EXPERIENCES OF STUDENTS WHO WERE VICTIMS OF BULLYING AT SMP NEGERI 1 RANGKASBITUNG

Aaz Fauzi Wahid[1], Agus Iryana[2]

[1]Department of Indonesian Language Education, Faculty of Teacher Training and Education, Banten-Indonesia
[2]Department of Indonesian Language Education Teacher Education, Faculty of Teacher Training and Education, Banten-Indonesia

email correspondence: 2222210074@untirta.ac.id

ABSTRAK

The phenomenon of bullying is prevalent in primary and junior high schools in Indonesia. It occurs in late childhood and adolescence when social interactions between peers and children, especially when they spend more time at school, make interactions with peers and teachers an integral part of them. Based on the preliminary study conducted by the researcher from SMP Negeri 1 Rangkasbitung, from what was known by the counselling guidance teacher that 35 students in class VII, 22 students in class VIII, and 11 students in class IX were victims of people who bullied, and it turned out that the majority of bullying perpetrators were constitutional because of physical conditions (body odour, black skin, economic backwardness, thin, and fat). The purpose of this study was to explore the experiences of students who were victims of bullying in SMP Negeri 1 Rangkasbitung. The qualitative instrument is personal to the researcher himself (human instrument). From all the data obtained, it can be formulated into three themes, namely the causes of adolescents becoming victims of bullying, self-defence of adolescent victims of bullying, and the impact of bullying on victims. Students become victims of bullying at school because they have different physical, behavioural, and social characteristics from their peers. Social characteristics of people who get bullying treatment. Physical characteristics include being teased for talking too much, teased for not being smart enough, and made fun of for being a tomboy and playing with boys.
Keywords: Bullying ; Victims; School.

INTRODUCTION

The Indonesian Child Protection Commission (KPAI, 2016) identified cases related to the child protection cluster from 2011 to 2016. According to KPAI, the number of victims of bullying from 2011 to 2016 totalled more than 50 people. In 2016, the number of victims reached 81 people. This number is the number of confirmed incidents of bullying in the school environment. KPAI (2016) determined the number of bullying perpetrators to be more than 40 people. In 2016, the number of bullies in schools increased to 93. Violence is the most feared thing by many people. Both direct and indirect violence, verbal and non-verbal violence. The most common form of violence in schools is bullying (Wulansari, 2014). Bullying among students, which is increasingly common in schools, has reached an alarming level. The emotional level of students is still unstable so students often commit bullying behaviour (Ali, 2011). students experienced bullying, including teasing, name-calling, and name-calling, at a percentage of 6.25%. Online bullying using computers and mobile phones also increased by 3.3%, with the largest increase occurring in secondary schools. Meanwhile, the number of violent offences at the elementary, middle, and high school levels increased by 2,651 to 59,457 (Veronika Yasita, 2017).

The phenomenon of bullying is prevalent in primary and junior high schools in Indonesia. It occurs in late childhood and adolescence when social interactions between peers and children, especially when they spend more time at school, make interactions with peers and teachers an integral part of them. The rise of bullying is caused by several factors. Rosen et al. (2017) in their book discuss several factors that cause bullying, including internal and external factors. Internal factors that cause

bullying are temperamental and psychological factors related to the intensity of aggressive behaviour (Rosen et al., 2017). The perpetrators are impulsive and have minimal self-regulation skills (Rosen et al., 2017). Even when they commit violent acts, they do not feel guilt or pity for their victims. Therefore, bullies have poor social skills (Rosen et al., 2017).

One of the factors in the development of violent behaviour (bullying) is attitude. Mubarak (2012) defines attitude as an emotional response to a stimulus or social reaction that represents a behaviour or tendency to act. Attitude has the main components that make it up: the subject's emotional life (emotional appraisals), beliefs (ideas and concepts), and behavioural tendencies. Apsari (2013) in her research found that bullying behaviour in adolescents at school was dominated by boys compared to girls. As much as 30.30% in male subjects and 24.97% in female subjects.

Lestari's research (2016) states that family factors, peer factors, and mass media factors are the causes of bullying behaviour among students, while according to Bierman et al (1993, in Usman, 2013) suggest that generally if there are students who are rejected by peers they will prefer to argue, disturb other friends, have no shame, are rigid and socially insensitive, students will tend to behave aggressively or bullying.

