

Types of Bullying in Junior High School Students

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Abstract—According to the Indonesian Child Protection Commission (KPAI), bullying in Indonesia ranks fourth in child abuse cases. In accordance with McManis, highest prevalence of abuse cases occurred in early adolescence stage that equivalent to the level of junior high school in Indonesia. This study aims to obtain exploratory data on abuse classification that experienced by students and its occurrence frequency. This study was conducted on five junior high schools in Bandung that have the most students according to the 2016 New Student Admission page. Around 1261 students filled out questionnaire regarding their abuse experience. Data was processed by qualitative and quantitative methods and presented through cross table tabulation. Results showed that 49.3% of total respondents had experienced abuse and entered frequency category from ‘quite often’ to ‘often’. Then, 16% of them experienced abuse at school and 13% experienced in classroom. This result was used as basis in psychological intervention programs designing that adjusted to type of abuse and other subjective experiences faced by students, so that handling traumatic impacts on victim can be right on target.

Keywords—bullying; students

I. INTRODUCTION

Bullying in Indonesia has been categorized as child abuse by Indonesian Child Protection. Previous research found adolescent in secondary grade, especially in Bandung City, were often experienced bullying in school [1]. Bullying has defined by Coloroso in McMannis [2]. As an aggressive peer-to-peer behavior, occurring repeatedly over time, in which there is an intention to harm or disturb the victim and there is an imbalance of power between bully and victim.

According to the terminology “peer to peer”, bullying has frequently found in adolescent, which has a lot of time to spend with friends than with their family. Research shows that bullying has the highest prevalence occurs in 12-18 years old. This age range is equal to the level of secondary school grade [2]. Therefore, the research was conducted in the school setting, where teenagers spend more time with their peers than their parents.

Previous research found that high prevalence of bullying in adolescence are caused by the characteristics of the physical and psychological development of adolescents who experience hormonal changes and the impact on the more volatile emotions. Adolescent tend to be more sensitive or aggressive in expressing feelings and need space to be recognized and

accepted by the environment. The necessity to be accepted by the environment makes them increasingly closer to the peer group in order to help establish identity. If they are able to identify with and be welcomed by a peer group, they will be part of this group. Those who are unable to connect with any peer group are more susceptible to becoming chronic victims of bullying than the average student [2].

Bullying victims are those who often experience power gaps between the bully and themselves. Bullying is defined as three components of purposeful, imbalance, and continual. Bullying occurs in physical social and emotional contexts was perpetrated by a more powerfully person or group to a less powerful person [3].

Olweus in Rigby defined bullying consists of direct and indirect types. For example, hitting, kicking, calling the name of the calling or nicknames that are not pleasant. Meanwhile, the indirect form can be a spread of rumors, social exclusion, manipulating friendships, or cyberbullying. Therefore, Rigby has arranged types of bullying as listed below [4].

TABLE I. TYPES OF BULLYING

	Direct	Indirect
<i>Physical</i>	Hitting, kicking, spitting, throwing stone	Getting another person to assault someone
<i>Non Physical-verbal</i>	Verbal insults; name calling	Persuading another person to insult someone; spreading malicious rumors
<i>Non Verbal</i>	Threatening and obscene gesture	Removing or hiding belongings, deliberate exclusion from a group or activity

Bullying is a behavior that has some impacts on aspects in a person such as physical, feelings, social relations, reputation, and social status. Moreover, bullying and violence are highly correlated with negative school adjustments. Some studies found that bullying where highly correlated with the core of violence, crime, fights, and poor social relations. The victim will experience academic and interpersonal problems, absent from school, and self-esteem that low. Therefore, bullying need to be handled seriously to prevent more complex in adolescent psychological or physical development [2].

According to the high prevalence rate and the statement that the bullying has increased every year, it would require a specific mapping is primarily associated with the types of bullying that is often experienced by teenagers and junior high

school in Bandung. Because each type of bullying has a different psychological impact, both short-term and long-term, through a specific mapping, this research will be useful in the prevention and curatorial programming aimed to victims. Data will be used to suppress the increase in the phenomenon of bullying and contribute as a basis data for preparing some interventions for victims so that psychological impacts can be handled in accordance to the types of bullying experienced.

II. METHOD

The survey conducted in this study designed to gather initial information from participant about their bullying experienced. Therefore, there are two research questions:

- How frequently experience bullying experienced by junior high school students in Bandung?
- What types of bullying are the most common and experienced by junior high school students in the city of Bandung?

The participants in this study were sampled from the total of public secondary school in Bandung City, West Java according to national new student admission page in 2016. Five school that has the largest total students were chosen in this study. The schools having mixed characteristics in socioeconomics base, academic outputs, school facilities, institutional climate, and quality of teaching processes.

