

Exploration of The Causes of Bullying in the Alpha Generation: "Bumi Nyiur Melambai"

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Abstract

Bullying occurs frequently in educational and school environments, workplaces, homes, and playgrounds. North Sulawesi Province has a higher bullying rate than the national average, at 27.83 percent versus 26.80 percent. Bullying occurs more frequently among Grade 5 elementary school students than in middle and high school. The study seeks to identify the factors that contribute to bullying among the alpha generation in Manado, North Sulawesi Province. The qualitative research technique focuses on two elementary schools in Manado: Advent Tikala Elementary School for private elementary schools and SDN 06 state elementary schools. Data collection began with focus group discussions with children and their parents, followed by interviews with stakeholders such as teachers, school principals, childcare NGOs, universities, regional government (province, Manado city), and the media. Observations on behaviours that lead to bullying. Data about bullying in school has been documented. The data were analysed descriptively. Research on the variables that produce bullying, beginning with the family, has revealed parenting patterns, a lack of parental attention, verbal and nonverbal pressure, and kid copying. Both peers and children choose the wrong friends, engage in harmful behaviour, and establish gangs. Third, media (inappropriate use of gadgets, premature introduction of gadgets, and lack of parental control). The fourth culture involves calling their parents' names. The five schools have not implemented character education optimally, and educators have not improved their bullying prevention practices. The six internal/character characteristics are as follows: children with temperamental, envious, jealous, and spiteful personalities are more likely to be perpetrators, while quiet youngsters dislike socializing, and less bright children are the victims. Recommendations necessitate efforts with parents.

Keywords: Bullying, Exploration, Alpha generation, Cause, School

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INTRODUCTION

Bullying, also known as harassment, is negative behaviour that is repeated by an individual or group of people that is offensive¹. Bullying is also defined as repeated physical, relational, or verbal abuse against another person with the intent to harm or shame them. Bullying can take several forms, including purposeful physical actions, verbal actions (calling and threatening), and relational (isolation and spreading rumours)². Aside from that, bullying is an attack on an individual or group of people who are defenseless and unable to protect themselves³. Bullying can occur anywhere, including educational or school settings, companies, homes, and playgrounds. Bullying can happen during or after school hours, at the school building, playground, bus, neighbourhood, or online. Bullying affects both men and women.

Bullying has a far-reaching impact; bullying in school is a problem that affects young children throughout the world⁴. Bullying has a considerable effect on the development of anxiety in youngsters⁵. Bullying victims experience trauma that has long-term consequences for their future development⁶. Bullying throughout children has an impact on health, socialization, and education in childhood and adolescence⁷. In line with this, research consistently shows that being bullied in primary school increases the chance of developing mental health problems such as depression and anxiety⁸. In reality, about 40% of suicides in Indonesia are caused by bullying^{9,10}

The government is not mute in its response to bullying in schools. Through programs focused on preventing bullying from spreading. The Ministry of Women's Empowerment and Child Protection (KPPPA) worked with UNICEF and the "Nusantara Sejati Foundation" to implement a positive discipline program. This curriculum teaches educators how to teach discipline to pupils without using violence, either physical or verbal because violence in discipline is ineffective and can have long-term consequences for children¹¹. Aside from that, there is also the Roots Indonesia program, in the form of

¹ Surilena, 'Perilaku Bullying (Perundungan) Pada Anak Dan Remaja', *Jurnal Cermin Dunia Kedokteran*, 43.1 (2016).

² Mathilde M. Husky and others, 'Bullying Involvement and Self-Reported Mental Health in Elementary School Children across Europe', *Child Abuse and Neglect*, 107 (2020), doi:10.1016/j.chiabu.2020.104601.

³ Surilena, 'Perilaku Bullying (Perundungan) Pada Anak Dan Remaja'.

⁴ Husky and others, 'Bullying Involvement and Self-Reported Mental Health in Elementary School Children across Europe'.

⁵ Dian Veronika Sakti Kaloeti and others, 'The Role of Social Media Use in Peer Bullying Victimization and Onset of Anxiety Among Indonesian Elementary School Children', *Frontiers in Psychology*, 12 (2021), doi:10.3389/fpsyg.2021.635725.

⁶ Danessa Mayo and others, 'Bullying and Psychosis: The Impact of Chronic Traumatic Stress on Psychosis Risk in 22q11.2 Deletion Syndrome - a Uniquely Vulnerable Population', *Journal of Psychiatric Research*, 2019, doi:10.1016/j.jpsychires.2019.04.011.

⁷ Richard Armitage, 'Bullying in Children: Impact on Child Health', *BMJ Paediatrics Open*, 2021, doi:10.1136/bmjpo-2020-000939; David R Kolzow and others, 'Unit 5 Theories of Leadership', *International Journal of Organizational Leadership*, 1.1 (2021).