In addition, Menesini et al. (2013) investigated the moral aspects of bullying behaviour and actions. The purpose of this study was to investigate the role of immoral behaviour in bullying. This study showed that morality plays a role in bully behaviour. An external factor causing bullying is parental education (Lereya et al., 2013). This includes the way parents use violence, humble, gentle parenting style, observing violent behaviour and actions, and whether parents become aggressive towards others and the way others behave. The aggression they observe, the influence of friends occurs when the circle of friends generally adapts to the same personality, befriending aggressive people, which influences antisocial behaviour, through media Exposure to information, films featuring aggressive behaviour also model bullying behaviour, listening to songs with lyrics depicting aggressive behaviour, and playing video games (Rosen et al., 2017). Thus, the social environment is a fundamental factor in why individuals commit violent acts.

Based on the preliminary study conducted by the researcher from SMP Negeri 1 Rangkasbitung, from what was known by the counselling guidance teacher that 35 students in class VII, 22 students in class VIII, and 11 students in class IX were victims of people who bullied, and it turned out that the majority of bullying perpetrators were constitutional because of physical conditions (body odour, black skin, economic backwardness, thin, and fat). In general, students are inconspicuous or passive in class, and are often ridiculed and ostracised, so victims of bullying tend not to participate in the learning process at school in a positive way. The acts of bullying that occur are physical bullying such as hitting and pushing, as well as verbal bullying experienced by victims in the form of ridicule. Based on the data obtained from students during the research, there are students who are bullied because of physical disabilities, students are silent and unable to interact with their classmates, and students are weak and do not fight back when bullied that Almost every day, there are people who are victims of bullying by the same perpetrators.

RESEARCH METHODS

This type of research is qualitative research with a phenomenological research approach. Phenomenological research is research that seeks to explore the nature of the meaning of phenomena experienced by many people. To apply phenomenology, the researcher chose Interpretive Phenomenology (which focuses on the "interpretation" of life texts and life experiences). Phenomenology is a qualitative research approach. Qualitative methods are present as an answer to the existence of quantitative methods which are considered no longer able to answer various existing life questions. This method positions people as research subjects, not as small subjects (quantitative methods). Qualitative methods that use a phenomenological approach attempt to capture various social problems and clarify their interests.

The purpose of this study was to explore the experiences of students who were victims of bullying in SMP Negeri 1 Rangkasbitung. The qualitative instrument is personal to the researcher himself (human instrument). Data collection was supported by the use of a recorder as a tool to record conversations (Susilo, 2015).

The population of this study were students in grades VII, VIII, and IX of SMP Negeri 1 Rangkasbitung, totalling 1,069 people. The sample was 100 respondents. Data collection techniques in this study include observation, in-depth interviews, audiovisual materials, transcripts, and data analysis. According to Angrosino, 2007 (Creswell, 2016), observation is one of the important data collection tools for qualitative research. Instruments and equipment are often used to observe or record phenomena in the field using the researcher's five senses and record them for scientific purposes. In qualitative interviews, the researcher used a detailed interview method using an interview guide developed by the researcher and then prepared an instrument to record the results of the interview or during the interview in the form of a Redmi Note 10 Pro mobile phone to store data received from participants. In addition, the researcher also made field notes, field notes made by the researcher in the form of paper and pen to record points, and the main interview with participants.

RESULTS AND DISCUSSION
Result

on the results of interviews with the participants from the analysis of the thematic formulation of this research there are three themes as follows:

Table 1.

No	Themes	Explanation	Indept interview result
1	Causes of teenagers becoming victims of bullying	The reasons why adolescents become victims of bullying are supported by several subthemes: the physical characteristics of the victims of bullying treatment and the social characteristics of those who receive bullying treatment. The physical characteristics of victims of bullying include being teased for being smart, made fun of for not being smart, made fun of for looking like a girl and playing with girls, and made fun of for being ugly. the social characteristics of victims of bullying are dislike for being disobedient. The social characteristics of victims of bullying are dislike for disobeying because they are playing with other friends and their parents' names are made fun of.	Interviews with participants revealed that participants experienced verbal bullying accompanied by physical taunts. According to the participant below: "I'm often teased awkwardly kak, when I go home from school too" (P1) "being mocked for not being able to do anything." (P2) "nicknamed tomboy because I played with boys all the time." (P3) Interviews with participants revealed that participants were verbally bullied using their social characteristics. The participant's opinion was as follows: "I don't like being mocked like that" (P4) "because I often played in the next class until they told me to change classes." (P5) "It's like their mouths were never taught to speak kindly. it hurts to hear it." (P6)
2	Self-defence of adolescents who are victims of bullying	The forms of self-defence in adolescents who are treated with bullying consist of maladaptive and adaptive defence mechanisms. Maladaptive defence mechanisms include revenge, the desire to make fun of the abuser, the desire to hit the abuser, the desire to yell at the abuser, and the desire to arrest the abuser. About adaptive defence mechanisms such as silence, acceptance, and assertive action. This is supported by the following participant statements:	"If I'm really upset, I usually hit back." (P6) "I want to throw my shoes and stomp on them." (P7) "It's more like just be patient, you'll get karma later." (P1) "I just ignore it" (P5) "In my heart, I want to shout it back into his ear." (P8)

