

Primary school bullying: Factors, forms and solutions

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Abstract: This research is motivated by the rampant cases of bullying in schools caused by various factors and forms of bullying behavior played by students in schools. This study describes the forms, factors, and solutions the school has implemented. The researcher used a descriptive qualitative method to write the findings. Data collection was carried out using interviews, observations, and filling out questionnaires. The results illustrate that bullying behavior that occurs at school can be verbal by mocking, insinuating, and instigating. While social bullying, such as ostracising friends. In response, primary schools in Malang City formed an anti-bullying task force to minimize bullying and educate students regarding it in the school environment. The task force's role is to educate (remind) what bullying is for all students in the school and to model positive behavior (role model).

Keywords: Behavior, bullying, character education, victim

Abstrak: Penelitian ini dilatarbelakangi oleh maraknya kasus bullying di sekolah yang disebabkan oleh berbagai faktor dan bentuk perilaku perundungan yang dilakukan oleh siswa di sekolah. Penelitian ini menguraikan tentang bentuk, faktor, dan solusi yang telah diterapkan oleh pihak sekolah. Peneliti menggunakan metode deskriptif kualitatif untuk menuliskan temuan penelitian. Pengumpulan data dilakukan dengan menggunakan wawancara, observasi, dan pengisian angket. Hasil penelitian menggambarkan bahwa perilaku bullying yang terjadi di sekolah dapat bersifat verbal dengan cara mengejek, menyindir, dan menghasut. Sedangkan bullying sosial seperti mengucilkan teman. Sebagai respon terhadap hal tersebut, sekolah dasar di kota Malang membentuk satuan tugas anti perundungan untuk meminimalisir terjadinya bullying dan mengedukasi siswa terkait hal tersebut di lingkungan sekolah. Satuan tugas berperan untuk mengedukasi (mengingatkan) apa itu perundungan kepada seluruh siswa di sekolah dan menjadi contoh perilaku yang positif (role model).

Kata kunci: Perilaku, perundungan, pendidikan karakter, korban

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INTRODUCTION

One of the most important aspects in the effort to form self-character, good and moral personality is through the role of education. The statement in the Constitution and Law No. 20 of 2003 concerning the National Education System provides an explanation that education is a conscious and structured effort carried out so that a person not only has knowledge, but also character education and good morals. In Indonesia, education is not only focused on academic achievement, but also all aspects of holistic personality formation that includes moral, ethical and responsible values. Efforts to form human resources that are able to compete in the modern era are one of them by improving the quality of education in each education unit (Bantas et al., 2024; Faizah et al., 2023). Therefore, the role of schools in helping to shape the attitudes, behaviour and character of a student is the most important thing for the realisation of character education in accordance with expectations. In addition, one of the goals of national education is to develop and strengthen 21st century life skills

including 4C (Communication, Critical Thinking, Creative and Collaboration) (Indarwati, 2020; Isnaeni et al., 2023; Kemdikbud, 2019; Yusuf & Kuswandi, 2023).

Based on this explanation, it can be said that character formation as early as possible will be a provision for students, especially at the primary school level. It can also help them develop four skills needed in the 21st century and in everyday life. In addition, it also aims to form holistically, education is expected to be able to create individuals who are intellectually intelligent, creative in thinking, able to communicate well, and have good character and morals (Afriani et al., 2022; Isnaeni et al., 2023; Kemdikbud, 2018). Therefore, education in schools has a very important role in shaping the attitudes, behavior and character of students. Research Adristi et al. (2024) explaining that schools have an important role in character education, especially at the primary school level. Character education is an effort to be able to form character values which include knowledge, awareness or will and behavior that reflects these values in various aspects of life such as relationships with oneself, peers, other people's interactions, the environment of the surrounding community and God Almighty (Angga et al., 2023; Bantas et al., 2024; Judijanto et al., 2024; Yugianti et al., 2019).

