

Characteristics of Bullying by Elementary School Students in Indonesia: A Literature Review

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ABSTRACT

Elementary school as the first level of formal education is the first step in solving bullying. Students are the main focus to determine the characteristics of bullying perpetrated by elementary school students. This study uses a literature study to explore the characteristics of bullying in elementary school students in Indonesia. In Indonesia, six significant cities are bullying areas for elementary school students, namely Aceh, Bandung, Denpasar, Jakarta, Malang, and Semarang. Data searches were conducted using Indonesian and English searches. The search time is limited to the last five years, namely 2016-2021. The factors that cause bullying in elementary schools are sorted by what often appears, namely individuals; social and economic status; the role of teachers, families, and school climate; and media. The types of bullying perpetrated by elementary school students ranked the most dominant being physical, psychological, verbal, and sexual bullying.

Keywords: *bullying, students, elementary school*

1. INTRODUCTION

School is a formal educational institution, which brings together teachers and students in the realm of education that is organized, systematic, and tiered. The implementation of education in Indonesia uses a curriculum that the Government of Indonesia has determined through the Ministry of Education, Culture, Research, and Technology. The use of the same curriculum aims to standardize student competencies.

School challenges are not only in implementing the curriculum but also in the bullying perpetrated by school residents. The 2018 Program for International Student Assessment (PISA) survey stated that Indonesia was ranked 5th out of 79 countries with a score of 41% that students had been bullied at least several times a month. [1] The importance of protection and assistance for victims of bullying is needed. Bullying in schools causes severe harm and psychological effects that victims and bullies will be affected by throughout their lives[2].

Bullying is commonplace, especially at school. There is a power hierarchy where some children feel that they have a higher level of power than others and abuse them in one way or another.[3]The victim will feel himself the weakest so that he becomes the target of the perpetrator continuously. The emergence of negative feelings of the victim includes anxiety,

sadness, anger, boredom, unhappiness, insecurity, confusion, and restlessness.[4] In contrast to bullies, who feel angry, happy, and think of themselves as champions. [5]The pride arises, resulting in wanting to do it again for the same person or someone else. The consistency of bullying will undoubtedly harm the victim and the good name of the school.

Bullying by students is followed by an increased risk of delinquency, while an increased risk of depression follows victimization. [6]Perpetrators and victims will have different impacts on their future lives. Unaware of the bullying committed will bring more complex problems. Some students who witnessed bullying supported the bullies for fear of becoming the next victim; others defended the victims and filed reports with their teachers and parents. [7]Bullying in schools is in the classroom (when the teacher is out), the classroom (when the teacher is in the classroom), bathrooms, corridors, school grounds, stairs, extracurricular activities, and on the way to or from school. [8]

Bullying behavior is widespread in middle and higher elementary schools but a common problem in early elementary schools.[5] This is the key when unraveling the problem of bullying so that it does not occur at the next level. Elementary school as the first level of formal education is the first step in solving bullying.

Elementary schools have certainly made various efforts to resolve bullying cases. In short, whole-school programs to prevent bullying often work. However, the effects vary; some programs show consistent positive effects, whereas others have little or no evidence of effectiveness. [6] Teachers and students have different views on bullying, which leads to different practical implications for the two groups[9]. Teaching experience and one's ability to identify bullying incidents[10]. Differences in age, competence, and authority have implications for the pattern of bullying. Students are the main focus in this study to determine the characteristics of bullying perpetrated by elementary school students. Bullying by students can be done to students to students and students to teachers.

