

# Common Disagreements and Misconceptions of Bullying Amongst Teachers: The Case Study at Mu'allimin Muhammadiyah, Yogyakarta

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**Abstract**-Unequal relationship of adolescent peer teams furthermore as senior-junior hierarchy occurred inside faculty social atmosphere drove students to accidentally inflicting harms to different students. Supported the qualitative analysis to students that ill-used by acts of bullying, lecturers and counselors at the male-only private school of Mu'allimin Muhammadiyah Yogyakarta, the key factors degrading the in-school students' life had been joined to common idea amongst lecturers and counselors' concerning sorts of violence. There had been immeasurable disagreements and lack of data amongst lecturers and counsellors in distinguishing, process and deciding on varieties of anti-social behaviors as acts of bullying. The results show, lecturers and counsellors had been tried to penalize the actors for deterrents nonetheless neglected to treat victims and guarantee their safeguard and different vulnerable students within the future.

**Keywords:** *bullying, students, school*

## I. INTRODUCTION

Students usually perform bullying behavior which might cause psychological and folio to the victim. Olweus identifies victims UN agency expertise bullying will result in depression and feel alone in doing activities [1]. Therefore, it's necessary to grasp the bullying physiology which will cause the vulnerable feeling of victim to feel the victim. In line with sports jacket, the impact of bullying behavior will influence student performances each mentally and psychologically, each the victim and therefore the bullying actors. Many studies had coupled bullying with the educational performance of scholars, however not all analysis targeted on the correlation between tutorial performance and bullying behavior.

Bullying is exclusive however the matter is incredibly complicated. Therefore, it's crucial for academics to grasp the bullying behavior of scholars. Syahrudin determines the sort of bullying. From gender perspective, men may be additional aggressive than ladies in bullying behavior. Factors inflicting bullying will vary like lack of management, attention of oldsters, friends and the setting. Alternative factors associated with bullying behavior square measure personal and situational factors. Not solely that, bullying may also be done by students thanks to provocation, frustration and medicines. Therefore, academics determine bullying behavior in students is vital. Their vital role in class makes academics will facilitate preventing students for not participating in bullying behavior by providing insight regarding bullying behavior [2].

## II. BULLYING AT SCHOOLS: COMPLEXITIES AND THE SEARCH FOR SOLUTIONS

According Ormroad, aggressive behavior may be a physical or psychological action done to hurt friends, like striking, pushing, fighting [3]. Whereas the bullying behavior in verbal kind like insulting spreading false issue or vocation the name of his friend by another name. Bullying in colleges happens because of lack of management in youngsters, weak in applying rules, also as stakeholders and no firm attitudes and management on bullying behavior. Bullying perpetrators share common characteristics like high aggressiveness and lack of fellow feeling and anti-social [1]. One answer which will be tired reducing bullying behavior in colleges is by providing education with subject matter. This can be evident from the results of a national youth violence hindrance resource center study and the national children's bureau on behalf of the anti-bullying alliance.

Students don't conduct bullying behavior that may damage the bully and therefore the victim. Setevens argues that comparatively, the unconsciousness of a lecturer for understanding the behavior of scholars at school, will cause bullying. Giving insight to academics by preventing bullying behavior from growing at school environments. In step with the ecological system, each developing individual is seen as an energetic participant within the learning method. Therefore, as a lecturer World Health Organization understands the students' diurnal development, academics will facilitate perceive however people develop in several layers within the context of environmental or ecological individuality. During this context, ecology outlined as however people in things that offer completely different types of relationships or social interactions, and social rules and agreements that area unit helpful for behavioral formation.

The impact of kids World Health Organization will cause deviant behavior or bullying behavior in step with parliamentarian Agnew regarding general strain theory, people will perform deviant behavior. Specifically, the strain is split into 3 sorts. General strain theory will produce negative emotions in people like anger, anxiety and depression that may influence children's delinquency and harming their friends or at school environments. These area unit known as delinquent behaviors.

To look closely, students United Nations agency area unit having issues within the faculty throughout

leisure times tend to tell the issues to academics, counselors, or hall managers. Therefore, the efforts to tackle the issues area unit within the hand of academics and counselors by preventing and reducing bullying behavior similarly as up fellow feeling in students of bully. Meanwhile, the foremost necessary approach to the victims is by increasing positiveness and confidence. The impact of bullying behavior that happens on the victim, will cause disruption of student development, each in psychological state and psychological science of scholars United Nations agency can become mentally weakened students.

### III. MATERIAL & METHODOLOGY

#### A. Data Collection and Method of Analysis

The field study primarily aimed to gather information from counseling teachers, homeroom teachers and tutor who supervised students at male-only boarding schools of Mu'allimin Muhammadiyah Yogyakarta. Thus, identifying common patterns of behavior bullying perpetuated and targeted students. To do so, the study resulted to examine the understandings of teachers on bullying behavior. Teacher and counsellor participants were selected through snowball sampling: then asked to get interviewed for about 1 hour and a half. All semi-structured interviews were conducted in the school office, recorded and transcribed afterward. Participants were asked to define acts of bullying and provide examples they face during their supervisory works with students. In general, teachers and counsellors referred to the senior-junior students' relationship and gave emphasizes on vulnerable students and attended to exempt the fights between equally strength students.

