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## Bullying Behavior Among Elementary Scholl Students in East Bandung Region

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**Abstract.** *Bullying behavior among school students known as school bullying is rapidly increasing. Generally, children who are victims of bullying will feel unhappiness, especially when they are in an environment where they are being bullied. This study aims to obtain factual data about the bullying behavior at elementary school children located in East Bandung area. This is a descriptive research with quantitative approach. The number of sample used in this study was 494 children aged between 10-12 years who attend elementary school in East Bandung area. The instruments used in this study are a modified questionnaire from The Children's Happiness Scale and the Illinois Bully Scale. The data obtained then presented in the form of tables and graphs. The results showed that students had been victims of bullying and/or had done bullying in various types and levels. In general, verbal psychological bullying forms are ranked top for both boys and girls, followed by non-verbal psychological bullying and the last is physical bullying.*

**Keywords:** *Bullying, Happiness, School*

**Abstraksi.** *Perilaku bullying pada siswa di sekolah semakin sering terjadi. Secara umum, anak yang menjadi korban bullying akan merasakan ketidakbahagiaan, terutama saat berada di lingkungan tempat ia mengalami perilaku bullying tersebut. Tujuan utama penelitian ini adalah untuk mendapatkan data faktual tentang sejauh mana perilaku bullying pada anak yang bersekolah di SD yang berada di wilayah Bandung Timur. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Adapun jumlah sampel yang digunakan dalam penelitian ini adalah sebanyak 493 anak SD yang berusia antara 10-12 tahun yang bersekolah di area Bandung Timur. Instrumen yang digunakan dalam penelitian ini adalah angket modifikasi dari The Children's Happiness Scale serta Illinois Bully Scale. Data yang diperoleh kemudian disajikan dalam bentuk tabel, grafik serta diolah. Hasil penelitian menunjukkan bahwa siswa-siswa pernah melakukan bullying dan pernah menjadi korban bullying dengan jenis dan tingkatan bullying yang berbeda-beda. Secara umum, bentuk bullying psikologis verbal menduduki peringkat paling atas baik bagi anak laki-laki-laki maupun perempuan, disusul dengan bentuk bullying psikologis non verbal dan yang terakhir adalah bentuk bullying fisik.*

**Kata kunci:** *Bullying, Kebahagiaan, Sekolah*

### INTRODUCTION

The child-friendly school is a policy issued by the State Ministry for Women's Empowerment and Child Protection number 8 in 2014. The concept of child-friendly school is developed in reference to an international

convention on the rights of children whose purpose is to create healthy, intelligent, and cheerful children with noble character, and love to the homeland. The purpose is set forth in clause number 29, paragraph 1 which emphasizes that the purpose of education is to develop the personality, talents, mental and

physical abilities of children so as to develop their potential, develop the attitude of respect among people, parents, cultural identity, language, and values apply. In addition, the clause also aims to prepare children to have a responsible life in the community environment with the spirit of mutual understanding, peace, tolerance, equal and friendly with all nations, tribes and religions (Minister of Women Empowerment and Child Protection of the Republic of Indonesia. State Empowerment and Child Protection Republic of Indonesia Number 8 Year 2014).

A cheerful child is one of the goals of child-friendly school that is explicitly mentioned in international child conventions. Cheers in the Kamus Besar Bahasa Indonesia [KBBI], have the meaning of having brightness of the face rays that show a sense of happiness or happiness (KBBI, 2017a). Happiness is the main focus in the realization of cheerfulness in children. Happy is a feeling of joy and peace and free from all sorts of troubles (KBBI, 2017b). In order to produce a cheerful child, child-friendly education must be able to bring happy emotions to the child; both when they are in school and when they are in another environment in general.

Child's happiness will arise when they are in an environment that makes them comfortable. But in reality, the nearest environment for children that is family and school are not always safe and make them happy. The Komisi Perlindungan Anak Indonesia [KPAI] (2017a) report shows that every year there is a significant increase in cases of child abuse. In 2012 in 9 provinces in Indonesia found that 91% of children become victims of violence in the family environment; 87.6% in the school environment and 17.9% in the community.

Child abuse at school is known as school bullying; i.e., situations or circumstances in which a child is subjected to an unpleasant treatment that is usually performed intensively and repeatedly to demonstrate power, and this results in an uncomfortable feeling for the child experiencing it (Azprevention, 2017). School bullying is often found in the form of physical and social violence perpetrated by older siblings against their younger siblings as well as

classmates distinguishing the treatment of their friends (Dowshen, 2004).