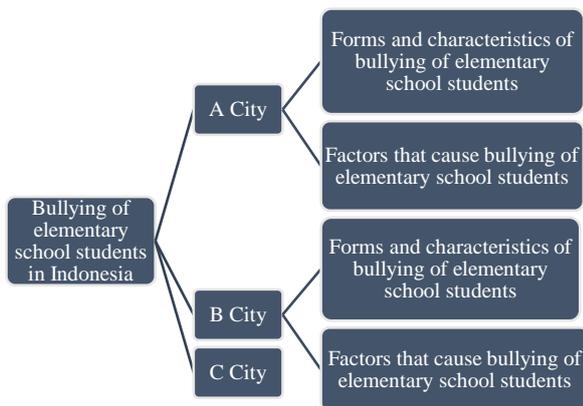
2. METHOD

This study uses a literature study to explore the characteristics of bullying in elementary school students in Indonesia. The data collected comes from several academic research, national news sources, and the results of official national statistics. One hundred articles were collected from several digital sources, such as Google Scholar, Science Direct, Directory of Open Access Journal (DOAJ). The process of preparing the literature review is carried out through several stages [11]

2.1 Problem Formulation

The problem in this research is to explore the characteristics of bullying by elementary school students in various big cities in Indonesia. The research design can be illustrated through the following diagram.

Graph 1. Problem Formulation



2.2 Data Collection

The data collected comes from 100 articles from academic research, five national news sources, and two national statistical results. Search articles using Google

Scholar, ResearchGate, DOAJ. Search news about cases of bullying through Tribun News and Kompas.com news. The researcher determined the keywords in the search, namely bullying, students, elementary schools, and city names. The search was conducted using Indonesian and English searches. The search time is limited to the last five years, namely 2016-2021. The search keywords in Indonesian were bullying, students, elementary schools, and city names. At the same time, the English search keywords use bullying, elementary school, student.

2.3 Data Evaluation

Based on specific analytical criteria, the articles collected will go through a screening and elimination process until the remaining 30 relevant articles are the data sources to be analyzed and interpreted.

2.4 Analysis and Interpretation

Major cities in Indonesia categorize the articles collected. Based on the classification results, six major cities in Indonesia are classified as areas of bullying for elementary school students, namely Aceh, Bandung, Denpasar, Jakarta, Malang, and Semarang.

2.5 Public Presentation

The findings then analyzed the similarities and differences in various forms of bullying by elementary school students in six major cities in Indonesia. The analysis process refers to the specific location of bullying, the type of bullying that is often done, the form and characteristics of bullying, and the cause or reason for the student.

3. RESULT

Based on the topic raised by the author, namely analyzing the characteristics of bullying in primary school students in Indonesia, the researcher has collected and analyzed various articles of information sources related to the forms, characteristics, and causes of bullying in several big cities in Indonesia. These cities include Banda Aceh, Bandung, Denpasar, Jakarta, Malang, and Semarang.

3.1 Characteristics of Bullying by Elementary School Students in Aceh

Cases of bullying can occur anywhere, including Banda Aceh City, Nanggroe Aceh Darussalam Province. Aceh province is a unique province because it has special regional autonomy in Indonesia. Aceh is known for its majority Muslim population and makes Islamic law a legal regulation in its area. Even though the condition of the community tends to be

homogeneous, it does not rule out the possibility of bullying in this area among elementary school children.

A study conducted on elementary school students in the Syiah Kuala sub-district showed that the bullying actions carried out by students were in the high category caused by several factors, namely individual factors, family factors, peers, schools, and the media consumed by students [12]. Individual factors include the condition of the emotional development of children who are still in the developing stage. When doing the bullying, most children tend to have difficulty controlling their emotions. Children still do not understand the responsibility of maintaining good relations with friends. Children will also feel more satisfied and recognized by other friends. They feel more powerful and oppress their weaker friends. Incorrect family parenting, such as violence or setting a bad moral example, can encourage children to behave violently and aggressively.

The unsupportive school climate makes it easy for students to bully anywhere without the knowledge of the teacher. Likewise, the influence of the media makes students think it is normal for things to be broadcast, so they tend to imitate bullying acts, such as mocking other friends, threatening with violence to brawls between students.

[13]Based on the results of a study conducted by Pratiwi, forms of bullying behavior that occurred in one of the elementary schools in Karang Baru District, Aceh Tamiang Regency, in the form of verbal bullying (mocking parents' names, insulting physically, labeling them as 'pregnant pigs,' 'gong anjing'); physical bullying (pulling the headscarf and pinching); and indirect bullying (ordering other children with threats).

