An Overview of Bullying Behavior in Teenagers

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\textbf{A B S T R A C T}

\textbf{Background :} Bullying was still one of the problems that afflicts teenagers with a large enough incidence and has a devastating effect on the developmental period. \textbf{Goal:} This research was aimed to detect bullying behavior in adolescent class IX SMPN 1 Pare, Kediri \textbf{Method.} The research design used in this research is descriptive research design with the total population of 280 respondents obtained by total sampling technique. Data were collected by questionnaire of physical bullying behavior, verbal bullying behavior, and behavior of psychological bullying that have been modified by the researcher and have tested the validity and reliability. \textbf{Result:} Almost all respondents behaved physically, verbal and psychological bullying in the medium category. Several factors that play a role in the behavioral categories such as; parents, the environment, school climate and culture that can control adolescents in determining attitudes and behaviors, so that adolescents are still in bullying behavior with the medium category. \textbf{Discuss:} Bullying behavior in school can be a juvenile delinquency as well as retaliation for the treatment that has been received from a senior before. In the era of education that has been advanced and civilized as it is today, should the number of occurrences of bullying in very low category or not happen at all. \textbf{Conclusion:} To reduce the incidence of bullying behavior, early prevention is needed such as health counseling of adolescents, parents, and the environment against the dangers of bullying behavior, as well as the detection of bullying behavior on a regular basis.

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I. INTRODUCTION

Teenagers life are often associated with misbehavior, both in the family, social as well as in school misbehavior. In addition to being the perpetrator, not a few the number of teenagers who become victims of mischief behavior and violence from others. Unpleasant acts that many received by these teens can be interpreted as Bullying. Based on data released by the Indonisian Child Protection Commission (ICPC) of 2017, ICPC received as many as 26,000 complaints of bully cases during the period 2011-2017.[1] Bullying can occur in the form of torture or harassment perpetrated by a person or group against individuals or groups that can be done repeatedly or continuously so that it can cause harm to victims, perpetrators and witnesses of bullying behavior.

Cases of bullying behavior in Indonesia in school students are still quite prevalent, there are 1480 cases of complaints received KPAI during the period 2011-2014.[2] While Non-governmental Organizations (NGOs) Plan International and International Center for Research on Women (ICRW) released data that 84% of children in Indonesia are experiencing violence in schools and that figure exceeds the Asian trend of 70% (Edupost, 2015).[3] Qommarria (2015) mentions that there is an increase of child bullying in school, in 2014 as many as 67 cases, to 79 cases in 2015.[4] the bullying incident in East Java as a whole still has not received a favorable number, but according to some of the research that has been done, it was found that bullying was done by school adolescents. A study in Surabaya in junior high school students, with a subject as many as 251 people, there are 83 students (33.1%) had experienced bullying, both as perpetrators, victims and as witnesses. Based on preliminary study conducted by interviewing 10 students and 1 person Guidance and Counseling Teacher in SMPN 1 Pare – Kediri, in the year 2015 there are 21 cases, whereas in the year 2016 period January to August there are 4 cases of bullying behavior done by students such as hitting, slapping kicking, damaging
friends luggage, yelling, mocking, terrorizing via mobile phones and passing the eyes of other students.[5] Behavior of bullying that in school students occur because the level of emotion that is still unstable, one form of emotion shown is angry. Social disparity is one of the supporting factors that can also increase the chances of bullying among students, because these differences are correlated to different interests and lifestyles.[6] The impact of bullying itself will occur in a long time and tend to carry into adulthood. Bullying caused a child who is victimized will be hampered in self-actualization. Bullying does not provide a sense of security and comfort, thus making the victims intimidated, low self-esteem, and feel worthless, difficulty concentrating in learning, not moving to socialize in the environment, do not want schools, non-confident and difficult to communicate, victims of bullying will lose self-esteem to the environment that many hurt him. While bullying actors will not be separated from fights, injuries from fights and often late, while those who witness bullying behavior will experience cowardly habits, often experiencing anxiety and a sense of low self-security.