School bullying occurs in almost all levels of education in Indonesia with an increasing trend every year. According to the Komisi Perlindungan Anak Indonesia [KPAI] (2017b) cases of bullying that occurred between 2011 and August 2014 reached 369 complaints or 25% of all complaints in the field of education. In Suara Merdeka newspaper (September 28, 2016), Endra E, who is the head of Magelang District Disdikpora; claim that cases of bullying or violence are now reaching up to elementary school children not just at the juvenile level as in previous years.

Bullying behavior brings significant effect to the victim if they are not helped solved the problem. Preventive action is most desirable approach for a child-friendly school to comply with the government mandate; but when the bullying has already occurred then it is necessary to take action to heal the trauma that may be experienced by the child. The impact of bullying is very broad, among them the child will experience depression and anger (Coloraso, 2007). Children who became victims of bullying will feel ill - both physically and psychologically, and will do school truancy, declining academic performance, the emergence of fear, increased anxiety, the emergence of suicidal desires and some long-term effects such as low *self-esteem* and depression. Generally, children who are victims of bullying will feel unhappiness, especially when in an environment where they experience the bullying behavior.

## RESEARCH METHOD

This is a descriptive research with quantitative approach where the aim is to reveal how big bullying behavior affect the happiness condition of 5th and 6th grade elementary school children in East Bandung area. According to Sugiyono (2009) quantitative approach is a research method that takes the basis of positivism that is usually selected to be used to examine a particular population using the appropriate instrument; then the data obtained will be

analyzed quantitatively using the science of statistics.

This study was conducted in elementary school children located in East Bandung area. This is a descriptive research with quantitative approach. The number of sample used in this study was 494 children aged between 10-12 years who attend elementary school in East Bandung area.

The method to collecting data in this study is survey; that is used to get data from natural places, not engineering or artificial (Sugiyono, 2009). Data obtained through a particular treatment of subjects in this study is devoted through the provision of instruments to determine the condition of happiness and bullying behavior on the subject. The steps of implementation of survey method in this study refers to the steps offered Singarimbun (2011) as follows; 1) Formulation of research problems and determination of survey objectives; 2) Determination of concepts, hypotheses and relevant literature review; 3) Sample determination; 4) Making of instrument in this research that is questionnaire; 5) Field data collection; 6) Data processing; 7) Analysis and reporting of research results.

This study used two instruments that are adaptations from previously developed. The first instrument is an instrument that is structured to look at the level of bullying, whether done or being the victim of bullying experienced by the child. This instrument was adapted from the Illinois Bully Scale compiled by the Bullying Prevention Unit of Secondstep.Org. This Scale can be used for children from third grade to elementary school. This scale consists

of 18 items where items 1-3 and 8-18 measure bullying behaviors performed by the child, while items 4-7 measure the child as a victim of bullying behavior of his friends. Category of answers provided in this instrument there are five options are never, 1-2 times, 3-4 times, 5-6 times and 7 times or more; experienced by the child during the last month. The second instrument is an instrument intended to measure the level of happiness in children. This instrument is adapted from The Children's Happiness Scale compiled by Dr. Roger Morgan OBE from Children's Rights Director for England and published in March 2014. The instrument c and the second instrument is an instrument intended to measure the level of happiness in children. This instrument is adapted from The Children's Happiness Scale compiled by Dr. Roger Morgan OBE from Children's Rights Director for England and published in March 2014. The instrument consists of twenty items with a very simple filling by choosing between "Yes" or "Not" according to the conditions that the children feel.

## RESULT AND DISCUSSION

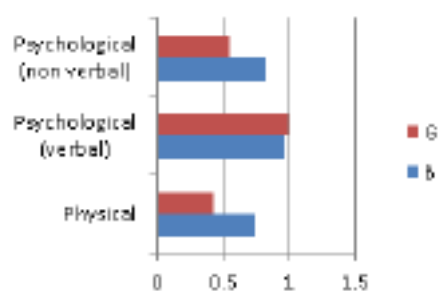
On the questionnaire that was adapted from the Illinois Bully Scale, there were three types of bullying behavior examined, i.e., physical bullying, psychological verbal and non-verbal psychological. Physically bullying behavior set forth in item number 7, 10, 11, 12, 13, and 17; psychologically verbal bullying are set forth in item 6, 15 and 16; whereas items related to non-verbal psychological bullying are contained in items numbered 1, 2, 3, 4, 5, 8, 9, 14, and 18.