This form of bullying can be caused by several motives of bullying, including the perpetrator feeling more powerful; there is a revenge to be avenged on the victim; there is a desire to avenge past actions; feelings of envy and envy; and external threats. Social conflicts that exist in the elementary school environment can trigger acts of bullying. The feeling of wanting to be recognized by their peers and the desire to defend themselves makes students willing to do all kinds of things such as bullying, threatening with violence, and disturbing other friends to get out of the bullying label that they previously received.

3.2 Characteristics of Bullying of Elementary School Students in Bandung

Bandung is the capital and largest metropolitan city in West Java. The Greater Bandung area occupies the third position as the largest metropolitan area city after Jabodetabek and Gerbangkertasusila. Based on the

results of a literacy study related to the characteristics of bullying of elementary school students that occurred in the city of Bandung, it showed that the form of behavior was in the form of physical violence (suppressed, pushed, kicked, locked); mental violence (ostracized, ignored, slandered, made fun of, coerced, threatened, labeled); and sexual violence (revealing the skirt, diplomatic, poked, held, touched, kissed forcibly) [14]. Most of the causes of bullying at the primary school level are differences in social and economic status, physical or mental disorders, having unique abilities, imitating adults, family problems, and being a victim of bullying.

A study on the bullying behavior of elementary school students in West Bandung concluded that almost all students had been victims of bullying or perpetrators of bullying with various types and levels. The highest case is verbal bullying, namely insulting, mocking, threatening with harsh words, followed by non-verbal bullyings, such as isolating, teasing, avoiding, hitting, and fighting[15]. The form of bullying was initially considered a form of a joke by the perpetrator. However, if there is no resistance from the victim or the victim feels helpless, the perpetrator tends to increase his bullying behavior. Cases of bullying usually take the form of discrimination against victims who have ethnic minority identities, religious minorities, or children with conspicuous physical appearances (skin color, body shape, or face shape).

Cases of bullying of elementary school students occurred in Bandung in 2018. [16]Sources of information obtained from online news jabar.tribunnews.com (3/9/2018), where violence against victims occurred for two years at SD X with the peak incidence of victims being injured bruises on cheeks and skin tear on the nose. The case had become viral because his violent actions were recorded in a video that spread on the internet. Some perpetrators of bullying record their actions with the excuse of wanting to get recognition of power from the people around them. Moral responsibility that he has not appropriately instilled makes him free to do whatever makes him happy without good self-control. This is one of the factors that cause perpetrators to bully.

3.3 Characteristics of Bullying of Elementary School Students in Denpasar

As one of the metropolitan cities in the central part of Indonesia, Denpasar City is also experiencing the phenomenon of bullying and violence against children. The phenomenon of bullying in Denpasar City shows that most children bully or become victims of bullying due to the influence they transmit from home. Such as the perpetrators being victims of bullying from their

parents and siblings at home; perpetrators watching shows of violence at home and then applying it to schools; or the perpetrator becomes a victim at home and at school under the pretext of not wanting to hurt others[17]. In the case of rampant bullying at SDN Tonja Denpasar, it was caused by the common understanding of teachers about character education [18]

The socio-emotional development of children at elementary school age is still in the development stage. Children tend to absorb whatever they see and then imitate it without considering the good or bad of the behavior. He also will not feel guilty for what he has done because his emotional maturity still needs to be guided and directed.

In a study in Denpasar City, it was said that most of the perpetrators of bullying were carried out by students who had gangs in their schools[19]. Social status and caste are still a trend in the school environment. The feeling of wanting to be considered significant by entering into a group and then despising other groups and even oppressing is a form of bullying in a usually heterogeneous environment, such as at school.

