WHY DOES BULLYING HAPPEN IN SCHOOLS? INVESTIGATING TEACHERS ATTITUDES AND PERCEPTIONS ABOUT BULLYING AND INTERVENTION

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Abstract **-** Backgrounds: Bullying is an aggressive behavior that is difficult to avoid. Various phenomena of bullying in schools continue to appear in various forms. Teachers and schools are important factors in preventing and handling bullying in students.

Aim:This study aims to determine the attitudes and perceptions of teachers include; definition of bullying, its causes, effects and interventions.

Methods:This study uses a qualitative approach and grounded theory. One hundred and eleven teachers in secondary schools (hereinafter as participants) were successfully recruited to obtain data in the focus group discussion activities. After that, it was followed by in-depth interviews with five selected participants.

Results:Four teachers did not yet have the correct knowledge about bullying, including the causes, effects and appropriate interventions to be carried out. Meanwhile, one other teacher already has a sufficient understanding of the causes of bullying but not on the definition, impact and accuracy of the interventions carried out.

Conclusion:Teachers do not have the correct knowledge about bullying (covering; definition, causes, impacts and interventions). This is considered to be one of the main factors in the difficulty of overcoming bullying in schools. Because teachers are the key to successful bullying interventions in schools.

Keywords - Bullying, Teachers Attitudes and Perceptions, Bullying Intervention

I. INTRODUCTION

In recent years, bullying is still a serious issue that requires special attention for teachers, parents and students in schools. Not only in Indonesia, the whole world is also worried about the harmful effects caused by the emergence of bullying behavior in schools. according toChen et al., (2020)Bullying has grown in various variations and has become a big part of students' lives. As a result, bullying is included in the priority list of teachers and schools to take part in solving bullying in schools. However, in reality teachers are often not aware that bullying behavior has occurred in their schools, making it difficult to develop proactive policies to solve problems. The National Education Association (NEA) and the United States Department of Education (USDE) state that one-third of students in US schools have been exposed to bullying (Urban, 2016); Research conducted on 193 8th and 9th graders showed that 62.69% of students were exposed to bullying from their friends at school (Ulfah & Gustina, 2020).

Schools should be a safe and comfortable place for students to carry out learning activities, socialize and also develop their potential. However, with the emergence of bullying behavior, students who become victims tend to think of school as a scary place and try to avoid it. On the other hand, students who become perpetrators think that schools are the right place to carry out pre-planned acts of violence.

Teachers have a big role in the emergence of bullying in schools. Not only that, teacher participation in preventing and dealing with bullying is also very influential on the psychological well-

being of every student at school (Mahon et al., 2020). Teachers do not only serve as teachers, but also have a role to create a comfortable climate for students to be able to carry out various positive activities at school. The increasing number of victims of bullying in schools every year makes many parents question the performance of teachers in schools, about whether teachers are only tasked with completing their duties as teachers without caring about the comfort and safety of their students, both physically and psychologically? In addition, it is important to check the understanding of the teachers regarding bullying (Cao et al., 2020).

In line with Saibon et al., (2017) that is, teachers should understand that cognitive skills are not the only basis for achieving effective learning (Johansson & Englund, 2021). However, cognitive processes are also influenced by the physical, emotional and social health of students at school (Wu et al., 2021). In addition, teacher knowledge about bullying also needs to be known. It is important to know the teacher's perception of bullying. Not only the definition of bullying, but about the actors involved, the characteristics of the perpetrators and victims, the types of bullying and the impact on students in schools.

Teachers often have different views on how to respond to bullying behavior and what actually constitutes bullying, as there may be differences based on discipline and bullying. Bullying not only has a destructive impact on the overall school climate, but also has a long-term psychological impact on students (Gümuseli et al., 2014).

Bullying in schools is defined as violence in the form of verbal, physical and psychological, which is carried out by one person or group of students to other students who are helpless, with the aim of hurting, repeatedly and in a relatively long period of time. Bullying is a distinctive behavior and is different from aggression (Olweus, 1994a). Aggression is not necessarily said to be bullying behavior, while bullying certainly has an element of aggression in it. Bullying at school includes planned violent behavior, because it aims to hurt friends by setting certain strategies to hurt, such as; hiding books, pencils or other stationery, damaging personal equipment, inviting other friends to isolate the victim, locking the victim in the bathroom, threatening or hitting the victim in a quiet place or not being seen by the teacher, and so on.

This study aims to explore the perception of elementary school teachers about bullying, including; definition, causes, types of bullying and consequences of bullying behavior.

II. LITERATURE REVIEW

WHAT IS BULLYING?

Research on bullying was first conducted by Olweus in 1993, he defined bullying as an imbalance of power, which must be a repetitive action and occur regularly over time. There is a major emphasis on the expression, "balance of power", which means, the word bullying cannot be used when two or more students of nearly the same size, physically or psychologically, are fighting or arguing (Olweus, 1994b). Bullying is often interpreted the same as aggression, but actually the two things are different. Bullying includes aggressive behavior, while aggression is not necessarily bullying. It should be underlined that to say that the behavior is included in the category of bullying must meet three main indicators, namely: it is done repeatedly or continuously, aims to hurt and is carried out by individuals or groups who have greater power to victims who are weak or helpless.