| 3 | The impact of bullying on the victim | The physical impacts on adolescents who are victims of bullying include fever, pain, redness, and soreness. Some of the psychological impacts caused by bullying on adolescents include: Examples: low self-esteem, hurt, embarrassment, silence, confusion, anger, fear, sadness. Next, the social impact on adolescents who are victims of bullying includes rarely playing, lazy learning, lazy playing, feeling uncomfortable studying group assignments, and wanting to switch classes. The following participant statements show the points: | "I want to respond but they'll immediately say I'm ugly." (P1) "I was so lazy to study because I couldn't calm down." (P2) "I always think about them even though I haven't met them" (P7) "hurt so much that I was embarrassed and rarely played with friends" (P8) "going to the canteen is also afraid of meeting them" (P3) "I didn't want to go to school" (P4) |

Discussion

As a result of this study, the researchers outlined key talking points to make it easier to understand adolescents' bullying experiences. The division of discussion points is based on the topics contained in this study, namely:

1. Bullying treatment and social characteristics of the recipients of bullying treatment.
The physical characteristics include being teased for being long-winded, made fun of for not being smart, and made fun of for being feminine and playing with women. Her social characteristics include: Because I was quiet, because I didn't like it, because I didn't obey him, because I played with other friends. This is reinforced by the results of research conducted by Iksani in 2015 which found that the most frequent bullying was verbal and physical bullying, and adolescents who were victims of bullying were said to be caused by the victim's behaviour. it is different from the others. My friend and the victim's academic performance is poor. The research results of Wahab et al. 2017, we found that victims of bullying are bullied often because of physical problems or communication styles, and are more likely to be silent. As found in this study, one of the participants became a victim of bullying due to physical problems and unusual behaviour. P3 is a woman who walks upright, has a firm voice like a man, and often plays with men so she is often teased by her friends. The results of this study are also in line with Trisnani's research (2016) which found that there are students who are bullied because of physical or material defects or differences; students who do not want to obey the orders of their little children who are bullied, students who are weak or unable to protect themselves, students who have difficulty getting along with the people around them, and students who are less intelligent.

2. Self-defence by adolescent victims of bullying
Self-defence by participants or victims of bullying: maladaptive self-defence and adaptive self-defence. Maladaptive defences consist of wanting revenge, scolding the perpetrator, laughing at the perpetrator, hitting the perpetrator, yelling at the perpetrator, and arresting the perpetrator. In contrast, adaptive defences include being calm, accepting and confident. Supporting Setioningsih's (2017) research findings, victims of bullying become more quiet when not treated well by their classmates using other methods to cope with the stress faced, namely by listening to voices. The research findings of Utomo (2016) show that even though victims of bullying fight back by getting angry or hitting, they remain silent because they think this is the best solution. According to the results of research conducted by Wahab et al. (2017), victims of bullying prefer to remain silent when undergoing bullying treatment. This is done to avoid other treatment from the victim's classmates. Another option used by victims of bullying is listening to music. Because music can make victims of bullying happy.

3. Physical, psychological, and social impacts of bullying on adolescent victims.
The impacts on participants/victims of bullying include psychological impacts such as feelings of inferiority, shame, silence, confusion, anger, fear, and injury, as well as physical impacts in the form of heat, pain, redness, and illness. Social effects include refusal to play, laziness when learning, laziness when playing, discomfort when studying group assignments, desire to switch classes, and others. This

research is supported by Novalia (2016). Novalia (2016) stated that victims of bullying are lazy to go to school to avoid bullies, resulting in low self-confidence and delayed social adjustment. Some of the findings of this study indicate that some children isolate themselves completely from their social environment, and as a result the children become antisocial towards the play environment. Bullying has the following psychological effects on its victims: Example: Ikusani's (2015) research shows that the traits of irritability, sadness, lack of confidence, discomfort, and lack of concentration during class, which indicates a psychological impact on the victim, namely sadness, discomfort, and irritability.