Ki Hadjar Dewantara explains that character education gives freedom to a person in order to master and rule himself. That is a civilized human being and that is the goal of education in general. Basically, education can organize the basics of the human soul, both in and covering the character that cannot be lost at all, because it is integrated with the soul. Conscious efforts to strengthen character education are not only carried out formally, but should be carried out wherever and whenever an individual is. This must be emphasized and reaffirmed to everyone, the role of the family, especially parents, is important in helping to instill good character (Amaruddin, 2023; Asa, 2019; Fikri et al., 2023). Lickona (1991) explains the essence of character education can provide values intellectually, emotionally with the aim of being applied in everyday life for students. In addition, it also contains moral knowing, moral feeling, and moral action (Lickona, 2001).

The phenomenon of bullying is someone who has deviant behaviour with the aim of attacking others, causing physical and mental suffering (Olweus & Limber, 2010). According to this statement, bullying is any form of behavior or action with the aim of hurting others both physically and mentally (Lembeck et al., 2016). Bullying can happen anywhere and anytime, whether at home, school, or even social media (Dow-Fleisner et al., 2023; Jadva et al., 2023; Mutunga, 2023; Rahmawati et al., 2022). Bullying occurs due to two factors, namely internal factors and external factors. An example of an internal factor is a person who wants to show how strong he is and his power over others (Devi et al., 2023; Zakiyah et al., 2017). This is because (bullying perpetrator) wants to be respected or has been in the position of (bullying victim), lack of parental/family attention. The forms of bullying that often occur are verbal by mocking, insinuating, threatening, reprimanding, and scolding. While physical bullying is in the form of hitting, kicking, slapping, stomping, scratching, pushing, and shoving (Mayasari et al., 2019; Rizal, 2021).

Based on the news in Detik Indonesia (2023), the police are investigating a case of bullying experienced by a private primary school student with the initials L which led to arm surgery. Since the incident, the two primary school students allegedly threatened the victim not to report the bullying incident. However, the victim's physical and psychological condition is said to be shaken so that she feels uneasy when her child is at school. British

Broadcasting Corporation News Indonesia (2023) reports on one of the latest cases in Gresik, East Java. An primary school student was left permanently blind in his right eye after allegedly being stabbed by his older classmate. The incident began when the perpetrator asked the victim for money, but the request was refused, which then triggered this tragic incident. A doctor's examination showed that the child's right eye was permanently blinded due to severe nerve damage. Later, the victim revealed that the incident was not the first time he had been bullied by the perpetrator. Cable News Network Indonesia (2024) reported a bullying case in one area in West Java. The bullying of primary school students in one of the schools in West Java Province depicted bullying actions that were recorded in a video. The school explained that the bullying occurred because the perpetrator felt hurt after being teased by the victim. Furthermore, the homeroom teacher explained that the victim had mocked the perpetrator whose bicycle had been sold. According to him, the indecent act occurred because the child's emotions were still unstable.

The researcher conducted an observation and interview with teachers and several student representatives who acted as an anti-bullying officer unit in one of the primary schools in Malang city. Based on the results of these observations, it was seen that some students were bullying their friends, such as mocking, pushing, and calling parents' names, which triggered a fight. Based on this explanation, the researcher aims to describe the factors, forms and solutions (the role of the anti-bullying task force) at the school.

METHOD

This study uses a qualitative approach to describe a problem presented in the form of field notes, with the conditions and circumstances that exist in the field (Anggito & Setiawan, 2018). The implementation of research related to factors, forms and solutions (the role of the anti-bullying task force) was carried out in one of the primary schools in Malang. In addition, this research has three stages of implementation, The initial stage involves making preliminary observations to analyze the issues present in schools, followed by the research process, which encompasses data gathering, analysis, and reduction. The final phase involves documenting the findings in written format.

The research was conducted in March 2024. Data collection techniques used interviews, observations and questionnaires. The subjects in this study were the headmaster, the person in charge of the Anti Bullying Team, students who played a role as an anti bullying unit and 38 second grade students to fill out the questionnaire. Interviews were conducted with the headmaster of teacher A, (female), teacher B, (male) who is also responsible for the anti-bullying unit officers at school. Besides that, there were also two students who acted as anti-bullying unit officers who were also interviewed, namely anti-bullying officer unit student A (grade 5, and female), and anti-bullying officer unit student B (grade 6, and male).

