behavior towards their peers, teachers, parents, siblings, and others [58], because the perpetrators have positive attitudes towards violence and are easily attracted to situations with aggressive content [59]. Bullying uses a variety of methods to gain an advantage over victims who are physically, emotionally or socially weak and helpless [60]. Bullying can rely on their physical strength to bring down the victim's mentality with the aim of influencing the victim's social status or identifying the victim's weaknesses; or use its social influence to cause others (the environment) to conspire against victims [42]. Bullying is a serious problem that can damage students in minority groups [61], from the viewpoint of victims of rejection motives, often become the basis for the emergence of bullying [62]. Rejection related to gender, appearance, race, peer relationships and wider social context are common things that affect bullying

[48]. In certain groups, age and gender differences can also be a cause of bullying. Individuals with more senior groups see their juniors as weak and become targets of violence that lead to oppression and utilization for the interests or satisfaction of their groups [63]. Overall boys tend to be more involved in bullying behavior than girls as perpetrators or victims [64]. Studies conducted at school present results that show that physical and verbal bullying is the most common methods used by boys, while girls tend to do most of the verbal bullying [65]. Further analysis found that male groups more often did direct bullying, and on the other hand, indirect bullying appeared to be more commonly practised by women [66]. Some researchers find that the experience of psychosocial bullying experienced by individuals today tends to bring up bullying in the future, which means individuals who have been victims of bullying in their past tend to have the desire to reciprocate or vent to their friends or environment [67]. Forgiveness can protect individuals from the adverse effects of bullying. Forgiveness is a trait that can protect individuals from the desires of negative behavior [68]. Forgiveness is inter-individual change or prosocial change that involves a reduction in motivation to reciprocate and increase motivation for good intentions [69]. Forgiveness involves the transformation of negative thoughts, feelings, and behaviors into more positive ones [70]. Forgiveness refers to the experience of decreasing negative thoughts and increasing positive, feelings, and behavior towards oneself [71]. Forgiveness is a moral virtue, which is offered unconditionally to the offender, which causes painful injustice [72]. Individuals with forgiveness are when they submit negative feelings and replace them with positive feelings [73]. Some researchers report that individuals with forgiveness tend to have better mental health [74], [75], increased self-image or self-esteem [76], a more positive assessment of psychological functions [77]. Individuals also tend to have a more stable quality of emotional control when they can forgive the mistakes of friends, parents, or the environment [78]. Individuals who have been traumatized in their past tend to feel helpless, but so far a number of researchers have proven that individuals who can forgive bullying perpetrators, experience fewer mental health disorders [79], [80]. Failure to forgive has been linked to periods of hostility [68]. Some researchers report that low forgiveness is also associated with anxiety disorders (post-traumatic stress disorder), depression, and motivation for revenge or impingement [81]. Individuals who have not been able to forgive negative experiences in the past (such as bullying or bullying) tend to have irritability [82], [83]. Individuals also tend to have poor quality relationships with their peers, because individuals have not been able to build and forgive the mistakes of their environment [84], this will ultimately make individuals decide their relationship with their environment [85]. Bullying arises not only depending on the involvement of the offender and the victim, but also the response from the environment [86]. Referred responses here can be in the form of clapping, cheering, and laughing behavior that can reinforce the occurrence of bullying [87], [88]. One effort that can be done to minimize and prevent the emergence of bullying is to provide interventions to educational institutions. Educational institutions as a first step to providing bullying interventions will emphasize not only on victims of bullying, but also on the perpetrators of bullying, and the environment (observers) of bullying, it is believed to have greater and broader benefits going forward [33]. One solution

that can be used in the education system is by implementing intercultural education [33], [89]. The primary basis of the importance of implementing intercultural education is that some individuals and groups selfishly tend to be more selfish and believe that he or his group is the most correct [90]. The principle of intercultural education is that intercultural education respects the cultural identity of each individual through the provision of quality education that is culturally appropriate and responsive to all. Intercultural education provides each individual with the knowledge, attitudes and cultural skills needed to achieve active and full participation in society, intercultural education enables individuals to contribute to respect, understanding, and solidarity among individuals, ethnic groups, cultures, and religions, and the country [91]. Intercultural education as a response to complex problems that come from contact between various cultures and serves as one of the most important strategies for combating racism and bullying [92]. Bullying prevention programs using an intercultural education approach have proven successful in minimizing the emergence of bullying [33]. Intercultural education as positive coaching to live side by side, preventing the creation of bullying, stereotypes and prejudices against other individuals and other cultures and overcoming all forms of ethnocentrism [92]. Intercultural education provides a discursive alternative where differences can be understood or accepted by individuals and groups in life. Intercultural education emphasizes that education must be able to negotiate (accept) variations in a broader context than just showing one particular culture or group better [89]. Intercultural education builds new synthesis, with opportunities for dialogue, exchange, and better interaction [93]. Intercultural educators instil dynamic traits (self-acceptance and adaptation to change) in individuals, families, and culture [94], [95]. Intercultural education is defined as deep involvement with diverse cultures and world views to enrich individual and community knowledge [96]. Intercultural education is learning to react in a socio-centric way to certain aspects of society that are different from the community itself, or with cultures unknown [97]. Intercultural education is described as an applied social science that promotes dialogue between culture and civilization and supports the development of democratic, multicultural societies [98]. Intercultural education refers to the active dimension of diversity which encourages understanding and respect for all individuals and cultures, combats racism and xenophobia, promotes equal opportunities for all and is based on human rights [99]. Intercultural education is defined as a process that leads to a complete and comprehensive understanding of the concepts of democracy and pluralism, as well as a deeper understanding of various customs, traditions, religions and values [100], [101]. So far, intercultural education in some areas has contributed, such as instilling the values of unity and giving an understanding of differences to be accepted. Intercultural education will create a neutral zone, be free of conflict, and increase solidarity between one individual with another individual and between groups one with another group [89]. The application of intercultural education will shape the behavior of deep involvement between individuals and groups with different cultures [102], [103]. The benefits of intercultural education are the creation of interactive integration. Interactive integration is the process when individuals from different ethnic and cultural groups try to live together and interact with each other with a constant exchange of ideas, rules, values,

and meanings [93]. Intercultural education can maintain social peace [91]. When all individuals and groups respect each other and participate in an ongoing dialogue that is valued and equal will produce synergism, namely: harmonious balance [103].

4 CONCLUSION

The concept of bullying refers to situations marked by an imbalance power. Bullying in the school environment is the result of complex psychosocial interactions among students, taking into account roles such as perpetrators, victims, and the environment. Low self-control is a factor responsible for the emergence of bullying. Meanwhile, rejection of gender, appearance, race, and peer relations is one of the motives often the basis for the emergence of bullying. The response from the environment can also strengthen bullying behavior. Positive coaching to coexist can prevent the creation of bullying behavior. The implications of this writing can provide insight into further research to compile modules of self-concept and forgiveness as an effort to minimize bullying behavior because self-concept and forgiveness are one of the psychological factors that can predict bullying behavior. The application of intercultural education will provide benefits that can reduce and prevent the emergence bullying.

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