Some elementary-aged children in Denpasar City also understand how the mass media can influence their behavior. They have experienced or carried out acts of bullying in cyberspace, such as terrorizing calls and texting their peers [14]. The virtual world can be a limitless place for people to gain influence and commit various crimes. Impressions displayed on electronic media give the audience freedom to behave. They can imitate or take lessons on the show. That is why the role of parental guidance is significant to accompany children when operating electronic media. Besides being able to control children's behavior always to do good, parents can also respond responsively to events experienced by children in their communication media networks.

3.4 Characteristics of Bullying of Elementary School Students in Jakarta

As the capital city of Indonesia, Jakarta is an area with very heterogeneous and complex population characteristics with various economic and social problems. With a very diverse population load, it is likely to trigger social friction due to the character of groups that are very sensitive to the attitudes of other groups.

Based on a source from the online news page *kompas.com* (31/10/2017), a child was bullied because he had ethnic similarities with the former governor of DKI Jakarta, Ahok, who was experiencing racial conflicts in the socio-political environment[20]. These

students get social discrimination by their friends, such as being shunned, ridiculed, laughed at.

Moreover, they called inappropriate names. The diverse composition of the population causes differences to be seen in the community. The low attitude of tolerance makes students underestimate other groups who are different from them and then commit acts of bullying.

Several other cases also continued to occur in an elementary school in the Jakarta area. The geographical condition of the school environment, which is densely populated and has narrow alleys, makes the social background of the community a little more complex. Several students continued to bully by beating them, forcibly taking food supplies, and threatening the victim so that the victim did not dare to come to school anymore[21]. Bullying can also be caused by the characteristics of the environment around a student's school. Students who live in slum, densely populated, and crime-prone neighborhoods, are likely to form an aggressive and violent character in them.

Many of the students are followers of students who initiate bullying, some are just silent, and some are intervening or defending victims[22]. The role of observers is significant in cases of bullying. Observers or bystanders can be supporters of perpetrators or defenders of victims. School children tend to follow their peers' bullying behavior to avoid ostracism and punishment[22]. It can be said that the observer just wants to find safety and save himself without caring about the condition of his friend, who is the victim. Education and understanding are needed for students in the class to stop bullying and help victims and stay away from bullies to create a deterrent effect and self-awareness.

3.5 Characteristics of Bullying of Elementary School Students in Malang

Malang is one of the second largest metropolitan cities after Surabaya in East Java Province. As a city with a dense population, Malang also recorded several cases of bullying that occurred in elementary schools. Most of the bullying cases in Malang City are influenced by class level and gender [23]. His research also revealed that female students were more likely to be bullied than boys. The culture of seniority and the assumption that men are more potent than weaker women make oppression often happen. Men in the form of bullying dominate perpetrators of bullying are physically and sexually related. Meanwhile, female bullies are more likely to engage in social bullyings, such as mocking, ostracizing, and staying away from friends of different social classes.

Verbal bullying also often occurs in Lawang District, Malang. Several students claimed to have been ridiculed as "fat, skinny, and ladyboy" kicked, beaten, slapped until excommunicated [24]. Lestari suggests that a group of elementary school students in Malang tend to bully students who are considered weaker and have many shortcomings[25]. With this condition, the bully will feel stronger and always win if he oppresses his weaker friends. It made him look great among his friends. The wrong self-actualization process makes students deviate from their behavior for negative things and harm others.

3.6 Characteristics of Bullying of Elementary School Students in Semarang

Semarang is the capital of Central Java Province and the fifth-largest metropolitan city after Jakarta, Surabaya, Medan, and Bandung. As the center of government in central Java, Semarang has also recorded cases of bullying experienced by elementary school-aged students. Most of the bullying behavior is caused by the social media impressions they imitate. The forms of bullying experienced by elementary school-aged students in Semarang included being locked in a classroom, pressed, pushed, kicked, hit, being asked for money or goods by force, verbal abuse, and unpleasant text messages on social media[14].

Technological developments also hurt students. Students are increasingly sophisticated in operating their cellphones and can do whatever they like freely. This form of bullying can now develop through physical contact and can also occur on social media. Students also tend to prefer to bully in cyberspace because there is no supervision from parents and teachers.