**Tabel 2. Classification of Bullying Behavior Level**

Classification	Doing bullying (on %)			Being bullied (on %)				
	Score	Total	B	G	Score	Total	B	G
Very high	48-56	1	1	-	13-16	6	7	5
High	36-47	1	1	1	10-12	9	9	8
Average	24-35	2	2	1	7-9	16	19	13
Low	12-23	13	19	6	4-6	36	35	38
Very low	0 -11	83	77	92	0-3	33	30	36

Note : B = Boys, G = Girls

The results showed that in general out of 494 children; 479 children or 97% had been being victims of bullying while 463 children or 94% had done bullying in various types and levels. The classification of bullying behavior level is illustrated in table 1. Table 1 shows that in bullying behavior most respondents are still in very low level, that is 84% in total, 77% for male respondents and 92% for female respondents. Bullying behavior included in the high classification are only 1% conducted by male respondents, while female respondents are not included in this category. This difference is not significant and similar to some previous research. The results of research conducted by Fatmawati (2016) who examined 151 students of class eight and nine in a private Junior High Scholl, Surakarta; which concluded that there was no difference in the bullying behavior between boys and girls. Research conducted by Putri, Nauli, and Novayelinda (2015) concluded that boys tend to bully physically more than girls, while girls are more likely to practice verbal bullying than men. Similarly, expressed by Coloroso (2006) which states that although boys and girls alike do bullying but the type of action chosen is quite different, where in general, boys more often apply bullying physically while adolescent girls often apply bullying in a non-physical. This is in accordance with the data obtained from the field in this study. Table 2 shows that there is a significant average difference in physical bullying behavior between boys and girls is 0.73 to 0.43, which means boys almost double the physical bullying behavior compared to girls.



**Graph 1. Classification of Bullying Behavior Level**

There is another form of bullying that is not analyzed in this study, namely cyber bullying. Two research that focus on this form of bullying; i.e., research conducted by Nurhuda (in Karina, Hastuti, & Alfiasari, 2013) and Marcum et al (2012) concluded the same thing that bullying behavior displayed by male students and female students; both in the real world and in cyberspace or known as cyber bullying, especially those done in social media show almost equal proportions.

Children who commit bullying to their friends usually have certain characteristics. Surilena (2016) adapts from Barboza et al (2009) states that bullying actors usually have hyperactive, aggressive, destructive, enjoying dominate other children, irritability and anger, low frustration thresholds, often misinterpreting peer behavior others so regard it as a hostile reaction to them. The psychological impact experienced by bullying perpetrators is also not small. Surilena (2010) concluded that children who at the age of eight years become bullying players have a greater risk threefold to experience depression as well as the tendency to experience emotional mental disorders as they mature later.

As for the respondents who become victim the bullying behavior by his friends; generally more evenly in all levels. The low level is the dominant level, i.e., 36% for all respondents, 35% for boys respondents and 38% for girls respondents. This indicates that about one-third of respondents experienced an average of 1-3 times each month. In line with the results of this study, Himel (2010 in Surilena, 2016) states that 2 to 36% of students had been bullied by their friends. Children who are victims of bullying are usually children who have characteristics; easily anxious, easily nervous, not feeling safe, quiet, shy, have low *self-esteem*, have physical or psychological disability, and have behavioral disorders or other developmental disorders. The impact for children who become victims of bullying is summarized by Surilena (2016) from various sources that they will experience depression, low *self-esteem*, difficulty in interpersonal relationships, desire or even

commit suicide and other emotional mental disorders. In Berthold and Hoover (2000); Peterson states that bullying will affect the *self-esteem* or *self-esteem* of victims in the long term. This bullying will affect the victim until he / she grows up; if not handled properly. While the effect when the victim is still in school is he can experience depression, anxiety, excessive fear and cause feelings of unhappiness.

## CONCLUSION

This research concludes several important finding. Children had been victims of bullying and/or had done bullying in various types and levels.

In general, verbal psychological bullying (insulting, mocking, threatening, and abusive words) is ranked at the top for both boys and girls, followed by non-verbal psychological bullying (mocking or teasing friends, and avoiding or ostracize friends) and the last form is physical bullying as fighting and hitting.

The suggestions related to this research are: parents and teachers provide more rigorous counseling regarding bullying behavior in children so they not expand more broadly; and the psychological condition of bullying behavior of both the offender and the victim is analyzed more deeply in order to obtain a comprehensive picture to minimize further negative effects.

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