This interview aims to gain a deeper understanding of the forms, factors and solutions that have been implemented in bullying prevention efforts at school. In addition to interviews, researchers also conducted direct observations in the school environment with the aim of directly observing the dynamics that occur, especially related to bullying behavior.

This questionnaire method is specifically designed to identify perpetrators and victims of bullying among students. This questionnaire aims to provide in-depth insight into

bullying behavior that occurs in the school environment, especially in class 2, as well as to assess the extent to which students have characters that support the creation of a safe, comfortable, and bullying-free school environment. In this study, researchers used the Triangulation technique. Triangulation is a data validity checking technique that utilises something else. The triangulation used in this researcher is method triangulation. The first is data collection, the second is data reduction, the third is data presentation, the fourth is conclusion (Sugiyono, 2013).

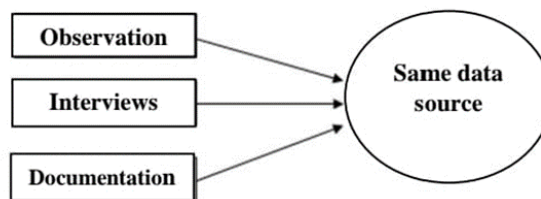


Fig. 1. Triangulasi (Sugiyono, 2013)

RESULTS & DISCUSSION

According to the researcher's observations at school, an incidence of bullying occurred during recess on Monday, March 4, 2024, at 09:00, involving a male student in class 2, identified by the initial A, who targeted a classmate with the initial M. This act of bullying is in the form of ridicule directed at the victim. When the taunts were made, the victim only responded with silence. However, the perpetrators and some of their friends laughed at the taunts, without realizing the negative impact that the victim might feel.

In addition, researchers also observed an incident of bullying in the form of a light blow carried out by a male student in grade 2 against his friend initials IK. Although the punch was relatively light and was done for joking reasons, this action still requires serious attention from the teacher or school. This is important so that students do not consider this kind of action as something normal or acceptable.

Based on the results of the researcher's observations, it can be concluded that there are two types of bullying that often occur in primary school environments, namely verbal and physical bullying. To find out the reasons behind these actions, the researcher conducted further interviews with the perpetrators. The perpetrator is a man, explained:

“I mock because I used to be a victim of mockery”. (Interview with student initial A, Monday, March 04, 2024).

This statement is in line with the opinion of Aini and Wulan (2023), that the traumatic experience of past bullying can affect a person's behavior in the future. The trauma experienced by victims of bullying often impacts the way they interact with others, and in some cases, can encourage them to repeat the bullying behavior they experienced on others (Dachi & Telaumbanua, 2022; Firmawati et al., 2024). In an interview with headmaster of an primary school in Malang City, she explained:

“The importance of character education as a child's foundation that must be instilled early, especially at the primary school level to help them in the future. The school plays a crucial role in order to achieve the desired goal, which is the cultivation of character education from an early age with the correct and appropriate strategy according to the characteristics of each student. He explained that everything must

be endeavored and assisted by the role of the school to achieve this goal. It is not uncommon for me to occasionally observe the behavior of children joking excessively, mocking, calling parents names, they consider it a normal thing.” (Interview with teacher A, Tuesday, March 05, 2024).

Dow-Fleisner et al. (2023), and Gultom et al. (2023) stated that bullying is antisocial or inappropriate behavior that involves the abuse of individual or group power against weak victims. This explanation is in line with what was explained by the headmaster. Researchers argue that bullying is an act of violence that often occurs in schools, this is something that is feared by many school residents because it includes various forms of violence both verbally, nonverbally, directly or indirectly.