According to Wang et al., (2009), bullying has become an ongoing part of school life for countless students and can be very difficult to avoid. Several research projects have reported that bullying peaks in high school (Serra-Negra et al., 2017). According to a preliminary survey presented by the World Health Organization (WHO), 30% of a sample of sixth to tenth graders had engaged in bullying. Ybarra et al., (2019) has confirmed six major roles in the realm of bullying: bully, victim, bully's assistant, bully supporter, protector, and bystander. Pure bullies and pure victims are both original characters in the bully victim scenario. Protectors only defend victims in bullying situations. The observer takes on the role of a member of the audience. These characters do nothing but watch bullying play out. Finally, bullies and bully supporters are more specifically defined in terms of the actual roles played.

Victims of bullying in many ways are influenced by the oppressive actions of the bullies. This can have a negative impact on the academic success and social/emotional development of high school students (Rawlings & Stoddard, 2019). In addition, student observers and bullies can also experience social and emotional anxiety (Chen et al., 2020). According to García-Vázquez et al., (2020), bullies like most students "want to be aware of status and affection". Bullying can have multiple effects on all parties involved. Every day many students are discouraged and belittled from social interactions due to bullying. Bullying also leads to absenteeism, as children want

to stay home and avoid bullies at school, which can also contribute to poor academic performance.

This study aims to determine teachers' perceptions of bullying, namely the extent of their understanding of bullying in schools, including: definition, types, causes, impacts and interventions of bullying..
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III. METHODS

A qualitative approach with grounded theory is used in this study. This grounded theory research aims to build a theory based on the interpretation of a number of participants in a particular context. The participants of this study were five elementary school teachers from five different elementary schools in the city of Palu. The data was obtained from the results of the researcher's interviews with eight participants.

The interview method used is an in-depth semi-structured interview. The interview list has been prepared in advance. This is done so that the data obtained by the researcher becomes more extensive, in-depth and specific. Data analysis in grounded theory design includes open coding, axial and selective coding (Creswell, 2007). In the open coding process, re-checking and sentence classification are carried out.

IV. RESULTS

Based on the results of interviews with five research respondents, the following results were obtained:
First Responder
Theme 1: Definition of bullying
"Bullying is a behavior that usually appears in schools and is a natural thing to happen among students at school. Sometimes they fight or fight, but after that or a few days later they play together."

Theme 2: Causes of bullying
"Based on my observations as a teacher, most students do bullying because they often watch movies or videos or games about violence. So that the behavior is carried out in the real world or in everyday life. In addition, I think when the student hits or manages to make his friend cry, he will feel that he is cool and will be feared by his other friends."

Theme 3: Types of bullying
"There are some students who often do violence to their friends, such as hitting, kicking and disturbing their friends so that they fight. But there are also those who hit their friends but those who are hit just stay silent or don't fight back."

Theme 4: Consequences of bullying
"Until now, students who bullied at school were punished by the classroom teacher. Depends on the severity of the behavior performed. The toughest sanction ever given to students at this school related to bullying behavior is being suspended or not allowed to go to school for 6 days."

Second Respondent
Theme 1: Definition of bullying
"Bullying is a violent behavior that usually happens to students at school. That's all I know."

Theme 2: Causes of bullying
"Based on my observations as a teacher, most students do bullying because they often watch movies or videos or games about violence. So that the behavior is carried out in the real world or in everyday life. In addition, I think when the student hits or manages to make his friend cry, he will feel that he is cool and will be feared by his other friends."

Theme 3: Types of bullying
"Bullying is like; hitting, mocking, pranking friends. Seems like that's all."

Theme 4: Consequences of bullying
"If students do bullying at school, they will get punished. The punishment is based on the severity of the offense. But so far, when someone is bullying, the teacher only asks students who are bullying to apologize to their friends who are victims of bullying. However, this behavior will be repeated a few weeks later, so it seems less effective to impose sanctions on students."

Third Respondent
Theme 1: Definition of bullying
"In my opinion, bullying is violence. Bullying usually happens a lot in schools, but it is still difficult to know whether this behavior is bullying or not. As long as it is seen or reports that come to the teacher, students commit violence, then maybe it is bullying.

Theme 2: Causes of bullying
"Bullying is a natural thing that happens to students. Maybe bullying is one way for them to be better known by their friends, in the sense of being known as a student figure who is feared by other friends. In addition, the cause of students bullying can also be because they are forced by circumstances, for example when they are disturbed

by their friends, they must defend themselves by hitting back or with other behaviors.

Theme 3: Types of bullying
"This type of bullying can be hitting, kicking, bullying and so on."

Theme 4: Consequences of bullying
"The consequence of bullying behavior is that students know that bullying behavior is not justified at school. If students do bullying then they will be punished."

Fourth Respondent
Theme 1: Definition of bullying
"Bullying is violent behavior such as hitting, mocking, bullying other people".