⁸ Husky and others, 'Bullying Involvement and Self-Reported Mental Health in Elementary School Children across Europe'.

⁹ Kaloeti and others, 'The Role of Social Media Use in Peer Bullying Victimization and Onset of Anxiety Among Indonesian Elementary School Children'; UNICEF, 'Perundungan Di Indonesia : Fakta-Fakta Kunci, Solusi Dan Rekomendasi', 2020, doi:10.1116/1153-2000-6.

¹⁰ UNICEF, 'Perundungan Di Indonesia : Fakta-Fakta Kunci, Solusi Dan Rekomendasi'.

¹¹ UNICEF, 'Perundungan Di Indonesia : Fakta-Fakta Kunci, Solusi Dan Rekomendasi'.

an intervention model based on scientific evidence and kid engagement, established through workshops with the government, universities, youth, and community groups¹²¹³

The programs that have been adopted do not appear to be effective at preventing bullying. Globally, one in every three children has been bullied in the last 30 days, while the prevalence and form of bullying vary greatly by area¹⁴. In Indonesia, 41% of kids have been bullied at least multiple times per month, whereas the 2015 Global School-Based Student Health Survey (GSHS) discovered that 20.6% of students aged 13-17 had been bullied in the previous 30 days¹⁵. According to the most recent Central Statistics Agency (BPS) data for 2022, fifth-grade elementary school children and the equivalent have the highest percentage of bullying compared to middle and high school students, precisely 26.80 percent. Men account for 31.60 percent of bullying victims, while women make up 21.64 percent^{16 17}. North Sulawesi province has a bullying rate that is higher than the national average; the provincial rate is 27.83 percent, whereas the national rate is 26.80 percent.

Bullying is becoming an increasingly serious issue. What are the actual causes of bullying among students? According to the study's findings, bullying among students is motivated by both people and their familial environments. Individuals who bully are those who use alcohol and have poor emotional management and control skills. Poor family relationships, the father's alcoholism, and parental neglect are all substantial risk factors for relational bullying. Meanwhile, physical, relational, and verbal bullying are induced by a lack of security and the absence of trustworthy individuals¹⁸. Furthermore, sibling bullying increases the probability of peer bullying, aggressive conduct, violence, and emotional issues¹⁹. Other research findings indicate that children who are bullied by their siblings, live in houses with domestic violence, and are physically abused by their parents are unable to flee the situation, which has a variety of consequences²⁰ discuss health and mental health issues, including depression. Furthermore, research findings demonstrate that symptoms of problems faced by children can indicate "failed" parenting, posing a significant emotional load on parents²¹. Parents who know their child is the perpetrator, witness, or victim of bullying should remain cool and not overreact²². Parents who exhibit

¹² UNICEF, 'Perundungan Di Indonesia : Fakta-Fakta Kunci, Solusi Dan Rekomendasi'.

¹³ Badan Pusat Statistik, 'Statistical-Yearbook-of-Indonesia-2022', 2022.

¹⁴ Kolzow and others, 'Unit 5 Theories of Leadership'.

¹⁵ UNICEF, 'Perundungan Di Indonesia : Fakta-Fakta Kunci, Solusi Dan Rekomendasi'.

¹⁶ Poliana da Silva Finamore and others, 'DAMPAK BULLYING TERHADAP KONDISI PERKEMBANGAN EMOSI REMAJA DI DESA KAPURAN KECAMATAN BADEGAN KABUPATEN PONOROGO', *Journal of Chemical Information and Modeling*, 53.February (2021).

¹⁷ Badan Pusat Statistik, 'Statistical-Yearbook-of-Indonesia-2022'.

¹⁸ Yining Qian and others, 'Risk Factors Associated With School Bullying Behaviors: A Chinese Adolescents Case-Control Study, 2019', *Journal of Interpersonal Violence*, 37.11–12 (2022), doi:10.1177/0886260520976218.

¹⁹ Mananya Laopratai, Ketsupar Jirakran, and Weerasak Chonchaiya, 'Factors Affecting Sibling Bullying and Its Association with Self-Esteem and Depression in Middle School Students', *European Journal of Pediatrics*, 182.8 (2023), doi:10.1007/s00431-023-05015-y.

²⁰ Karen Hughes and others, 'The Effect of Multiple Adverse Childhood Experiences on Health: A Systematic Review and Meta-Analysis', *The Lancet Public Health*, 2.8 (2017), doi:10.1016/S2468-2667(17)30118-4.

²¹ Sinikka Elliott and Sarah Bowen, 'Defending Motherhood: Morality, Responsibility, and Double Binds in Feeding Children', *Journal of Marriage and Family*, 80.2 (2018), doi:10.1111/jomf.12465.