Bullying can also be initiated by constant joking as experienced by an elementary school student who has been bullied verbally and physically, such as throwing shoes, hidden bags, hand-drawn; until the body is encouraged for two years[26].The victim continues to forgive the perpetrator, so the perpetrator is happy to continue his action without any handling from the adults. An alarming case also occurred in Semarang, precisely at SDN Beringin 2 Semarang, where a student was attacked by his friends by being pelted with blunt objects to heavy objects such as wood[27].The incident caused trauma to the victim and serious physical injury to the victim's body. Based on the data obtained, the victim is a child who lives with his grandparents. The victim's deprived position makes the perpetrators arbitrarily attack the victim.

Table 1. Data on Perpetrators and Locations of Bullying

City	Perpetrators and Victims of Bullying/Research Subjects	Bullying Incident Location/ Research Location
Aceh	Elementary school-age children in grades IV and V are 584 students from 11 elementary schools	Elementary School in Syiah Kuala District, Banda Aceh [12]
	Five students who are victims of 6 students who are bullies from grades IV and V of elementary school	MI Negeri 2 Aceh Tamiang, Simpang IV Kupah, Karang Baru District, Kab. Aceh Tamiang[13]
Bandung	494 children aged between 10-12 years attending elementary schools in the West Bandung area (Chodijah, 2018)	Fourth and fifth-grade students at SDN 023 Pajagalan, Bandung City [16]
	The population is 62 people in class V rumble, three as samples of perpetrators and three as victims.	One of the elementary schools in Cicendo District, Bandung City [29]
Denpasar	Elementary school students aged 10- 12 years sitting in class V with a total of 122 people.	from SD "X" Badung Regency, Bali Province[19]
	20 student informants, respondents from students' parents and teachers	Tunas Bangsa Christian Elementary School, South Denpasar District [17]
		SDN 3 Tonja, Banjar Tegeh Kuri, North Denpasar District [18]
Jakarta	Class IV, V, and VI students	Elementary School in East Jakarta
		Elementary School in South Jakarta [22], SDN 1 Cibodas[20]
	Elementary school students aged 10-13 years with a population of 160 students	SD X Rawangmangun, Jakarta
		SDN Tanah Cereal 03 Pagi Jakarta [21]
Malang	434 students with a sample of 81 respondents	SDN Lowokwaru 3 Malang [23]
	233 elementary school students	MIN 2 Malang City, Sholeh Children's Integrated Islamic Elementary School, Malang[25]
		SDN 1 Sumberporong, Lawang District, Malang Regency [24]
Semarang	Case study 1 student victim of bullying and violence	SDN Beringin 02 Semarang [27]
	Grade III students	SD Muhammadiyah 17 Semarang [28]

Male students tend to do physical bullying because the negative behavior they often do tends to fight. Entertainment impressions from the media that he watched also influenced his actions to abuse his friends physically. In contrast to women, who prefer adult conflict shows such as soap operas and adult songs. Girls will imitate the negative words and dialogues played by the character to their peers, who unconsciously have done acts of bullying.

4. DISCUSSION

Based on the above findings, an analysis of the similarities and differences in the characteristics of bullying by elementary school students is carried out in various big cities in Indonesia. The location of the incident, the factors causing the bullying, the type of bullying, and the form of bullying became the basis for interpretation and discussion.

4.1 Perpetrators and Locations of Bullying

Based on the data and articles collected, several bullying incidents have been found, both in the form of cases and a research study in one elementary school as the object of research. The phenomenon of bullying can

be identified based on the perpetrator and the location of the incident if the data source is obtained from national news. The phenomenon of bullying can also be identified based on the population and research sample as research subjects in a group of elementary schools.

Based on these data, it can be concluded that most of the bullies are between the ages of 10 and 12 years or are in grades IV and V of elementary school. Only a tiny group in Semarang indicated that children aged 7 to 10 years could carry out acts of bullying. Based on location information, some of the bullying incidents occurred in big cities, which are the capitals of several provinces in Indonesia. This fact may increase the possibility that densely populated metropolitan cities may encourage indications of student bullying. In addition, only a small number of homogeneous schools such as Christian elementary schools and Islamic elementary schools were used as research objects. Researchers took objects in public elementary schools to obtain data on the characteristics of various students. The disparity in social, physical, and economic backgrounds is also a trigger for bullying in schools.