We had collected data from 1261 (7th-9th grade) students using self-reported form from Olweus in Khasanah, bullying questionnaire which had translated and adapted to Bahasa Indonesia [1]. The questionnaire includes some questions that related to the prevalence of bullying, types of bullying, duration of violence experienced, location of violence, notifying acts of bullying committed by students (to the teachers, other adults, friends, relatives), and responses of others in bullying situations (bystanders), for example teachers, adults at home, or other students [1]. Analysis was conducted using descriptive method. Afterwards, statistical analysis was used to describe the total score and percentage obtained from the results of data collection.

III. RESULTS AND DISCUSSION

After scoring the data, it was analysed using descriptive analysis. The descriptive analysis included calculation of total score and percentage of each questions. After these analyses the results have been tabulated, interpreted and the findings have been concluded.

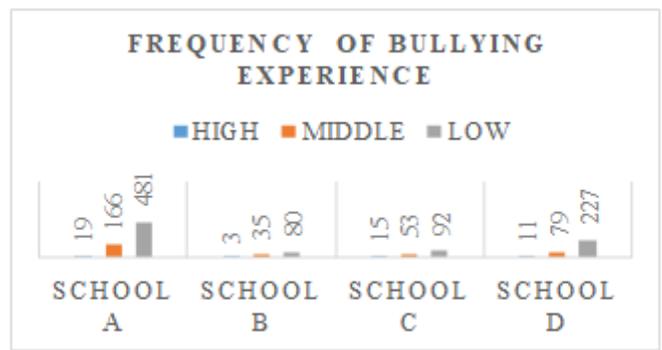


Fig. 1. Frequency of bullying experience.

Based on the figure 1 above, the category of bullying experience within the range of "medium" to "high". This is related to how often the experience has been experienced in the past two months. If this happens less than that period, it cannot be categorized as a bullying. We can see that; school A and C has the highest number of students in "high" category of bullying experience. According to all schools, mostly the they were classified into "medium" level of bullying frequencies beside of "high" frequencies.

TABLE II. DISTRIBUTION OF BULLYING EXPERIENCE

Item	Most frequent answers	N	Percent (%)
3. have you been bullied in the past couple of months?	Yes	622	49.3
4. how often have you been bullied at schools in the past couple of months?	2 or 3 times in a month, about once a week, several times in a week	202	16
16. in which class(es) is the student or students who bully you?	In my class	303	24
17. have you been bullied by boys or girls?	Mainly by 1 boy	150	11.9
18. by how many students have you usually been bullied?	Mainly by 1 students	261	20.7
19. how long has the bullying lasted?	It lasted 1 or 2 weeks	219	17.4
20. where have you been bullied?	In the class (both when teacher was or was not in the room)	419	33.2

Table 2 above explained about recapitulation regarding of bullying experienced by students from four secondary schools in Bandung. From 49.3% of participants who had experienced bullying, as many as 17.4% experienced at least the last 1-2 weeks. Data shows that bullying experience often occurs in their own class (24%) and mostly carried out by boys (11,9%). Victims are experienced bullying in the class both when the teachers are in the class or was not. Based on the number of students who bullied, as many as 20.7% of participants said that often only 1 person carried out bullying to them.

TABLE III. DIRECT-VERBAL BULLYING

Item		N	Percent (%)
5. I was called mean names, was made fun of, or teased in a hurtful way	2 or 3 times in a month, about once a week, several times in a week	288	22.8
8. other students told lies or spread false rumors about me and tried to make others dislike me.	2 or 3 times in a month, about once a week, several times in a week	154	12.2
11. I was bullied with mean names or comment about my race or color	2 or 3 times in a month, about once a week, several times in a week	180	14.28
12. I was bullied with mean names, comments, or gestures, with sexual meaning	2 or 3 times in a month, about once a week, several times in a week	81	6.4
14. Have you been bullied on your cell phone or over the internet?	2 or 3 times in a month, about once a week, several times in a week	970	76.9

Table 3 above shows the distribution of direct-verbal type of bullying. It shows that "calling mean names" is a form of verbal bullying that is most often experienced by participants, which is as much as 22.8% from all participants. Meanwhile, bullying that leads to sexual things and sexual gestural, is a form of bullying that is most rarely experienced by participants. Other type of bullying that often experienced by students is calling name based on race or skin color. About 14.28% are said that it was occurred in their school.

TABLE IV. INDIRECT-PHYSICAL & NON VERBAL BULLYING

Item	Most Frequent answers	N	Percent (%)
6. other students left me out of things on purpose, exclude me from their group of friends, or completely ignored me	2 or 3 times in a month, about once a week, several times in a week	87	6.9
7. I was hit, kicked, pushed, shoved around, or locked indoors.	2 or 3 times in a month, about once a week, several times in a week	43	3.4
9. I had money or other things taken away from me or damaged.	2 or 3 times in a month, about once a week, several times in a week	54	4.2
10. I was Threatened or forced to do things I did not want to do.	2 or 3 times in a month, about once a week, several times in a week	98	7.7

From table 4, we found that most common indirect type of bullying was "exclude form group" or usually called as peer rejection (6,9%). Later, other forms of bullying are also often experienced is "Threatened or forced to do things", which is about 7.7%. Being forced to give money or other things to other students was found about 4.2% of participants. Otherwise, "kicked, pushed, and hit" was the lowest type of

bullying that we still need to pay attention. Since it was categorized as a "crime" in school.