This does not happen without cause, there are factors, internal for example a negative family environment, it can also be external caused by the influence of friends. The family environment is the first school for children. Therefore, the family environment is also an influence on children's bullying behaviour. If they are accustomed to behaviours that do not reflect positively such as disrespecting others, cutting off conversations and always being defended when the child's behaviour is wrong, then they will consider this as something natural, so that bullying behaviour will form. Parents' involvement in children's daily lives as their confidant is also very important. Such as listening, giving advice and providing the right support in dealing with problems anywhere, especially schools. Thus, a positive and supportive family environment can help prevent bullying behavior at school and help children become better individuals who care about others. This is in line with the opinion of Damayanti et al. (2024), the family environment to be the most important factor for children in behaving according to the reflection or what they see and hear.

Based on the results of interviews by the headmaster School in Malang city, it can be concluded that bullying in this school occurs due to a lack of education and socialization to students about what bullying is, lack of application of religious and moral values in everyday life. Therefore, in order to build character, handle and prevent bullying in the school environment in order to achieve the desired goals so that it does not become commonplace, the school with the assistance of the local police conducts socialization related to bullying, forms, factors, impacts and appropriate solutions or strategies according to the characteristics of children. One of them is by involving peers or the school calls it an anti-bullying officer unit. Then the researcher also interviewed Teacher B as the supervisor and person in charge. The results of the interview with the teacher as the person in charge explained:

“In an era of rapid development, educators or teachers must be extra in guiding students to have a character that is in accordance with the norms. One of them is character education which must be instilled from an early age in order to make a person who is morally good. In addition, the teacher in charge of the anti-bullying officer team explained that external factors of bullying are caused by the environment around the school such as peer association in a negative environment that triggers bullying behavior. They will unconsciously participate in bullying behavior because of the demands of a group of friends. (Interview with teacher B, Wednesday, March 06, 2024).

This aligns with the differential association theory by Sutherland (2014), which states that behaviors, habits, attitudes, and actions result from learning. The same applies to behaviors that do not conform to norms or crimes. Behavior that is not in accordance with the norm is not caused by heredity but the result of someone learning something from their environment either directly or indirectly (Lembeck et al., 2016; Sabir, 2023; Siswati & Saputra, 2023). Teacher B also gave further opinion that:

“Actually, bullying at our school level still often starts with excessive joking. As a result, some victims of bullying just keep quiet, while others try to fight back, but we are worried that if it is not addressed immediately, the school formulates a strategy so that bullying can be handled and prevented immediately. With the help of the local police, the school held a socialization on bullying, including the forms, factors, and impacts for victims and perpetrators of bullying. This socialization also involves parents directly, in order to provide a more comprehensive understanding and strong support in bullying prevention efforts. (Interview with teacher B, Wednesday, March 06, 2024).

This is in line with the opinion of Misykah et al. (2023), that preventive and intervention measures must be taken to overcome the problem of bullying in schools. The government and educational institutions should collaborate in developing effective strategies to improve students' mental health and academic achievement, and create a safe and supportive environment for them. Research Ahmad et al. (2022) explains the role of parents in helping to deal with bullying at school, one of which can be started by participating in socialisation against bullying. The results of the completed questionnaires describe the various forms of bullying that often occur in schools. The data is presented in the form of images using a word cloud, the larger the size of the word displayed, the greater the form of bullying that is often encountered in schools. Conversely, the smaller the word size, the less frequent the form of bullying.



Fig. 2. Results of the most common forms of bullying in schools

Based on the results of the questionnaire displayed using a word cloud, it can be seen that there are several forms of bullying that tend to be greater, namely, mocking friends . Mockery is reported to be the biggest category. This bullying often occurs as verbal insults to the victim with the intention of lowering self-esteem. This act of mockery not only hurts the victim's feelings, but can have an impact on the victim's psychological mental health, especially when carried out continuously by certain groups (Diannita et al., 2023; Misykah et al., 2023). The next form of bullying is ostracizing friends. Ostracizing often occurs in social environments, either consciously or unconsciously. A person is often overlooked, not involved in various group activities. This makes him feel alienated and unwanted. The

impact felt by the victim is isolated from the environment, especially school (Farida et al., 2024).

