

Bullying and its Implications on Middle School Students and Teachers in Indonesia

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ABSTRACT

Bullying has happened in diverse levels of schools in Indonesia. This detrimental act certainly has a fatal impact on victims of bullying in the form of loss of confidence, social disability, worry, and possibly physical disturbances. The purpose of this study was to examine the implications of bullying for teachers and students at a junior high school in Indonesia, as well as the teacher's role in fighting bullying behaviour. This study uses a mixed method design with a non-probability sampling technique and quota sampling strategy. This study used questionnaires and interviews to gather information about bullying and the role of the teachers at that school in responding to such an act. The findings revealed two important issues as follows, a) Bullying of students is included in the mild criteria, namely 90.9% or 170 students; moderate, namely 8.0% or 15 students; and severe, namely 1.1%. For two students, and b) The teacher's role in preventing bullying is to provide supervision, guide, give advice and strengthen students' self-confidence so that they can overcome bullying incidents or problems to reduce bullying at school. This study indicates some implications regarding the preventive actions that school policy should apply to protect their pupils from experiencing bullying.

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1. INTRODUCTION

A school is a place where teaching and learning is carried out, as well as a place for students to get lessons. This is also a place for character formation for students, which greatly influences students' cognitive and affective development (Lerner, 2018). School is tied to education and is a planned and structured effort to offer a learning environment and learning process in which students can reach their full potential. However, many individuals do not realize that many incidents of violence at school occur among adolescents (Purwanto, 2010). This violence is more popularly called bullying.

Bullying is a form of aggressive behaviour that is repeated and considered normal by a person or group of individuals with the aim of hurting and disturbing others (Olweus, 2013). Bullying is a long-term response to physical and psychological aggression by people and even groups of people who cannot fight in threatened conditions such as injuring, intimidating and suppressing individuals (Wicaksana, 2008). Bullying is a problem that affects all individuals involved, whether perpetrators, victims, or bystanders (Priyatna, 2010). A perpetrator is someone who commits direct aggression against another person, either physically, verbally, or psychologically, to show someone power. Victims are people who experience hostile treatment by members of the same level on a regular basis in the form of physical, verbal or psychological aggression (Buana, 2010). Therefore, this negative attitude is very detrimental to many parties, especially students who are victims of bullying.

According to the conclusions of a research project that took place in five Asian countries (Indonesia, Nepal, Pakistan, Vietnam and Cambodia), Indonesia ranks first in the incidence of bullying in schools, with a rate of 84 percent. This is a 14 percent increase over the Asian region. In addition, the Indonesian Child Protection Commission (KPAI) claims that between 2014 and 2016, there were 647 incidents in schools, with 253 involving adolescents as bullies (International Center for Research on Women, 2015).

The bullying rate is 67.9% at the high school level and 66.1% at the school level. According to research conducted by the Semai Jiwa Amini Foundation in 2008 in three major cities in Indonesia, namely Yogyakarta, Surabaya and Jakarta, bullying is a problem that needs to be addressed in the Junior High School curriculum. This is the identity exploration stage for junior high school students. If the process fails, it will have a negative impact on the next growth stage. Therefore, researchers are interested in studying the implications of bullying for teachers and students at a middle school in Sigi.

Previously, studies about bullying in junior high school contexts in Indonesia have been conducted by some researchers (Khasanah & Sirodj, 2019; Safaria, 2016). However, Khasanah & Sirodj only revealed the types of bullying in particular, while Safaria (2016) conducted a study on cyberbullying. Because of the novelty of the current study, the researchers identified two major problems in this research, namely (1) What is the teacher's role in preventing bullying among junior high school students? and (2) What is the impact of bullying on teachers and students in classroom learning? By attempting to answer these two questions, this study has two objectives, they are, (1) detecting the teacher's role in preventing bullying among junior high school students and (2) explaining the impact of bullying on teachers and students in classroom learning.

2. METHODS

The research took place at a public middle school in Sigi Regency. The researchers chose this school because there had never been any research on the understanding, attitudes, and actions of bullying students. In this study, questionnaires and interview guides were used as instruments. A questionnaire is a form with prepared questions intended for collecting data and information from participants in a study (Swarjana, 2015). Bullying behaviour data is categorized ordinal as follows: mild (15-30), moderate (31-45), and severe (46-60).

Interviews are the next data collection method based on self-report or self-report, or at least on personal knowledge or beliefs. The author used semi-structured interviews, which fell into the category of in-depth interviews and are more flexible in terms of implementation than structured interviews. This type of interview aims to uncover problems more openly by asking for the opinions of the parties invited to the interview (Sugiyono, 2018). Interviews with homeroom teachers from the research site grades 7 and 8 were conducted. The Interview Box table is shown below.