²² UNICEF, 'Perundungan Di Indonesia : Fakta-Fakta Kunci, Solusi Dan Rekomendasi'.

depressive symptoms might create a stressful atmosphere for their children, which may lead to bullying behavior²³. Furthermore, the Alpha generation is related to technology.

The alpha generation consists of people born in 2010 and higher, with the oldest age in 2023 being 13, indicating that this generation is still in primary school. The alpha generation is the first to be born in the digital age, and they have a strong awareness and skill set in technology. Interestingly, despite their familiarity with technology, this generation is less reliant on digital gadgets than their parents, the millennial generation²⁴.

Identifying the variables that create bullying behaviour is essential for preventing it. Thus, the purpose of this study is to investigate the elements that contribute to bullying among the alpha generation in Manado City, North Sulawesi Province.

RESEARCH METHODS

This study used qualitative methods to investigate and analyse phenomena, events, social dynamics, culture, and bullying behaviour among the alpha generation in Manado. This research focused on two elementary schools: a public elementary school and a private elementary school run by a foundation. Consider selecting a public elementary school and a private elementary school, because public elementary schools are government-owned elementary schools that fully implement government policies, and they are not allowed to add or change policies. Meanwhile, private elementary schools are those owned by individuals or private foundations that are not wholly overseen by the government. SDN 06 Manado focused on public elementary schools, while Advent Tikala Elementary School in Manado concentrated on private elementary schools.

Data collection for this study began with focus group discussions (FGDs) with elementary school children and their parents, followed by interviews with stakeholders such as teachers, school principals, non-governmental organizations (NGOs) that care about children, universities, local government (province, Manado City), and media (print and electronic). Bullying-related behaviour is also observed in school. For data-driven studies in schools. Next, all of the collected data was tabulated, and a descriptive analysis was performed to identify the causes of bullying behavior in terms of prospective traits and existing problems in the community. The analysis of tabulated primary and secondary data was discussed. Data analysis employed descriptive analytical tools to investigate subjective meaning about diverse and complicated life experiences from data sources, which were then negotiated socially within the local cultural and historical context.

RESULT AND DISCUSSION

1. Research Findings

a. Factors that lead to bullying among elementary school students

²³ Elliott and Bowen, 'Defending Motherhood: Morality, Responsibility, and Double Binds in Feeding Children'.

²⁴ Dwiyani Anggraeni and Ika Juhriati, 'Gaya Pengasuhan Yang Sesuai Untuk Anak Usia Dini Pada Generasi Alpha', *Jurnal Pendidikan Tambusai*, 7.1 (2023).

According to the research findings, various factors contribute to bullying among elementary school students, including:

1) Family Factor

According to the research findings, family issues included parenting practices, a lack of parental attention, verbal and nonverbal pressure from parents, and children imitating their parents' behaviour at home. The informants listed below conveyed all familial factors:

"In my opinion, one of the reasons is the parenting style of the parents. At home, some parents tend to be pessimistic about their children's parenting patterns, pessimistic in the sense that the children are still small, elementary school children; if they pinch each other or curse each other, it's normal for the children to often joke, so they just let it go, but on the other hand, some parents appear authoritarian; yes, everything the child does is pressured, so the child feels at home that they are under pressure, under influence, and it turns out that this affects their behaviour patterns at school. Children who are usually free at home are usually free to do whatever they want at school; they want to pinch me; I'm usually free at home at school as well, whereas children who are under a lot of pressure, yes, copy and paste that pressure to their friends at school; my father usually does it like this, correct? Children usually copy and paste their immediate surroundings (SW, 39 years, ID)".

According to SW, one of the reasons why children bully is because parents tend to dismiss minor issues, even though if left unchecked, this would contribute to the proliferation of bullying behavior among elementary school children. On the other hand, authoritarian parenting was not entirely warranted because it causes children to feel melancholy; the impact at school would be that they would vent their stress on their classmates.

"Parenting is sometimes neglected because work should accompany you if friends don't (LA, 40 years ID)".

"Family factors cause him to become a bully to his friends, probably in school as well, because he lacks attention, so he does it, or because he wants to be paid attention to at home or not be paid attention to at school, so he pays attention to his friends (DNM, 57 years, ID)".

One of the triggers for children to become bullies was their parents being preoccupied with professional activities; however, parents who paid less attention also had an impact on bullying behavior. Children who have been ignored by their parents prefer to seek attention through negative behaviors such as delivering LA and DNM.

"This is encouraged by the perpetrator "personally" and the character of the family environment since the parents defend the child. The first child, the first grandchild, was the center of attention; thus, he tormented his peers until school; he was good at getting along. There is also a lack of attention, so they seek it out at school (GAS,35 Th, ID)".