Theme 2: Causes of bullying
"The causes of bullying can vary, such as: the characteristics of students who basically often commit violence, the results of seeing or watching violent films with friends and it can also be the result of parenting at home."

Theme 3: Types of bullying
"The types of bullying that I know are: hitting, mocking, bullying, and making friends cry."

Theme 4: Consequences of bullying
"Every student who bullies will be given a punishment, such as: cleaning the classroom, cleaning the toilet, writing an apology 100 times, given additional assignments and so on."

Fifth Respondent
Theme 1: Definition of bullying
"Bullying is a violent behavior that is usually done by school-age children. As we usually know, they sometimes fight, fight, mock until their friends cry."

Theme 2: Causes of bullying
"The cause of bullying in children actually comes from trivial things, for example mocking their friends, hitting their friends who don't want to lend books or toys and also because they are mostly exposed to violent games, so they imitate these behaviors."

Theme 3: Types of bullying
"The cases of bullying that usually appear at our school include: mocking, hiding a friend's writing instrument, laughing at their friend until they cry and even hitting them."

Theme 4: Consequences of bullying

"Every student who bullies will get punished. The punishment given is a punishment that can provide a deterrent effect and also educate students not to repeat their actions."

V. DISCUSSION

António et al., (2020) discusses several studies on bullying that use physical aggression as the main focus; however, this study included physical, verbal, and relational aggression. Also, much of the previous research on bullying has focused on students' perspectives. This study only focused on teachers and their perspectives on the frequency and intensity of bullying. These are some of the key factors that have helped develop a clearer understanding of what teachers need and want to minimize and eliminate bullying behavior. This study, although small in sample size, does offer valuable insight into how secondary school teachers identify bullying behavior and how seriously they take this behavior in a school setting.

There is still a large proportion of undiscovered bullying in schools, making it difficult to gauge teachers' perceptions of the amount of bullying behavior in their schools (Olweus, 2013). To overcome this obstacle, teachers were asked whether they had observed aggressive behavior in their daily life at school. If you look at theme 1: Definition of bullying, none of the teachers can explain the definition of bullying correctly. They know bullying is only limited to violent behavior, without providing further explanation.

As pointed out by Rigby (2019), teachers feel responsible for preventing bullying in the educational environment, but on the other hand, they do not feel equipped with good and right knowledge and effective ways to respond to bullying. Teachers also, for the most part, feel as though the situation is not handled properly and will only make the situation worse. They said that they had never been given any training or education about bullying and how to deal with it.

Several teachers commented on inconsistencies in bullying responses among teachers; However, one commonality in response techniques is to defer the situation to a guidance counselor. In the comments section, there are multiple answers, with no real consistency, demonstrated through the different response techniques chosen for each descriptive behavioral statement. More often than not, teachers will tell the school guidance counselor; some choose to do this right away, and others will talk to the student first and then notify the guidance counselor.

According to Rigby (2014), teachers and other school personnel generally believe that anti-bullying policies can help reduce any level of bullying. The majority of teachers answered "yes" when asked, "Does your school have an anti-bullying policy?" The low number of respondents saying "no" indicates some inconsistency in the school's anti-bullying strategy. Teachers who answer "no" may not attend the training, or may not attend the training at all. However, all teachers in schools need to know and understand the school's anti-bullying guidelines. Not only will this help structure the response to bullying, but it will also provide continuity with regards to liability issues.

Teachers usually have little control over school discipline policies, but they have significant autonomy within their own classrooms. To create a school environment that is free of bullying, schools, students and parents must work together and be serious in helping to eradicate bullying in schools (Perren & Alsaker, 2006). Educators and researchers must seriously consider the impact of bullying on students' lives, both in the classroom and outside the classroom, and systematically make conscious efforts to address problems proactively, not reactively. parents and students need to ban together and create a network of support and encouragement. No child should be afraid to go to school because of constant harassment and bullying. While some teachers and adults may view some of these situations as simply "a part of growing up", the severity, frequency, and consistency of bullying behavior, both in person and online, can have a devastating impact on the lives of high school children (Gaffney et al., 2021).

Educators and researchers must seriously consider the impact of bullying on students' lives, both in the classroom and outside the classroom, and systematically make conscious efforts to address problems proactively, not reactively (Wang et al., 2015). Parents and students need to ban together and create a network of support and encouragement. No child should be afraid to go to school because of constant harassment and bullying. While some teachers and adults may view some of these situations as simply "a part of growing up", the severity, frequency, and consistency of bullying behavior, both in person and online, can have a devastating impact on the lives of high school children (Endriyani & Santoso, 2020). Educators and researchers must seriously consider the impact of bullying on students' lives, both in the classroom and outside the classroom, and systematically make conscious efforts to address problems proactively, not reactively

VI. CONCLUSION

Teachers do not have the correct knowledge about bullying (covering; definition, causes, impacts and interventions). This is considered to be one of the main factors in the difficulty of overcoming bullying in schools. Because teachers are the key to successful bullying interventions in schools..

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