Table 1. Interview Instrument Grid

Aspects	Indicators
The role of the teacher in overcoming behaviour bullying	a) Understand the definition of bullying. b) Recognizing teacher behaviour in order to combat bullying. c) Understand teacher anti-bullying techniques d) Recognizing the many types of collaboration between teachers and other parties.
Barriers to the teacher's role in preventing bullying	a) Gain an understanding of teacher barriers in combating bullying behaviour.
The influence of the teacher's role on bullying behaviour	a) Recognize the different types of bullying behaviour. b) Understanding the teacher's function in bullying behaviour.

3. FINDINGS AND DISCUSSION

3.1. Findings

This chapter presents the results of the research, which discusses understanding, attitudes and behaviour of bullying, as well as the teachers' roles in overcoming bullying among students. A total of 187 junior high school students participated in this study. Demographic information, understanding of bullying, bullying attitudes, and bullying behaviour are some of the data presented in this study.

Table 2. An overview of the bullying attitudes of students

No	Statement (Attitude)	Yes (%)	No (%)
1.	If there is a fight between friends, I will separate them.	154 (82,4)	33 (17,6)
2.	Students will immediately report to the teacher if they see a friend being beaten.	161 (86,1)	26 (13,9)
3.	When a senior asked for money, I would refuse and scream.	166 (88,8)	21 (11,2)
4.	I will reprimand someone who makes fun of a friend's appearance.	171 (91,4)	16 (8,6)
5.	It would be hard for me to believe a slanderous friend.	166 (88,8)	21 (11,2)
6.	I will not hold a grudge if I am given a terrible name.	114 (61,0)	73 (39,0)
7.	If I had a friend who was cynical, I would smile rather than get mad at them.	155 (82,9)	32 (17,1)
8.	I don't care whether a senior scream or threatens me.	140 (74,9)	47 (25,1)
9.	When someone in my WhatsApp group conversation says something negative about one of my friends, I criticize them.	115 (61,5)	72 (38,5)
10.	When my friends tried to infer bad things about their friends on social media, I would stop them	133 (71,1)	54 (28,9)

Based on Table 1, the results of the study showed that most of the students in the research field had bullying in the mild category, 170 students (90.9%), while 15 students (8.0%) and bullying in the heavy category were 2 students (1.1%).

Table 3. Categories of bullying acts by students

Bullying Actions	Frequency	Percentage (%)
Severe	2	1,1
Moderate	15	8,0
Mild	170	90,9

Source: SPSS Data Processing 26

In addition, table 2 shows the study results, including a description of bullying, acts on participants. The results of this study show that students who often while walking accidentally collide or push other students as much as (4.8%) and between them sometimes (46.0%) and who never as much (47.1%), very often hit a friend who does not comply with instructions (2.5%) and other times (19.3%), often expresses something hurtful and insulting (8.0%) besides that sometimes (19.8%) , often gave unpleasant nicknames (19.3%), often got angry and cursed at friends (4.3%), often called friends names that were not appropriate (16.6%), often incited classmates to attack each other (2 ,1%), often spread fake news about their friends to other children to get into trouble (1,6%), often belittles and uses harsh language to friends (10,7%), often threatens friends if they don't comply referrals (10.7%), often interrupts friends' chats (13.4%), sometimes Spreads false information about friends on the use social media (7.5%), often insinuate other students through social media (3.2%) and often spread rumors in group discussions (4.3) besides that sometimes (14.4%).

3.2. Teachers' Role Against Bullying

Based on the results of interviews conducted with several teacher councils, the following results were obtained:

3.2.1. Principal

The results of an interview conducted with Mrs. M (May 20, 2022) said that bullying is an act that can physically and mentally injure someone. As the principal of the school, he is responsible for providing supervision, guiding and giving advice to students so that bullying can be avoided, if bullying has occurred, then attention is needed, if the case is still simple, direct guidance is given but if the case is more severe, sanctions and coaching will be given. The form of bullying that occurs is carried out by mocking, criticizing, satirizing, hitting, kicking, tripping and spreading bad news. To overcome this, the school usually gives advice to students and shows examples of good behaviour. To prevent bullying is inseparable from an obstacle, usually, the obstacles encountered include students easily carrying out bullying behaviour, sometimes parents always thinking their children are right and a lack of cooperation between the school and parents. (See Table)

Table 4. Interview with the Principal

Questions	Answers
1. How much do you know about bullying in schools?	Actions that can injure a person both physically and mentally
2. What is your role in dealing with bullying at school?	Provide oversight, guide and give advice, if the case is still simple, they will be given direct guidance, but if the case is more severe, they will be given sanctions and coaching.
3. What forms of bullying do students usually do at school?	Bullying is done by mocking, criticizing, satirizing, hitting, kicking, tripping and spreading bad news.
4. How do you deal with bullying at school?	Give advice to students and show examples of good behaviour.
5. What obstacles did you experience in dealing with cases of bullying at school?	<ul style="list-style-type: none"> - Learners easily do bully behaviour - Sometimes parents always think their children are right - Lack of cooperation between the school and parents