According to table II, surprisingly researcher found that almost half of total students who are participated in this research had experienced bullying for the last 2-3 months. This is quite high in accordance to the facts that bullying was relatively occurs in schools. Then, we analyzed that if bullying was mostly experience in school, we should know about safety perception in students about their school. Students who saw their school as a safe place were less likely to report bullying others, and students who saw their school as a safe place with a positive peer climate were less likely to report being victimized [5].

Based on table II, bullying is often occurring in the same classroom and carried out by more than one person. The more often victims meet their bully, increased the opportunity to do the overpower intention. Location and time that is considered to the occurrence of bullying is on during recess or location of the break and in the classroom [4].

An Imbalance power in bullying was expressed on the amount of bully. The more students being a part of bully, the more powerful they are. Basically, if bullying is carried out only by 1 person but has a same criterion of bullying itself, then this is still categorized as bullying. Meanwhile, if this is done by a group of children, this can be analyzed as a desire or a motivation some students to participate in what others are doing to someone, especially when there is a strong desire on the part of such a student to be part of a group, either for reasons of status or of personal security or both [6]. Generally, those who do it in groups mostly are groups of female students. Meanwhile, boys are more likely to do it themselves and rarely seek support groups or members for behavior [5]. Since this study has limited data about demographics source, we could not compare the data between boys and girl about their bullying experienced.

Researchers found that mostly bullying occurs in the class (table II). If the highest frequency of bullying occurs in the classroom, this is strongly influenced by management and rules system in the classroom affect the behavior of students in it. There is a strong relationship between teacher's management of the class, the social structure of the class, and bullying [7]. It should be a concern whether teachers in the class are aware of bullying among students or they have difficulty to identify this behavior. When it was realized, but still showed a high frequency, it can be assumed that the teacher's attention due to the relatively less or improper handling or inefficient.

Comparing the data from table 3 and table 4 about the types of bullying, we found that direct-verbal type has the highest percentage. Even though bullying tended to be physical, there were sufficient examples of verbal or psychological bullying to demonstrate that bullying is not seen as exclusively physical [6]. It is worth to emphasize because it is sometimes argued that the term bullying should be limited to incidents involving physical aggression. Direct-verbal type tends to be 'easier' to do than physical. Girls are more involved in indirect activities such as spreading rumors or isolating others [3]. Last research also noted that as children entered into adolescence, direct forms of bullying (e.g., hitting) decreased while verbal and

indirect forms of violence (e.g., social exclusion) increased dramatically [8].

It looks like if direct-verbal is 'easier' than indirect-nonverbal & physically, but it has more complex impact in victims since it is correlated with 'labeling' during the rumor spreading or calling name with mean name, or many others form. Wang [9] examined who experience bullying and given a certain label every time they interact with the actors; it will be bringing out the negative perception about themselves. Prior research found that in a situation that is considered threatening and persistent, the conditions of victims of bullying will lead to cognitive diathesis (cognitive distortion), where it will be activated in situations that create stress, and will lead to automatic stimulation of physiology, avoidance behavior, and negative automatic thoughts [10].

On the other hands, indirect-physically & nonverbal type was lower than direct-verbal. Physically bullied victims may be more likely to adopt more assertive responses, such as weapon carrying or fighting [11]. We can underline that physical type of bullying might give higher risk for bully or victims itself. Since, victims will be more assertive if they were kick, hit, pushed, and other kind of physical bullying, so that it perhaps influences the bully to do so. It confirms that, different types of bullying may themselves influence the way in which victims react also [11].

Using objects such as weapons, blunt objects, and many kinds of object which will be used in carrying out bullying, is something that is also influenced by the security system in the school towards student's luggage. If the school has a clear rules and strict sanctions, physical violence and carrying dangerous objects will be difficult for students at school.

Moreover, we still need to pay attention on physical type of bullying experience which has shown the lowest percentage in table 3. Although it was the lowest frequent type of bullying in four schools, physical victimization could be categorized as crime at school. If this is not addressed, it will lead to criminal behavior, especially in boys. Specific studies of bullying also show that bullying and anti-social behavior is not limited to school but continues in other settings and into adulthood. Fortunately, as criminologists and other researchers agree, when children are first learning aggression is the best time to teach them to control their aggression [12].

IV. CONCLUSION

This study concludes that bullying experience in a secondary high school's student in Bandung was quite high. It was related with schools and class management towards students' behaviors. Climate of place and the frequencies of 'meeting' has a contribution to the frequencies of bullying experience. Based on the level of risk, direct bullying but in non-physical verbal type are the most frequently performed by students. Moreover, we conclude that "Low risk" and "high risk impact" of bullying behavior, might be a consideration of the bully to do some harmful behavior. For further study, improving some data collection about demographics information from participants will enrich the analysis and has more useful implications for whole part of this phenomenon.

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