

Relational Bullying in Religious School at the Senior High School Level

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ABSTRACT

Relational bullying is an act of systematic weakening and can happen anywhere, including religious schools at the senior high school level. This study included a qualitative study with informants, students who were victims, guidance and counseling teachers. Data collection method is observation, interview and documentation. Data analyst is descriptive. The results of the research show that the forms of relational bullying include looking cynically, looking full of threats, silencing, isolating, looking down, looking down, and pouting. The feelings of the perpetrators after committing an act of bullying relational some feel pleasure and some feel ordinary. The situation of relational bullying is during empty hours, breaks and no teachers are done in the classroom and outside the classroom. Psychological effects of relational bullying such as victims feeling stressed, mental disorders, inferiority, heartache, sadness, anxiety, and frustration. Factors that cause relational bullying are peer relationships, internal / personal factors of the perpetrators, have been victims, revenge with victims, victims are quiet children, want to find pleasure, seek attention and seek recognition in their environment. The role of school counselors is in dealing with relational bullying behavior with Classical Guidance and individual counseling services.

Keywords: Relational bullying, Victims, Religious school

1. INTRODUCTION

The more days of acts of violence that occur in students increasingly rampant, consciously or not the action taken by students against other students is an action that refers to bullying or violence in the name of a solidarity in friendships. But in theory in a healthy relationship itself without any acts such as intimidation, ridicule, or that which refers to an act of bullying.

Bullying is an act of individual violence against other individuals or groups of people against individuals who cannot defend themselves physically or weaken the psychological self of that individual. Bullying often occurs in schools, various ways are also done to overcome the school, [1]

[2] has an opinion regarding the categorization of bullying into several forms, such as physical bullying, verbal bullying, and relational bullying. Sometimes the perpetrators of the bullying act because they want to show their identity or group. And victims of bullying are usually individuals who do not have the strength to fight, to fight themselves victims are unable to do so.

In a preliminary study conducted by researchers using the documentation and interview method conducted at Religious schools at the senior high school level, there was a case of bullying that was found when the researchers looked at the guidance and counseling teacher's documentation in the case book, but the data mentioned the verbal and physical Bullying case only . While cases of relational bullying have not yet been identified. Next the researchers conducted interviews with 3 speakers from Religious schools at the senior high school level students. Subject 1 was Class XI, Subject 2 was Class XI, and Subject 3 was Class X. Subject 1 in the interview stated to the researcher that the situation in her class was indeed bullying by her friends. Starting from verbal, physical and relational bullying.

Subject 2 is a classmate of subject 1, she also said the same thing as statement from subject 1. Even subject 2 acknowledged that she was also involved in bullying in her class. The action they consider a natural thing, even they do rolicking to bully one of his friends who have a mental background. The subject person also said that the action was carried out since the orientation of

students at the school. Bullying from physical, verbal and relational is often done.

And the 3rd speaker also said that in his class bullying often happened, starting from physical, verbal and relational. The act of bullying in his class was carried out in a group, and it was considered a natural thing to do. Narumber said that there was an incident of bullying being opposed by the victims by bullying as well, even the victim responded by bringing his friends to reply to the perpetrators. When viewed from the victim's side he indeed defended himself.

From the results of a preliminary study conducted by researchers at Religious schools at the senior high school level, it was found that there were cases of relational bullying that occurred. With data that has been described about events that occurred in Indonesia and in the field researchers tried to conduct a case study of relational bullying behavior in Religious schools at the senior high school level.

Bullying according to [2] is an act of intimidation committed by individuals or groups to show strength to weaker individuals or groups. Meanwhile, according to [3] is a desire to hurt and this desire is demonstrated by actions that cause suffering. And these actions are carried out by individuals or groups that are strong and carried out repeatedly with happy feelings. According to Olweus, bullying is behavior carried out with a view to oppressing others that causes physical and / or psychological damage. [4]

Meanwhile, bullying is aggressive behavior that is intentional, painful and repeated. Types of bullying behavior can be categorized into various forms, [2] divides into three other types of bullying: (1) physical bullying, that is, this type of bullying is most visible and easily identified, because there is direct physical contact. For example: hitting, kicking, pinching or damaging other people's belongings; (2) verbal bullying, this type of bullying is oppression in the form of statements or labeling or threats verbally. For example: giving names, criticizing cruelly, insulting and statements that make others depressed; (3) relational bullying, this type of bullying is oppression in the form of self-esteem weakening, oppression through exclusion and neglect. For example: alienating by making issues that are not true so that weak individuals do not have friends.

[4], Whitted and D. R. Dupper School bullying takes different forms and is often categorized into four types: physical bullying, verbal bullying, social exclusion, and extortion

Relational bullying is an act of systematic weakening in the form of exclusion and neglect. Relational bullying [5] in an empathetic journal on bullying perpetrators: is an act that interferes with friendships, such as spreading bad rumors, gossiping,

isolating someone from certain activities. Sejiwa states that bullying is an act that is difficult to detect because it is not captured by the senses of the eyes or ears. The form of relational bullying is to look cynically, to look full of threats, to silence, to isolate, to look down on people who are condescending, glaring, and sneering. (Irwan, Bullying Behavior Judging from the Role of Peer Groups and School Climate in High School Students in Gorontalo City).

Forms of relational bullying can be (Nasir, Behavioral Counseling: Alternative Solutions to Overcoming Child Bullying in Schools; Aggressive views, eye glances, sighs, shaking shoulders, sneering, sneering laughter and abusive body language.