“Families have higher expectations for children, putting pressure on them to meet those expectations, but children are unable to do so, so parents frequently tell their children that they are stupid and incapable because children are frequently subjected to verbal and nonverbal pressure at home. That is why, at school, he grows quieter and more fearful, and his quiet personality is frequently the target of bullying from his peers (JR, 38 years old, FGD)”.

Families with high expectations for their children cause youngsters to become progressively anxious; as a result, the child develops into a quiet person who prefers to be alone. According to informant JR, such children will become targets for bullying by other children who believe they are excellent.

“This family component exists in the family; for example, watching husband and wife fighting is an example of a parent's figure; it's usual for mom and dad to hit him till school starts; he hits the child; it's natural; he believes the habits at home are carried over to school, right? (FIW, 68 years old; ID)”.

“Because of a violent familial background, the way he plays at home is taken to class, and he believes he is the greatest, the strongest among his buddies. He laughs at his friends' incorrect answers, including bullying (FK, 41 years old, FGD)”.

2) Peer Factors

Peer factors are one of the reasons why bullying behavior endures in children. Children who choose the wrong companions end up getting into negative acts carried out by their peers, and they create gangs (groups consisting of close friends), according to the following informant:

“... perhaps because he hangs out with pals who don't pay attention to environmental factors toward him; environmental elements are naughty children, so he will be affected (DNM, 57 years, ID)”.

“... peer environmental factors that influence him, apart from being in the family, also affect the environment because if there is a lack of control from parents, he starts staying overnight with friends, he starts hanging out, he starts hanging out in places where his parents are not there, that will trigger the children started to be naughty” (FIW, 68 years, ID)”.

“Bullying is defined as physically and mentally disrupting parents, delivering rude stares, and forming small groups similar to gangs for bullying (NS, 39 years, ID)”.

3) Media Factors

The media influences bullying behaviour in children. The media in question is gadgets. The use of gadgets not according to their function, the introduction of gadgets to children from an early age, and the absence of control from parents on children make gadgets hurt children, as stated by the following informant:

"In my day, there were no gadgets, so parents, both mothers and fathers, were not disturbed whether they did routine work at home or not. They are also happy with electronics; they are the easiest to give gadgets to; therefore, this phenomenon causes many children to become carried away, which is why they learn a lot of blunders from childhood... (CT, 69 years old, FGD)".

"... began watching games despite his parents' objections; for example, if he thinks adversely, he will act negatively (FIW, 68 years, ID)."

"There are numerous opportunities for bullying to occur. Children in North Sulawesi have more open social patterns, and parents offer them devices, which allow them to say unpleasant things about their acquaintances (LA, 40 years ID)."

4) Cultural Factors

Cultural factors include the usual thing of calling their parents' names or bad shaming, as conveyed by the following informant:

"What kind of bullying behaviour is teasing friends like my child's surname, Livi. For example, my child is called Elle Ella; it is a taunt because it is not the child's personality, so they feel uncomfortable being offended that their parents' names are mentioned, so they feel annoyed, anxious, sad, and angry, but keep to themselves; this is a common thing to happen (NS, 39 years old, ID)".

5) School Factors

School factors contribute to bullying behaviour in children. The factors in question are the lack of optimal implementation of character education and also the actor factor, namely educators who do not improve themselves in terms of knowledge about bullying, as explained by the following informant:

"... The second one often happens more or less because there is an influence of the situation at school, sometimes in certain schools around Manado, where are somewhere the implementation of character education has not been emphasized too much, the most important thing is academics, so the children are just left alone, so they come to school, whatever they experience with their friends, the teachers don't want to bother, the important thing is that they teach, so the children are not controlled about their behaviour, so there are several schools like that that I saw (SW, 39 years old, ID)".

"In the past, I am now 69 years old. When I was in elementary school, there was still a subject of morality so that from afar, if the teacher wanted to come, we would face the place where the teacher wanted to pass, and then from afar, we would say good morning or good afternoon like that, ma'am. I have been here for four years as the head of the school committee. There are many things that I see that do not happen in school. I don't know why in the curriculum it doesn't mean that there is, but it is not specific that morality is instilled in children today (CT, 69 years old, FGD)".

“If I could add one, maybe the understanding of educators, namely teachers who are not up to date about bullying; maybe there is a lack of socialization from teachers (SW, 39 years old, ID)”.

6) Internal Factors

Children's character becomes the cause of bullying, both as a factor that underlies becoming a bully or as a victim of bullying. Becoming a bully tends to be done by children who have a temperamental, envious, jealous, and vengeful character. The character of a quiet child, who does not like to socialize, and children who are less intelligent than their friends become the subject of bullying by their friends at school, as conveyed by the following informant:

“As far as we know, bullying behaviour has various causes due to a child's temperament; for example, certain children have a bad temperament. What is it? There are indeed those who are emotional and like to get angry, which is usually what they take out on their friends at school; that's the first thing... (SW, 39 years old, ID)”.