Source: Data Processing 2022

3.2.2. Vice Principal of Student Affairs

Based on the results of an interview conducted with Mr. S (May 20, 2022), he revealed that bullying is various forms of oppression and violence that someone deliberately carries out. As deputy principal of the school, he usually provides education about the dangers of bullying, provides preventive and repressive measures to strengthen self-confidence and does not show fear and sadness when being bullied. Forms of bullying that usually occur include pushing, mocking, criticizing, teasing, hitting and kicking. In dealing with bullying, as the vice principal of the school, I usually call the student concerned, ask for an explanation regarding what happened, give sanctions and don't forget to give advice. Prevention of bullying is carried out certainly has an obstacle, usually, the obstacles encountered include all students can do the bullying, bullying often occurs repeatedly, and cases of bullying are often considered trivial, so they escape attention (See Table).

Table 4. Interview with Vice Principal

Questions	Answers
1. How much do you know about bullying in schools?	Various forms of oppression and violence that someone intentionally carries out
2. What is your role in dealing with bullying at school?	Provide education about the dangers of bullying, provide preventive and repressive measures

3. What forms of bullying do students usually do at school?	Bullying that occurs usually takes the form of pushing, taunting, criticizing, satirizing, hitting, kicking, tripping and spreading bad news.
4. How do you deal with bullying at school?	Usually, I call the student concerned, ask for an explanation regarding what happened, give sanctions and don't forget to give advice
5. What obstacles did you experience in dealing with cases of bullying at school?	<ul style="list-style-type: none"> - Bullying can be done by all students - Bullying often occurs repeatedly - Cases of bullying are often considered trivial, so they go unnoticed

Source: Data processing, 2022

3.3.4. Teachers

Based on the results of interviews conducted with teachers (May 21, 2022), several teachers revealed that bullying is a behaviour related to forms of violence and intimidation by someone. The teacher's role is to provide advice and guidance to victims and perpetrators of bullying, report students to the homeroom teacher, give warnings and provide an understanding that is easily accepted by students about bullying. Bullying that occurs usually takes the form of pushing, nudging, taunting, criticizing, teasing, hitting, kicking, pulling, tripping, spreading bad news, looking at friends cynically and sometimes offending friends through social media. In dealing with bullying, the teacher usually calls the student concerned, asks for an explanation regarding what happened, gives sanctions and doesn't forget to give advice. Prevention of bullying is carried out certainly has obstacle, usually the obstacles encountered include all students can do bullying, bullying often occurs repeatedly, bullying is difficult to detect because sometimes victims of bullying do not report to the teacher and sometimes parents defend their children.

Table 5. Interview with the teacher

Question	Answer
1. How much do you know about bullying in schools?	Behaviour associated with violence and intimidation by a person
2. What is your role in dealing with bullying at school?	<ul style="list-style-type: none"> - Provide advice and guidance to victims and perpetrators of bullying - Reporting students to the homeroom teacher - Giving a warning - Provide an understanding that is easily accepted by students regarding bullying
3. What forms of bullying do students usually do at school?	Bullying that occurs usually takes the form of pushing, nudging, taunting, criticizing, teasing, hitting, kicking, pulling, tripping, spreading bad news, looking cynical and offending friends through social media.

- | | |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. How do you deal with bullying at school? | Usually, I call the student concerned, ask for an explanation regarding what happened, give sanctions and don't forget to give advice |
| 5. What obstacles did you experience in dealing with cases of bullying at school? | <ul style="list-style-type: none"> - Bullying can be done by all students - Bullying often occurs repeatedly - It is difficult to detect bullying because sometimes victims of bullying do not report it to the teacher - Sometimes parents defend their children. |

Source: Interview Results, 2022

3.3. Discussion

This section provides a discussion of research findings to answer research questions related to the understanding, attitudes, and actions of bullying, as well as the teacher's role in dealing with bullying among students at the research site. Based on the findings, the majority of students at Sigi Public Middle School, with 187 respondents, experienced bullying in the mild category, as many as (90.9%) students, bullying was in the moderate category, namely only (8.0%) of students and the actions bullying in the heavy category (1.1%) of students. In this study, only a few students while walking deliberately collided or pushed other students as much (4.8%) and some students did it sometimes, but in this case, some students took action to deliberately collide or push other students. Physical bullying falls into this category, but just because it's less common does not mean it should be accepted. Bullying cannot be allowed to continue without intervention because this bullying behaviour can lead to the development of other behaviours such as acts of violence and other criminal acts (Yuliana, 2017). In addition, there were children who often had unpleasant nicknames (19.3%) and some only occasionally. This action is included in verbal bullying. In this regard, Siska & Tambunan (2022) mentioned that verbal bullying is the most common type among adolescents, both girls and boys, and is most often shown through derogatory term labels.