Based on the limitation of the above problem, then the problem formulation in this study is how is the description of bullying behavior in adolescents in SMPN 1 Pare ?.

II. METHOD

The study was conducted on the entire population of 284 students of grade IX SMPN 1 Pare by considering some attendance at the time of the study. Respondents who were not present at the time of the research, were contacted by telephone to make an appointment the following day.

Respondents were given an instrument in the form of a modified bullying detection questionnaire according to the characteristics of the respondents. The results of the questionnaires were analyzed according to the key questionnaire answers and given a score of 1 for correct answers, and score 0 for wrong answers. The total score of each respondent answers summed, then compared with the maximum score of 44. The result multiplied 100% to determine the percentage of answers each respondent.

The obtained percentage results are categorized into bullying level as Low, Medium, High. Further analysis of this bullying behavior is related to some general data including: age, sex, residence or care, and the status of the child in the family.

III. RESULTS AND DISCUSSION

A. Identification Of Physical Bullying Behavior

The physical bullying behavior performed by the students is in the medium category, with the type of behavior that is done by striking, choking, nudging, punching, kicking, biting, crawling, scratching and spitting on the oppressed child to the painful position, and destroying and destroying clothing as well the belongings of the victim's child. Physical bullying is the most identifiable form of action, in which the offender and the victim are in direct contact. Physical bullying behavior was done by respondents with age 15 years with the most sex are male. [7] The characteristics of these physical bullying plaques are mostly in the care of their parents and are the biological children in the family. Boys tend to engage in bullying behavior, as it is considered a mechanism in interacting with their peers, in contrast to girls who consider physical bullying to be harmful to others, thus avoiding such behavior.[8]

Among the factors that influence the occurrence of physical bullying behavior are family dynamics, media factors, rules in friendship, and school climate and culture.[9] Family dynamics (how family members relate to each other) teaches basic and important things first time and it is long term memory in a child. A family that uses bullying or violence as a tool to communicate a thing will teach a child that bullying or violence is an acceptable way to connect with others and to get what he wants or needs. Children raised in families where family members often use mockery, sarcasm and criticism, or where they experience repeated frustration or rejection, or where they witness violent behavior against other family members makes them assume that no place is safe for them so that they will commit violence to survive.
Table 3.1 Identification Of Physical Bullying Behavior

<table>
<thead>
<tr>
<th>No.</th>
<th>Behavior</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>258</td>
<td>90.8</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>25</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>284</td>
<td>100</td>
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</table>

Broadcast media can affect the way a person perceives a bullying act. Bullying is often displayed and described as funny behavior so that bullying can be accepted as a natural course because the media sometimes provide impressions or images in which there are elements - elements of violence that is considered as an entertainment will be accumulated in the minds of children who can trigger a person to apply bullying. Rules in active and passive peer friendship can increase the thinking and understanding that bullying "is not a big problem". Someone who becomes an observer and just silent when there are friends who do bullying to other friends without realizing the child justify what is done by his friend. In addition, bully observers tend to avoid bullying situations to protect themselves.

Climate and school culture play a role in the emergence and even development of bullying behavior in students. Climate and culture that tend to be indifferent to bullying behavior ranging from simple will provide a gap to continue to develop into bullying behavior that can lead to criminal acts that can be rooted and entrenched in the school.

B. Identification Of Verbal Bullying Behavior

Verbal bullying behavior is the most common form of oppression used by both girls and boys, verbal abuse is easy to do and can be whispered in the presence of adults and peers, undetected. Verbal repression can be shouted at play-mingled playmates who are heard by the watchdog, ignored because it is only considered a foolish and unsympathetic dialogue among peers. Verbal oppression can be nicknames, names, slander, cruel criticism, humiliation, and nuances of sexual invitation. Still the same as physical bullying, bullying verbal actors also come from most age 15 years and male sex.