Additionally, it seems that one of the main forms of bullying is innuendo. Without a clear direct attack, the victim may feel cornered or embarrassed when insinuations are purposefully presented in a straightforward manner with a painful objective. Although this variety can be challenging to identify, the victim nonetheless suffers severe emotional damage (Aini & Wulan, 2023; Andryawan et al., 2023). Last, unhealthy incitement between friends results in triggering conflicts between students or groups of students who previously had no problems, thus causing a rift in relationships and worsening the situation inside or outside the classroom (Khasanah et al., 2023).

Based on the overall findings of the exposure, it is clear that the forms of bullying in schools vary widely and have detrimental effects. Anti-Bullying Units in schools have a crucial role in preventing and addressing these forms of bullying, both through preventive action and through education regarding the importance of mutual respect and maintaining togetherness between students. The role of the anti-bullying officer unit according to teacher:

“Explains First, Education and awareness, for example conducting anti-bullying campaigns directly or putting up posters in the school environment. Second, Support in the form of responsibility for the supervision of the school environment. The anti-bullying officer unit is fully responsible for actively monitoring the school environment, both before, during and after learning hours. The goal is to conduct patrols so that bullying can be immediately addressed and prevented. Third, positive behavior models (role models), in general, the role of unit officers is a reflection of role models with good behavior and character. It is expected to have a positive influence on their peers in the school environment”. (Interview with teacher B, Wednesday, March 06, 2024).

This is in accordance with the opinion of Kemdikbud (2023), the bullying prevention (Roots) programme was developed in the context of efforts to prevent and handle peer violence that focuses on creating a safe and comfortable climate in schools by activating the role of students as agents of change. This programme is conducted online to spread messages about the dangers of bullying and conflict in schools. Facilitator teachers provide guidance and assistance to develop anti-bullying campaign materials that can be used by students as a form of workshop. The researcher also interviewed representatives of the Anti-Bullying Officer Unit, namely students A and B, regarding bullying at school. According to anti-bullying officer unit Student A, who is also a member of the anti-bullying officer unit:

“Character education in my opinion is by being kind to peers, respecting elders, and appreciating differences in opinion. However, as an anti-bullying unit officer, I still often have friends who joke excessively and mock them because of differences in skin color, hair shape, or voice that are considered strange. I am happy to be able to contribute to the school's efforts to overcome and prevent bullying in the school environment. one of my roles is to carry out active supervision around the school environment during breaks, both continuously and occasionally, with the main objective of keeping the school environment safe and comfortable.” (Interview with anti-bullying officer unit A, Thursday, March 7, 2024).

Nursasari (2017) explains that bullying is also addressed by increasing supervision of students through the involvement of friends and teachers. This is supported by anti-bullying officer unit initial B, who serves as the anti-bullying officer:

“Explaining that the school also familiarizes with 5S: smile, greeting, greeting, politeness and courtesy, as well as reading prayers before and after lessons. In addition, my role is to help the teacher carry out a self-awareness campaign related to bullying by verbally reprimanding or helping the teacher to put up posters in the school environment. He believes that by implementing simple ways, but if it all starts from ourselves, cases of bullying in schools can be reduced so that schools will become a comfortable and safe place for all school members” (Interview with anti-bullying officer unit B, Thursday, March 07, 2024).

This is in line with the opinion of Triwulandari and Jatingsih (2023), that anti-bullying campaigns through digital literacy movement posters can reduce and even prevent anti-bullying or cyberbullying. Anti-bullying officer unit Student B, who is an anti-bullying officer unit explained again:

“We also had a visit from the police who held a socialization related to bullying. This socialization was attended by all school members, including parents. The main purpose of this socialization is so that all of us, students, teachers and parents, can get to know and understand more about bullying. In addition, the police also provided an understanding of the various aspects that cause bullying, such as the factors that influence it, the forms of bullying that often occur, and the impact experienced by the perpetrators and victims. They explained that factors such as family environment, socialization, and bad shows trigger bullying behavior. Various forms of bullying, both physical and verbal, were also explained in detail, so that we can be more vigilant and able to recognize the signs. With this deeper understanding, we as an anti-bullying officer unit are expected to be more effective in carrying out our duties, namely preventing and handling cases of bullying in schools”. (Interview with anti-bullying officer unit B, Thursday, March 07, 2024).