“Seeing other people's physical appearance and being jealous of other people's strengths (BUB, 11 years old, FGD)”.

“Jealous of someone (DL, 10 years old, FGD)”.

“There is a grudge against people who bully (FT, 11 years, FGD)”.

“The quiet character of this child is usually the subject of bullying by his friends (JR, 38 years old, FGD)”.

“Children who are too quiet, don't socialize, and are alone are bullied by their friends until they cry, don't feel at home at school, and are bullied all the time. This way is touched on and made fun of because people from Manado like to socialize and like to be alone. Parents investigate because they are only quiet in class; they are called arrogant. Indeed, the child is quiet; that is the cause; they are often bullied continuously until they fight (H, 71 years old, ID)”.

“Because of the degree of brain intelligence. Sometimes less responsive. Fill out the questions. People questioned the nurse if they were foolish, didn't go to class, or were humiliated (GM, 53, ID)”.

b. Factors that contribute to and prohibit bullying in elementary school pupils.

Bullying prevention programs in primary schools are driven by parents, children, and the government. The driving factors from parents include: parents care about bullying by seeking information as a preventive effort; intense communication between parents and homeroom teachers/teachers, then seeking solutions together when they have become victims (parents of perpetrators, victims, and teachers); and education for children about bullying in the form of prevention methods and how to fight it, as shown in the following interview results:

“Motivating factors such as myself, when the child has become a victim, have started to find out what preventive measures are, starting to actively contact the homeroom teacher to find a solution, and meeting with the parents of the child who is the victim or the bully so that we parents can both bring our children to admit their mistakes, apologize, and make amends and after that, we also remind the child after being at home that the action was wrong and not to repeat it in the future (JR, 38 years old, FGD)”.

“The factors that encourage advising children are to be quiet and give good advice to avoid problems. If the person being bullied is excessive, then just go against my advice. People don't follow it because they are afraid of being alone. (NS, 39 years old, ID)”.

“Parents are called to discuss together. Then the teacher knows how to educate decent children. Befriend each other and make peace. The last is the most essential prayer. Repent and make peace; fear God. Because only God can change you, you must surrender to God. (H, 71 years old, ID)”.

The driving factors for preventing bullying from the child's perspective were conveyed by the following informants:

“Stay away from friends who often bully so that you don't become bullies, then don't hang out with friends who like to bully other friends so that you don't become the same as you (MRSP, 10 years old, FGD)”.

The driving factors for preventing bullying from the government's perspective were conveyed by the following informants:

“If there are parenting activities, it is highly relevant to the program if BKR gives additional instruction and information on reproductive health, and there are critical issues that must be addressed, such as bullying, while upgrading BKR. Bullying should not be tolerated because there are victims and offenders, thus it must be addressed through parental education via BKR, expanding the proud Kencana program with two loci, including the creation of videos with child artists. There is a Kansas-based program and a collaboration (LA, 40 years old, ID)”.

c. Factors inhibiting bullying prevention

Several factors impede bullying prevention, both from the standpoint of parents, children, and instructors, therefore bullying behaviour continues to occur in children, as indicated by the following informant:

“The first inhibiting factor is our ignorance as parents about the meaning of bullying and what bullying is like. Second, when our child is bullied, we don't communicate well, so we don't know that our child has been bullied, and we ignore it. The third inhibiting factor is that we are busy as working parents, so we don't have time to talk to our children and communicate, or we don't have enough time with the homeroom teacher, so we don't know whether our child is the perpetrator or the victim of bullying. These are the inhibiting factors (JR, 38 years old, FGD)”.

“Because bullies interact with us, we can be both perpetrators and victims of bullying (MSP, 10 years old, FGD)”.

“We do not tolerate mockery, and we retaliate to stay victims or perpetrators (MRSP, 10 years old, FGD)”.

“Maybe an awareness of educators, specifically instructors who are not sufficiently educated about bullying; maybe there is a lack of socialization from teachers since on some occasions, teachers abuse their pupils because they do not know, for example, by gazing at them. I went to a first-grade school; normally, first-graders are cheery, but they were quite quiet in class at the time. I was quite worried. There were two possibilities: either the students had special needs or the teacher was pressing them. It turns out that the teacher pressed them the hardest (SW, 39 years old, ID)”.

2. Discussion

a. Factors Causing Bullying in Elementary School Children

Many factors cause bullying behaviour in children. Family factors, peer factors, media factors, cultural factors, school factors, internal factors/child character.