Table 3.2 Identification Of Verbal Bullying Behavior

<table>
<thead>
<tr>
<th>No.</th>
<th>Behavior</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>275</td>
<td>96.8</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>6</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>284</td>
<td>100</td>
</tr>
</tbody>
</table>

A person has a desire or desire to perform bullying behavior verbally and psychologically can be caused by several factors :[11]

a. Feelings of right : Relating to the power and power that children have to control, control, and even oppress and torture others.

b. Fanaticism on difference : The differences that exist in terms of physical, religious, economic ability, to academic ability are seen as an improper weakness to gain respect.

c. A freedom to exclude : Children freely and freely to fragment to separate people or groups from others with the assumption that they are not parallel to the other.

Bullying verbal is an act of harassment that can be done by individuals or groups of individuals and groups that will happen continuously by adolescents from time to time in the long term if there is no increase knowledge of adolescent about the danger of bullying behavior. Data obtained from the results of researchers who have done there are almost all respondents behave bullying verbal in SMPN 1 Pare Kediri. Bullying verbal is the most
commonly performed or encountered both from the standpoint of the perpetrator and the victim.[12]

C. Identification Of Psychological Bullying Behavior

The incidence of psychological bullying in adolescents in SMPN 1 Pare is included in the moderate category. But statements of respondents reached 94%, which means that almost all respondents do or experience it.

This psychological bullying behavior is in fact the most difficult to identify its form. Another term used for this behavior is relational bullying, which is the systematic attenuation of self-esteem from victims of oppression through neglect, isolation, or evasion. Although hard to detect, but the effect of bullying is very strong for the victim. A child being gossiped may not hear the gossip being talked about. But will still feel the effect because it will be alienated or rejected by peer groups, the result of this behavior will damage the friendship either intentionally or unintentionally. This behavior can include hidden attitudes, such as cynical views, glances of the eyes, breath-taking, scorn, mock laughter and harsh body language.[13]

Table 3.3 Identification Of Psychological Bullying Behavior

<table>
<thead>
<tr>
<th>No.</th>
<th>Behavior</th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>12</td>
<td>6.0</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>267</td>
<td>94.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>284</td>
<td>100</td>
</tr>
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At least there are three factors that can cause bullying behavior that is factor of family relation, peer factor, third factor is media influence.

The first factor is family relations. The child will imitate the various values and behaviors of family members that he sees daily so that they become the values and behaviors that he embraces (the result of imitation). In relation to a child's imitation behavior, if a child is raised in a family that tolerates violence or bullying, he learns that bullying is an acceptable behavior in establishing a relationship or in achieving what is in his environment, so that he then imitates the bullying behavior because the parents factor at home who type likes to swear, compare or do physical violence. The child considers the language of violence.

The second factor is peers. One of the major factors of bullying behavior in adolescents is due to the presence of peers who have a negative effect by spreading the idea (both actively and passively) that bullying is not a big problem and is a natural thing to do. In his time, adolescents have a desire to be no longer dependent on their families and begin to assess seeking support and security from their peer groups. So bullying happens because of the demands of conformity. With regard to peers and social environment, there are several causes of bullying perpetrators of bullying are the anxiety and inferior feelings of an offender, unrealistic competition, resentment arising out of hostility or also because the bully has been a victim of previous bullying and inability to handle emotionally in a positive way.

The third factor is media influence. Technology has made it possible for bullying actors to bullying to other friends by using the virtual world. By using the internet to communicate and socialize, bullying perpetrators can use painful pictures, personal photos of victims used as a tool to treat victims, threats, and dirty words that hurt others.

IV. CONCLUSION

The results showed that bullying behavior both physical, verbal and psychological in students SMPN 1 Pare in the category is. The proportion of students in the school is still much less than outside the school, so other factors must be considered well Besides education in schools, parents, culture, media, friends are factors that can improve the bullying behavior of these students to achieve the category is low and does not happen at all if set well. Increased knowledge and detection of bullying behavior on a regular basis, can be used as a way to control adolescent behavior.
V. REFERENCES