4.2 Factors Causing Bullying

Table 2. Factors Causing Bullying

City	Social and Economic Status	The role of teachers, families, and school climate	Individual	Media
Aceh	-	Weak parental supervision, victims of domestic violence, wrong parenting, giving examples of immoral actions by parents	Failure of children to go through a period of development, immature emotional development, feelings of envy, resentment, external threats to defend themselves	The media that students who considers what is shown to be imitated.
Bandung	Social and economic inequality, ethnic minority groups, religious minorities,	Imitating adults, family problems	Physical or mental disorders have extraordinary intelligence or talent, have been victims, want to get recognition of power	The spread of videos of bullying acts as a form of power
Denpasar	Having a gang at school, a form of social caste in the school environment	Victims of bullying by parents or siblings at home, Lack of parental supervision in limiting children's viewing	The feeling of wanting to be recognized and considered great	The influence of media watched at home, social media followed in cyberspace
Jakarta	Cultural conditions are complex and heterogeneous, Social problems in the dense population	The school the environment is located in narrow alleys, triggering many cases of unsupervised bullying	Differences in economic background, ethnic differences, and physical form, Student observers tend to choose to support the perpetrators to seek safety and avoid	-

City	Social and Economic Status	The role of teachers, families, and school climate	Individual	Media
	(poverty, crime, crime)		punishment and intimidation	
Malang	Grade level, seniority culture attacks weaker/lacking students	-	Women are more often victims, physical form, Faulty self-actualization process,	-
Semarang	The economic conditions of students are deprived, the differences in economic backgrounds are striking	Weak supervision	Continuous jokes without action,	Imitation of social media impressions, imitation of actions on soap operas and adult songs, shows of violence and fights

Based on the analysis table above, it can be concluded that individual factors dominate students' reasons for bullying in all major cities in Indonesia. This is followed by socio-economic factors, the role of teachers, family, school climate, and media factors.

Individual factors are the most dominant factors causing elementary school students to bully. Elementary school age is when children are still trying to build their character and explore the environment. Children tend to imitate what adults do, and repeat it when he feels happy. If it is not controlled correctly, he will continue to believe that his bullying was a natural and not wrong act. The feeling of wanting to be recognized by others and being considered excellent also triggers the formation of groups or gangs in schools as initiators of bullying against weaker students. Based on this fact, it can be said that the individual's awareness of the actions he takes is a form of bullying that is still low. In addition, based on the social dilemma experienced by the observer actors, it shows that the perpetrators are not aware that bullying is an act that harms or hurts other parties.

Bullying cases that occur in big cities have almost the exact causes when generalized. Social conditions, economy, and availability of facilities in metropolitan cities are at the same level. Most of the bullying is caused by the different social and economic statuses of people. Living in a metropolitan area is considered a source of livelihood; some groups migrate and urbanize to cities to try their luck and find work. This makes them forced to live with various groups of people and live side by side. Thus, the gap is more clearly visible. The role of the teacher, family, and school climate should play a role in instilling the importance of tolerance for others. If there is no clear

example, guidance, and direction regarding awareness of living in diversity, then discrimination as a trigger for bullying may also occur.

The media is the last factor that may affect the bullying behavior of elementary school students. Being in a metropolitan city cannot be separated from the availability of advanced and adequate technological facilities. There are almost no limitations of distance, time, the cost to access technology easily. This tends to make students in big cities get greater access to media than other areas. As a result, the influence of bullying obtained from media impressions is also greater. Cases of bullying perpetrated by elementary school students also occur on social media. There is no strict control and supervision from any party when students start surfing the internet. This freedom allows students to carry out more violent bullying without any fear quickly. Using social media with an "anonymous" system or fake identities also makes students efficiently run away from responsibility for what they do.