Learners in this study also engaged in relational bullying, which has an emotional impact on others. According to other research findings, relational bullying is very dangerous because it includes a person's emotions or sentiments and can lead to revenge, which will make someone want to react by taking action (Richa, 2016). Bullying and violence will have an impact on a person's life. In this situation, education or schools are needed to overcome this so that bullying is not justified as a common occurrence among adolescents. Furthermore, there is also cyberbullying. Cyberbullying is a type of bullying that occurs through the use of social media platforms. Only a few of the students in this study often satirized other students via social media (3.2%). Damara (2017) said that cyberbullying is generally triggered by the condition of adolescents in the family and school environment, which encourages them to seek space for expression in accordance with their essential character, who are still mentally and emotionally unstable.

The role of the teacher as an educator is in charge of shaping the behaviour and character of students as well as their intellectual values. When children are bullied, teachers have the right to take swift action to address student bullying behaviour to prevent various forms of violence. According to article 4 of the Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection, every child has the right to live, grow, develop, and participate fairly in accordance with human dignity and dignity and to be protected from violence and discrimination. Teachers have a role in preventing bullying in schools. The teacher's role in bullying students in the research field is to provide supervision, guide, give advice and strengthen students' self-confidence so that they can overcome

bullying incidents or problems to reduce bullying in schools and learn to behave better. Teachers as mentors must be able to direct and account for the journey and growth of students based on their expertise and experience (Mulyasa, 2007). Bullying behaviour among students is often not noticed by teachers and children. As a result, many forms of unconscious bullying occur. Generally, bullying can be classified into three types: physical, verbal, and psychological (Chakrawati, 2015). The forms of bullying in the research field were verbal and physical bullying. That is, physical bullying included: nudging, pushing, and pulling. Forms of verbal bullying include giving nicknames to other students and calling the parents of students by their parents' names without using the words father or mother.

Bullying has four forms: verbal, physical, psychological, and cyberbullying. Verbal bullying is in the form of ridiculing, criticizing, satirizing and spreading bad news. Physical bullying in the form of hitting, kicking, pulling, pushing and tripping. Psychological bullying in the form of giving a cynical view. Cyberbullying turns offensive through social media. The type of bullying that occurred at Sigi was almost the same as previous research findings, which revealed that physical bullying took the form of hitting, pushing, borrowing things by force, pinching, and kicking; nicknames, shouting, and clapping are all examples of verbal bullying; Looking at him cynically is a type of psychological bullying (Mustikasari, 2015).

Bullying that occurs in schools needs to be anticipated properly. Teachers have an important role in overcoming this. The method used by the teacher in dealing with bullying students is to call the student concerned, ask for an explanation regarding what happened, give sanctions and don't forget to give advice and show examples of good behaviour. Coloroso (2007) mentioned several components that can be done in dealing with bullying, including: (a) dealing with it immediately with discipline, (b) creating opportunities to do good, (c) fostering empathy, (d) teaching friendship skills, (e) carefully monitor television programs that watched, (f) involving students in constructive, entertaining, and exciting activities, (g) teaching students to have good intentions

Prevention of bullying that is carried out certainly has an obstacle. Usually, the obstacles encountered by teachers include all students can do the bullying, bullying often occurs repeatedly, bullying is difficult to detect because sometimes victims of bullying do not report to teachers, and sometimes parents defend their children. This is consistent with the findings of previous research conducted by Putro (2016), which revealed that the barriers that teachers have consist of: 1) Students become increasingly reluctant or angry when teachers take a firm stance on student behaviour, 2) There are parents who believe their children are always right, 3) By teaching students, they can change their family background, 4) Active participation of parents in their children's education is still lacking, 5) Bullying behaviour is easily imitated by students.

4. CONCLUSION

Based on the results and discussion of research conducted at the research site, it can be concluded as follows: (a) The role of the teacher in bullying students at SMP is to provide supervision, guide, give advice and strengthen students' self-confidence so that they can overcome incidents or problems involving bullying to reduce bullying in schools and learn to behave better. (b) The impact of bullying is detrimental to victims of bullying because they get unpleasant treatment and reduced respect from peers, which can result in revenge in the future, as well as prolonged social jealousy, intimidation becomes a boomerang for victims, negative comments for victims trigger children to be lazy to go to school, teachers become intimidated because parents tend to defend their children more. The following study is suggested to elaborate more data interpretation and provide practical suggestions to prevent bullying in middle school students.

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