1) Family Factors

The family is the smallest social unit in society, which plays an important role in the growth and development of all family members, including children. The important role of the family is manifested in family functions. If the family function is carried out properly, it will provide an appropriate environment for its members to develop physical, psychological, and social aspects; conversely, if there is family dysfunction, it will hurt relationships between family members, where there is no warmth and support between family members²⁵. As a result, BKKBN separates family functions into eight categories. One of its duties is affection, which indicates that the family should be a place where there is a lot of love and affection, which is expressed by giving tenderness, a sense of security, and attention to family members²⁶. It is important to understand that love in the family serves as a solid basis for connections between children, husbands and wives, parents and children, and kinship bonds across generations. Furthermore, the family serves as the primary container for the development of a life filled with love, both physically and mentally. If the function of affection works properly, bullying behaviour in children can be reduced, as one of the causes of bullying is a lack of affection from the family. These findings are consistent with previous research, which found that the majority of bullies originate from disharmonious households; a lack of affection and complete support from the family makes it simple for youngsters to participate in deviant behaviour²⁷.

²⁵ Tin Herawati, ‘Penanaman Dan Penerapan Karakter Melalui 8 Fungsi Keluarga’, *Badan Kependudukan Dan Keluarga Berencana Nasional*, 2017.

²⁶ Herawati, ‘Penanaman Dan Penerapan Karakter Melalui 8 Fungsi Keluarga’.

²⁷ Yuyun Fitriani and others, ‘Peran Posyandu Sebagai Pelayanan Dasar Kesehatan Dan Pemberdayaan Masyarakat Di Desa Jaya Asri’, *Jurnal Pengembangan Dan Pengabdian Masyarakat Multikultural*, 1.3 (2023), doi:10.57152/batik.v1i3.1142.

According to the research findings, the variables underlying bullying from family members include not just a lack of affection, but also parenting practices, a lack of parental attention, and verbal and nonverbal pressure from parents on children to imitate their parents' behaviour at home. This finding is consistent with prior research showing that a lack of communication between parents and children increases the probability of bullying behaviour²⁸. Furthermore, those identified as bullies have trouble articulating their sentiments with their families²⁹. Furthermore, parents who are violent to children and parenting patterns with low control can influence aggressive behaviour in children, which leads to negative behaviour, namely bullying³⁰. On the other hand, parenting patterns result in student violence³¹. Children who are raised with an authoritarian parenting pattern are more likely to behave negatively; on the other hand, children who grow up with a democratic and loving parenting pattern will make children grow and grow up with a friendly nature, have self-confidence, can control themselves, behave politely, are willing to cooperate, have great curiosity, have clear life goals, and are oriented towards achieving achievements³². Inadequate parental supervision, abusive and uninvolved parents, and domestic violence all increase the risk of school bullying among adolescents³³. In addition, the process of imitation of children in the family also tends to lead to bullying behaviour. Children who grow up in families that implement negative communication patterns such as sarcasm (sharp sarcasm) will tend to imitate or imitate their families, so they become divided individuals and behave in bullying because these children and adolescents are used to being in a rough family environment³⁴. Violence experienced by children in their families is correlated with an increased likelihood of children being involved in violence against their friends as perpetrators or victims³⁵. Children's imitation of their parents at home is in line with social learning theory and the cycle of violence, that children/adolescents who are exposed to bad relationships, intimate partner violence at home, and parental neglect are at high risk of learning negative relationship patterns and ultimately resolving conflicts with relational bullying³⁶. Even

²⁸ Carol L. Castleberry, *The Global Culture of Bullying: Explorations and Recommendations, The Global Culture of Bullying: Explorations and Recommendations*, 2022, doi:10.4324/9781003300663.

²⁹ Selçuk Açıkgöz and Gökben Demirbaş, 'Daily Struggles and Aspirations: Exploring the Leisure Capabilities of Working Children and Adolescents in Turkey', *Leisure Studies*, 42.3 (2023), doi:10.1080/02614367.2022.2099001.

³⁰ Açıkgöz and Demirbaş, 'Daily Struggles and Aspirations: Exploring the Leisure Capabilities of Working Children and Adolescents in Turkey'.

³¹ AM Juhri, Hadi Pranoto, and Afdal Hanif Pamungkas, 'Pengaruh Pola Asuh Orang Tua Terhadap Perilaku Agresif Peserta Didik Di SMP Negeri 3 Metro Tahun Pelajaran 2018/2019', *Counseling Millenial (CM)*, 1.1 (2019).

³² Juhri, Pranoto, and Pamungkas, 'Pengaruh Pola Asuh Orang Tua Terhadap Perilaku Agresif Peserta Didik Di SMP Negeri 3 Metro Tahun Pelajaran 2018/2019'.

³³ Wenxia Jiang, 'Gender Qualities and Campus Bullying: Psychological Causes and Social Ecology Behind the Rose Boy', *Lecture Notes in Education Psychology and Public Media*, 43.1 (2024), doi:10.54254/2753-7048/43/20240640.