4.3 Types of Bullying

Bullying behavior is divided into several types of legislation. Verbal bullying where the actions were taken are verbal attacks, physical abuse, and sexual harassment

Based on the analysis table, it can be concluded that the most common types of bullying that occur in big cities are verbal, physical, and psychological bullying. Six big cities have the same type of bullying that often occurs in their area.

In the first rank, physical and psychological bullying types are the most frequent bullying by students in elementary schools. Physical bullying can be physical attacks carried out by a person or group of

students to the victim. Physical abuse often leads to more serious physical violence, such as abuse, beatings, and beatings. Physical abuse may be the perpetrator's choice to provide oppression that can directly hurt the victim. Physical abuse usually results in the victim feeling physical pain or apparent injuries. This makes the perpetrators can feel satisfaction directly.

Table 3. Types of Bullying

City	Types of Bullying			
	Verba l	Physica l	Psychi c	Sexua l
Aceh	√	√	√	√
Bandung	√	√	√	√
Denpasar	-	√	√	-
Jakarta	√	√	√	-
Malang	√	√	√	√
Semaran g	√	√	√	-

The same rating applies to the types of psychic bullying. When viewed from the type, forms of psychological bullying such as avoiding, isolating, threatening, and intimidating are usually carried out continuously. Not all victims can immediately feel that they are being bullied. This bullying causes feelings of restlessness and anxiety in the victim. This act of bullying is carried out by the perpetrator continuously every time. This is because there is a feeling of revenge and dislike for the perpetrator towards the victim. In this case, the perpetrator has targeted the victim to become the target of bullying for a long time. This is different from physical bullying, which can happen suddenly, with or without reason, to the target victim that the perpetrator did not plan.

The third rank on the type of bullying often done by elementary school students in Basar City is verbal bullying. Verbal bullying is often considered normal among students. Some students perceive verbal bullying as a form of a joke for entertainment and to lighten the mood. Verbal bullying is closely related to the bad habit of labeling someone based on flaws, physical appearance, or inappropriate calls. There were even several confessions that there was no intention of hurting or bullying when the perpetrator carried out the verbal abuse. Not all adults around students (including teachers and parents) are aware that insults, ridicule, and labeling are forms of bullying that can hurt others, so the perpetrator will do it continuously without any guilt for hurting the victim's feelings.

Furthermore, sexual bullying found in elementary schools is not as much as other types of bullying. However, this behavior is still expected in big cities. This form of bullying can be exemplified by the case withdrawal of the headscarf and the disclosure of clothing. Incidents like still considered as light jokes for the perpetrator so that the victim is used as an object of ridicule in public.

5. CONCLUSION

Based on the analysis of the literature study above, it can be concluded that bullying behavior of elementary school students often occurs in big cities with dense populations. Bullying cases were found in Aceh, Bandung, Denpasar, Jakarta, Malang, Semarang and Yogyakarta. Most cases of bullying occur in children aged 10-12 years who are in grades IV, V, and VI. Bullying often occurs in schools with a high level of heterogeneity and located in the city center or provincial capital—the most dominant factor causing bullying in elementary schools in the individual. Individual knowledge as perpetrators of bullying does not know that their actions harm the victim who is being bullied. The second is the social and economic status and the role of teachers, family, school climate, and lastly, the media.

The types of bullying that students in elementary schools most often carry out are physical and psychological bullying. This fact is caused by the physical abuser who can witness the victim's pain firsthand. While psychological bullying usually occurs when the perpetrator does not like someone, making that person a target for bullying for a long time. The next most frequent type of bullying is verbal bullying. This bullying is difficult to identify because some students and teachers still consider it a joke. This type of bullying is related to the latest sexuality, which elementary school students rarely do.

6. SUGGESTION

Bullying in elementary schools is the most common because student behavior will affect the next level. It is hoped that this can reduce bullying that occurs in schools. Other researchers can explore from the side of the victim of bullying in solving the problem of bullying experience.

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