The interviews were analyzed using grounded theory as explained by Creswell [4]. To do so, the collected data were examined through the constant comparative approaches to build and group similes and differences on participants' perspective on bullying. The coding processes were undertaken to develop categories and theme with carefully linked to the existing literatures, and finally narrated into the finding of the study. To some extent, the quality, trustworthiness and credibility of the study were obtained by the prolonged engagement and persistent and intensive discussions with participants.

### IV. RESULT

During the information gathering, students disclosed dimensions of masculinity that tendentiously tough to manage. Given the analysis on teacher education in bullying behavior conducted by students, we tend to give the findings. Among the informants, there are varied answers on understanding the behavior of bullying. For teachers, they were keen to watch out students whether following or violating schools' rules and regulation, or to be precise not acting against what are prohibited. Students who take on leave without permission, smoking, dating and or fighting against other students are given more attentions. This understanding was echoed by the principles and counsellors whenever they have treated students with the anti-social problems. So, to say, acts of bullying tend to be understood as parts of delinquency, which is generally threatened as parts of the male teenager

developments but not as acts that bringing harms to others with physical and emotional consequences in the victims' future.

As for the dormitory manager, they didn't perceive bullying idea, either scientifically or contextually. The dormitory managers explained that the bullying behavior was additional usually done by friends United Nations agency tend to introvert, as a result of students were preferring to be alone and gatherings, and wider faculty participation. These varieties of students are often simply target and become the victim of bullying behaviors. Students who were almost adults have a strong aggressive as parts of their masculine identity formation, they were almost adults have a strong aggressive as parts of their masculine identity formation, they were likely to show off and act something that harm other students who were naturally vulnerable due their passive and weaknesses. To note academics and counsellors were accountable to observance students' behavior and development throughout the education. Not solely that, counsellors conjointly provided tests within the sort of tools to disclose issues to students. As a counsellor teacher who understood and knew the way to reduce student bullying behavior referred to the tests. However, as the findings showed, counsellors, teachers and personal tutors were reluctant to dig deeper to the result test to identify problems related to bullying experienced by their students.

In other word, the results test that inform a day to day problems related to bullying faced by students were generally neglected and treated as a matter of an administrative report. The finding was further explained by the story of students who experienced bullying. It said, the students reported several acts of bullying they received from senior students to their homeroom teachers as well as to counselors with the hope those would be managed and anticipated. However, they felt sad as the dormitory leaders and related teachers had been stayed idle after have a meeting with the homeroom teachers and counsellors regarding the bullying reports. The story was further confirmed that those teachers and staffs agreed to consider the unruly and disturbance behaviors were not forms of bullying but only sorts of minor juvenile and treat the victimized students to find their own solutions.

### VI. DISCUSSION

The peculiar case of bullying experienced in dormitory and boarding schools has something to do with their full-day interactions mixed with their ethno-primordial differences brought in from homes. At this point, forms of bullying are not only related to their different habits and cultures, but students are learning new and different ones of others [5]. These new, unknown and unfamiliar situations faced in daily life gave them chance to try and find a new attitude and behavior in treating them, which is some ways, slipped to bulling or made some students felt uncomfortable. Referred to Olweus, the current bullying's' are stimulated by various factors, either from individuals, families, peer-group interactions and school policies and culture [1]. Students targeted by bullying with diverse forms, on any aspects and coming from different source. Related to the

students of boarding schools, their full-day interactions both during academic and non-academic activities, it can be said that the rate of bullying tend to be more numerous.

To understand bullying, it is better to oversee its impacts upon victims especially the development of their self-confidence as potentially interrupted and/ or damaged. First, humans learn by perceptive the behavior of others. Second, vicarious learning method observes the construct of the behavior of others. Each forms of learning method show an activity model individual square measure doubtless to mimic what students see throughout that behavior will meet expectations. In other words, while identity bullying is highly required and should be conducted carefully, teachers and counsellors must also focus on threatening and helping victims to gain their self – confidence through long-terms systematic counselling and further socialization with peers.

The main obstacle—as described in this article—is related to the miss-understanding and lack of attention amongst teachers and counselor to bullying activities as well as the victims. It seems that the teachers having difficulties to distinguished whether some activities are just common juvenile delinquencies, juvenile violence’s or bullying. As explained by Lai, the close interaction between students in Asia-Pacific often include minor violence both physical and verbal, which is some ways considered as parts of the culture package of the Asia youths [6]. For both the actors and the victims those activities are examples of common bullying are just daily routine of the socialization process into the society. The situation seems to get worse as teachers and counsellors in Asia including Indonesia are largely failed to understand any forms of bullying and differentiate them with other socio- cultural habits governing student’s interactions.

#### V. CONCLUSION

Misconceptions of teachers in understanding the behavior of bullying by students can cause the teacher’s inability in distinctive bullying act perform by students. Thus, as academics and dormitory managers typically unaware of bullying behavior done by students, particularly once the number of scholars is larger than the amount of the student residence managers, then the behavior of bullying typically occur while not being identified. Thus, there's a requirement to supply Associate in Nursing understanding of bullying to academics so issues typically done by students is reduced. During this paper we tend to propose cooperation between school institutions and anti- bullying organizations, thus bullying behavior that typically happens among the tutorial setting is reduced and prevented.

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