Misykah et al. (2023) explained that preventive and intervention measures must be taken to address the problem of bullying in schools. The government and educational institutions should collaborate in developing effective strategies to improve students' mental health and academic achievement, and create a safe and supportive environment for them. Ahmad et al. (2022) explains the role of parents in helping to deal with bullying at school, one of which can be started by participating in socialisation against bullying. Anti-bullying officer unit Student A, who is an anti-bullying officer unit explained again:

“After the socialization, those of us who were selected to become anti-bullying officers attended training related to our roles at school. This training was very important as it gave us a deeper understanding of our responsibilities in maintaining a safe and bullying-free school environment. This socialization really helped us to see the big picture of the bullying problem and understand the importance of our role in creating a safe and comfortable school environment for all students”. (Interview with anti-bullying officer unit A, Thursday, March 07, 2024).

One of the solutions implemented by primary schools to prevent and address the issue of bullying is to establish a unit of anti-bullying officers, known as a 'leader organization'. This programme is an integral part of the driving school initiative, which aims to create a safe and supportive learning environment for all students. In this programme, peers play an active role, consisting of fifth and sixth grade students. The formation of this anti-bullying officer unit aims to empower students so that they can directly contribute to creating an anti-bullying culture in their school environment. The Bullying Prevention (Roots) programme was developed in the context of efforts to prevent and handle peer violence that focuses on creating a safe and comfortable climate in schools by activating the role of students as Agents of Change (Kemdikbud, 2023; Siswati & Saputra, 2023).

The anti-bullying officer unit has two main roles that are very important. First, they are tasked with educating all students about what bullying is by providing an in-depth understanding of the various forms of bullying, its impact on victims, and how to avoid and handle bullying situations. Peers have great potential to influence their friends or students in the school they interact and socialise with. With an interactive and fun approach, it is expected that all students can realise the importance of respecting each other and building positive communication (Nursasari, 2017; Rohmah et al., 2023). Second, the anti-bullying officer unit acts as a role model for positive behaviour in schools. Members of the officer unit are expected to not only be able to convey information, but also demonstrate behaviours that reflect anti-bullying values in their daily lives. Social Learning Theory emphasises the importance of observation and modelling in character building and the development of students' self-efficacy (Sumianto et al., 2024).

By serving as exemplars for their peers, they can motivate other pupils to emulate their behavior. Through these two roles, the anti-bullying officer unit contributes significantly to creating a safe and harmonious school environment, where every student can learn and grow without fear of bullying. The programme is expected to not only have an impact on changing students' behaviour, but also on raising awareness of the importance of solidarity and empathy among them.

CONCLUSION

The problem of bullying in the world of education, especially primary schools, still occurs frequently. Starting from a joke from the perpetrator that can have a negative impact such as psychological, emotional, mental and physical disorders of the victim. This behavior does not occur without cause. There are two influencing factors, namely internal and external factors. The results of the study explain that internal factors occur due to lack of family or parental attention, while external factors occur in the surrounding environment and negative peers. Bullying behaviour that occurred in one of the primary schools in Malang city included verbal by mocking, insinuating and instigating. While social bullying such as ostracising friends. The school overcame the problem by involving students or peers who were named the Anti Bullying Officer Unit. The role of the anti-bullying officer unit First, Education and awareness, for example, carrying out anti-bullying campaigns directly or putting up posters in the school environment. Second, Support in the form of responsibility for the supervision of the school environment. An anti-bullying officer unit is fully responsible for actively monitoring the school environment, both before, during and

after learning hours. Third, Positive behavior model (role model), in general, the role of an officer unit is a reflection of a role model of good behavior and character. in order to deal with the problem of bullying, schools can involve active and regularly scheduled cooperation and communication with parents of students as evaluation material and support the prevention of bullying wherever it is so that it will form a character that is morally good. The results of this study also serve as a foundation for other researchers who reveal topics about character education, especially bullying.

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