The impact of bullying on victims is in line with the research findings of Trisnani (2016) who found that when victims of bullying do not comply with the demands of their attackers, they react with fear and will basically comply. Victims are even afraid to go to school because they are often made fun of by their parents. The results of research by Setiawan (2018) show that from observations of bullying victims, bullying victims tend to be lonely and feel inferior. Victims of bullying have difficulty socialising because they lack enthusiasm and confidence and do not have peers who understand their situation.

CONCLUSIONS

Students become victims of bullying at school because they have different physical, behavioural and social characteristics from their peers. Social characteristics of people who get bullying treatment. Physical characteristics include being teased for being too wordy, teased for not being smart enough, and made fun of for being tomboy and playing with boys. Victims have various ways of coping with bullying behaviour: maladaptive defences and adaptive defences. Adaptive defences include assertiveness, while maladaptive defences include feelings of anger, revenge and resentment. Bullying behaviour is associated with the harm caused by the bullying experience, including the psychological impact on the bullied adolescent (anxiety, embarrassment, silence, confusion, anger, fear, hurt) and the physical impact on the bullied adolescent regarding the impact of bullying (hot, painful, red, disgusting), while the social impact on the bullied adolescent (unwilling to play, lazy to learn, reluctant to play) (lazy, feel uncomfortable when learning group assignments, want to change classes.).

Recommendations for schools are to continue to strengthen communication, information and education efforts about bullying to students and their parents.

REFERENCES

Apsari, Fitri. (2013). Hubungan Antara Harga Diri dan Disiplin Sekolah dengan Perilaku Bullying Pada Remaja. Tesis. Magister Sains Psikologi.

Creswell, John.W. 2010. Research Design Penelitian Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar.

Iksani, L, N. (2015). Dinamika Psikologis Korban Bullying Pada Remaja. http://eprints.ums.ac.id.

KPAI (komisi perlindungan anak indonesia 2016). Accessed on the date 25 Juni 2024. http:///www.bankdata.kpai.go.id/tabulasi-data/data-kasus-se-indonesia/data-kasus-perlindungan-anak-berdasarkan=likasi-pengaduan-dan-pemantauan-media-se-indonesia-tahun-2001-2016

Lereya, S. T., Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. Child abuse & neglect, 37(12), 1091-1108. https://doi.org/10.1016/j.chiabu.2013.03.001.

Lestari, Windy Sartika. (2016). Analisis Faktor-Faktor Penyebab Bullying Di Kalangan PesertaDidik, 3(2),147-157.

Menesini, E., Nocentini, A., & Camodeca, M. (2013). Morality, values, traditional bullying, and cyberbullying in adolescence. British Journal of Developmental Psychology, 31(1), 1-14. DOI:10.1111/j.2044-835X.2011.02066.x.

Mubarak, WI. (2012). Ilmu Kesehatan Masyarakat. Jakarta: Salemba Medika.

Novalia, R. (2016). Dampak Bullying Terhadap Kondisi Psikososial Anak Di Perkampungan Sosial Pingit. http://digilib.uin-suka.ac.id.

Rosen, L. H., DeOrnellas, K., & Scott, S. R. (2017). Bullying in School: Perspectives from School Staff, Students, and Parents. Texas: Springer.

Setyawan, D. 2017. KPAI Nilai Sekolah Berperan Penting Untuk Hentikan Bullying. Accessed on the date 25 Juni 2024. www.kpai.go.id.

Susilo, dkk. (2015). Riset Kualitatif dan Aplikasi Penelitian Ilmu Keperawatan Analisis Data dengan Pendekatan Fenomenologi, Colaizzi dan Perangkat Lunak N Vivo. Jakarta Timur: CV. Trans Info Media.

Trisnani, R, P., Wardani, S, Y. (2016) Perilaku Bullying Di Sekolah. G-COUNS Jurnal Bimbingan dan Konseling, 1(1), 1-10. http://ojs.upy.ac.id.

Veronika, Y. (2017). Kasus Bullying di Sekolah Meningkat Tajam di Jepang. Accessed on the date 25 Juni 2024. https://internasional.kompas.com.

Wahab, M., Sujadi, E., & Setioningsih, L. (2017). Strategi Coping Korban Bullying. Jurnal Tabawi, 13(2), 21-32.