³⁴ Prithvi Sanjeevkumar Gaur and others, 'Mental Healthcare for Young and Adolescent LGBTQ+ Individuals in the Indian Subcontinent', *Frontiers in Psychology*, 2023, doi:10.3389/fpsyg.2023.1060543.

³⁵ Husky and others, 'Bullying Involvement and Self-Reported Mental Health in Elementary School Children across Europe'.

³⁶ Jiang, 'Gender Qualities and Campus Bullying: Psychological Causes and Social Ecology Behind the Rose Boy'.

the results of a study in Spain stated that violence in the family is passed down from generation to generation³⁷.

2) Peer Factors

Peer factors have a strong influence on children's beliefs and behaviours. This condition cannot be separated from encouraging someone to become a bully. These findings are consistent with previous research suggesting that peer influence can lead to bullying³⁸. Furthermore, elementary school-aged children prefer to play outside with their classmates rather than with their families, therefore peer influences have a role in motivating children to engage in verbal bullying³⁹.

In this context, children are frequently encouraged to bully others at school or with friends at home. They will try to remain acceptable in the social environment and will become progressively proud to be the best in the group⁴⁰; more crucially, children will bully their friends to demonstrate that they are accepted in specific groups⁴¹. On the other side, kids are at a social development stage where they are attempting to fit in with their peers.

So, if peer group members engage in bullying, other members will as well⁴². Other studies have found that students who have negative relationships with their classmates are more likely to become bullies at school⁴³. According to the research findings, high-quality friendships between students are necessary because they can serve as a barrier to bullying at school.

3) Media Factors

Currently, the presence of media has a significant impact on people's lives, not only aiding communication but also serving as an easily accessible source of pleasure. Gadgets are the most commonly accessible media. Gadgets are products that practically everyone owns, regardless of age. The ease of access to all necessary information puts gadgets in

³⁷ Inmaculada Teva and others, 'Characteristics of Childhood Family Violence Experiences in Spanish Batterers', *Journal of Interpersonal Violence*, 36.23–24 (2021), doi:10.1177/0886260519898436.

³⁸ Nirmalasari Nirmalasari, Hasmiati Hasmiati, and Nurjannah Nurjannah, 'FENOMENA BULLYING PADA TEMAN SEBAYA DI SDN NO 123 TANASSANG', *Adi Widya: Jurnal Pendidikan Dasar*, 6.2 (2021), doi:10.25078/aw.v6i2.2340.

³⁹ Nawallin Najah, Sumarwiyah Sumarwiyah, and Muhammad Syafruddin Kuryanto, 'Verbal Bullying Siswa Sekolah Dasar Dan Pengaruhnya Terhadap Hasil Belajar', *Jurnal Educatio FKIP UNMA*, 8.3 (2022), doi:10.31949/educatio.v8i3.3060.

⁴⁰ Yuli Permata Sari and Welhendri Azwar, 'Fenomena Bullying Siswa: Studi Tentang Motif Perilaku Bullying Siswa Di SMP Negeri 01 Painan, Sumatera Barat', *Ijtimaiyya: Jurnal Pengembangan Masyarakat Islam*, 10.2 (2018), doi:10.24042/ijpmi.v10i2.2366.

⁴¹ Nirmalasari, Hasmiati, and Nurjannah, 'FENOMENA BULLYING PADA TEMAN SEBAYA DI SDN NO 123 TANASSANG'.

⁴² James Alan Laub, 'Assessing the Servant Organization; Development of the Organizational Leadership Assessment (OLA) Model. Dissertation Abstracts International', *Procedia - Social and Behavioral Sciences*, 1.2 (1999); Gellan K. Ahmed and others, 'Risk Factors of School Bullying and Its Relationship with Psychiatric Comorbidities: A Literature Review', *Egyptian Journal of Neurology, Psychiatry and Neurosurgery*, 2022, doi:10.1186/s41983-022-00449-x.

⁴³ Qian and others, 'Risk Factors Associated With School Bullying Behaviors: A Chinese Adolescents Case-Control Study, 2019'.

high demand among their users. On the other hand, especially in the field of education, the use of gadgets in the learning process cannot be overlooked as a means of deepening the materials required by pupils. Ironically, many devices are used for purposes other than their intended purpose, and introducing gadgets to children at a young age, combined with a lack of parental supervision over children, causes gadgets to harm children. Other negative consequences include experiencing emotions quickly, replicating conduct observed on the internet, and a desire to continue playing with devices (Agasi et al., 2022). Even violence in television or films, as well as video games, causes bullying in the short and long term. Furthermore, research findings indicate that media violence is associated with aggressive and antisocial conduct in youngsters (Ahmed et al., 2022). Elementary school-age children, on the other hand, enjoy trying new things, so they quickly imitate phrases or acts they see or hear, just as they frequently watch films with violent and inappropriate content⁴⁴.