In a case that was revealed by Riyana in a journal [6] a case was experienced by a 10-year-old daughter. The daughter who was sitting in the 4th grade elementary school was a victim of bullying, and the incident occurred during recess. In the beginning at the school the students joked with their friends, but the offender felt offended and bullying the victim. The perpetrator is known as a stubborn child at the school, and other students do not dare to report the incident to the school. And finally the perpetrators committed acts of bullying to other students, and added to bullying victims at the school. Then the incident was reported to the principal.

2. METHOD

The research used was a case study of student behavior that had committed relational bullying and students who were victims of relational bullying, so researchers used the case study method to obtain the results of their research. Because according to [7] explains that case study research is carried out on certain subjects that are felt to have certain uniqueness that is different from other subjects.

The sampling technique was purposive sampling and snowball sampling. Purposive research subjects mean the required subjects will be selected as informants to meet the needs and objectives of the study [8]. Snowball sampling is a sampling technique where the data source is initially a little and then gradually becomes large or large. [9]

Qualitative research subjects are those that can be fulfilled to become research material with predetermined criteria and can be utilized to obtain as much needed data information as possible. Characteristics that are used as research subjects are students who have done relational bullying, students who have been victims of relational bullying, and also guidance and counseling teachers as school counselors. As for the subjects in this study were 4 (four) relational bullying students recommended by guidance and counseling teachers, 4 (four) students of relational bullying victims recommended by guidance and

counseling teachers who handled relational bullying cases.

In getting the data the researchers did three things namely observation, interviews and documentation.

3. RESULT AND DISCUSSION

Based on the research method used in this study, then to answer the formulation of the problems listed is to describe the results of research in a descriptive form. This study tried to find facts in the field by conducting direct and indirect observation, interviews and documentation. The findings found in the field are as follows:

3.1 Form of Relational Bullying

From the results of direct observations conducted by researchers, no directly found acts of relational bullying. While in indirect observation involving several observers to assist researchers in supervising students recommended by guidance and counseling teachers as research respondents found various forms of relational bullying such as rebuking, insulting, insinuating, weakening self-esteem, inviting other students to make fun of one person his friend, and ostracizes. The results of interviews conducted with 4 students who are perpetrators, 4 students who are victims and guidance and counseling teachers can be obtained results from the form of relational bullying. From interviews, relational bullying is a way of isolating, gossiping, inviting others to mock one friend, looking cynically, lowering self-esteem, and unpleasant body gestures.

3.2. Feelings of the Perpetrators After Doing Relational Bullying.

The results of indirect observation found that the perpetrators of relational bullying feel happy after committing acts of relational bullying. The results of interviews about the feelings of the perpetrators after carrying out acts of relational bullying are of two kinds, namely the offender feels normal and the offender feels happy.

3.3. Situations That Make The Perpetrators Commit Relational Bullying and Situations When The Perpetrators Do Not Commit Relational Bullying

Findings from indirect observations reveal that the situation carried out by relational bullying perpetrators is during empty hours, there are no teachers and are done in the classroom or outside the classroom. The findings of the interview process carried out, it was found that the relational bullying perpetrators had the opportunity to carry out relational bullying actions in

the situation of empty hours, rest hours and no teacher and usually done in the classroom and in front of the class. Whereas the situation that makes the perpetrators unable to carry out relational bullying is when there are teachers in the class or around.

3.4. The Psychological Impact of Victims of Relational Bullying

The psychological impact of relational bullying behavior is very disturbing for the victims, including the isolation of victims, domino effects, emotional reactions. In addition, the mental impact in the introduction in the study of Ela et al revealed that the impact of bullying was felt by victims from a mental aspect such as depression, anxiety and sleep problems [10]. There are various kinds of psychological effects received by victims of relational bullying from the results of research that have been done such as victims feeling stressed, mental disorders, inferiority, hurt, sad, anxious, and frustrated.

3.5. Factors That Cause Relational Bullying

[11] revealed factors that cause individuals to commit bullying, including: family, school, peer group factors, environmental conditions and television performance. Other antisocial behavior, namely biological factors, personal factors, family factors, peer groups, school and community factors. Some of these factors make a person commit acts of bullying. (in the journal Bullying Behavior Analysis of State Aliyah 2 Madrasah Students in Bandar Lampung Academic Year 2018/2019)

The findings from the data collection found that students who became relational bullying perpetrators did bullying caused by several factors, namely due to peer relations, internal/personal factors of perpetrators, had been victims, revenge with victims, the victims were quiet children, wanting to find pleasure, looking for attention and seeking recognition in the environment.

3.6. The Role of the Counselor to Overcome Relational Bullying Behavior

School counselors or counseling teachers have an active role in various kinds of problems faced by students and problems that are likely to be faced by students. The results of the field regarding the role of counselors to overcome relational bullying behavior is to prevent through classical guidance and counseling, especially individual counseling.

4. CONCLUSION

The results of the research show that the forms of relational bullying include looking cynically, looking full of threats, silencing, isolating, looking down, looking down, and pouting. The feelings of the perpetrators after committing an act of bullying relational some feel pleasure and some feel ordinary. The situation of relational bullying is during empty hours, breaks and no teachers are done in the classroom and outside the classroom. Psychological effects of relational bullying such as victims feeling stressed, mental disorders, inferiority, heartache, sadness, anxiety, and frustration. Factors that cause relational bullying are peer relationships, internal / personal factors of the perpetrators, have been victims, revenge with victims, victims are quiet children, want to find pleasure, seek attention and seek recognition in their environment. The role of school counselors is in dealing with relational bullying behavior with Classical Guidance and individual counseling services.

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