4) Cultural Factors

Cultural factors are associated with the cause of bullying in youngsters. The community's culture includes calling their parents' names, which is prevalent. Bullying behaviours is also considered to be influenced by cultural obstacles that emerge from the community's cultural beliefs⁴⁵. On the other hand, some parties refuse to accept it; this state is similar to the confirmatory perspective, which simplifies and ignores the feelings of others. This finding is consistent with other studies that negative cultural facts in Banjar society have an impact on bullying behaviours, which includes three perspectives: in the empathy perspective, it occurs because of excessive feelings of being challenged; in the assertive perspective, it occurs because of the habit of keeping quiet about problems; and finally, in the confirmative perspective, it occurs because of attitudes that tend to simplify life and ignore the existence of other people's feelings.

5) School Factors

School-related issues contribute to bullying behaviour in children. The variables in concern are a lack of maximum application of character education as well as the actor factor, which refers to educators who have not enhanced their awareness of bullying. As a result, teachers' responses to bullying conduct will differ. Some teachers see bullying as a natural behaviour that can help children develop social skills and believe that intervention is unnecessary. Furthermore, teachers will not intervene if they believe the action is not bullying, if the bullying is veiled, such as relational or verbal bullying, or if the behaviour is not perceived as bullying⁴⁶. As a result, there must be activities aimed at increasing teachers' knowledge and awareness of bullying so that they can become leaders in bullying prevention in schools.

6) Internal factors/child character

⁴⁴ Najah, Sumarwiyah, and Kuryanto, 'Verbal Bullying Siswa Sekolah Dasar Dan Pengaruhnya Terhadap Hasil Belajar'.

⁴⁵ Muhammad Andri Setiawan and Ali Rachman, 'Fakta Negatif Budaya Banjar Dalam Pembentukan Perilaku Bullying Siswa SMA', *Jurnal Konseling ANdi Matappa*, 2.2 (2018).

⁴⁶ Ludwig Bilz, Jette Steger, and Saskia M Fischer, 'On the Accuracy of Teachers' Identification of Pupils Involved in Bullying', *Psychologie in Erziehung Und Unterricht*, 63.2 (2016).

Children's character is the cause of bullying, both as a factor that underlies becoming a bully or as a victim of bullying. Becoming a bully tends to be done by children who have a temperamental, envious, jealous, and vengeful character. The character of a quiet child is not sociable, and children who are less intelligent than their friends become the subject of bullying by their friends at school. This finding is in line with previous research that being a bully is usually associated with externalizing behaviour (e.g., aggressive, challenging, disruptive, or naughty). Other research results show that children who are classified as narcissistic, arrogant, and have emotional traits that are not callous (such as lack of empathy and shame) and difficulty controlling emotions are all more closely related to being perpetrators of bullying. Furthermore, previous research suggests that adolescents with poor abilities in managing and controlling emotions may face common stressful situations ineffectively, showing antisocial tendencies and behaving aggressively. Being a victim is associated with internalizing behaviour (e.g., anxiety, depression, or low self-esteem). There is a strong belief that children who lack self-confidence have a high potential to become victims of bullying and have a small chance of becoming perpetrators of bullying. Therefore, instilling and implementing character values from an early age is very important to create human resources who have noble personalities and morals⁴⁷.

CONCLUSION

Based on the research results, many factors cause bullying in elementary school children in Manado, North Sulawesi Province. The first factor is family, including parenting patterns, lack of parental attention, verbal and non-verbal pressure, and imitation of children's behaviour. Second, peers (children who choose the wrong friends end up getting caught up in the negative actions of their peers and forming gangs consisting of their close friends). Third, media (use of gadgets not according to their function, introducing gadgets to children from an early age, and the absence of parental control make gadgets hurt children). The fourth culture is by calling their parents' names. The fifth school is in the form of not yet implementing character education optimally, and educators are improving their bullying knowledge. The sixth internal factor/child character is that children who have temperamental, envious, jealous, and vengeful characters tend to be perpetrators, while quiet children do not like to socialize, and children who are less intelligent than their friends become bullying materials for their friends at school.

Real efforts are needed to prevent and handle bullying with the involvement of parents, schools, and the government, which can be done through parenting classes that aim to increase the knowledge of children, parents, and teachers about bullying. These parenting classes can be integrated with the forums that have been formed by the government, such as those already carried out by the BKKBN through the Youth Family Development (BKR). This step is expected to be able to minimize the increasingly widespread bullying behaviour in children of the alpha generation.

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⁴⁷ Herawati, 'Penanaman Dan Penerapan Karakter Melalui 8 Fungsi Keluarga'.

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