

THE FACTORS AFFECT BULLYING ON CHILDREN
(Study at Elementary Schools in the District of Kapas, Bojonegoro)

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DOI: <https://doi.org/10.21107/Widyagogik/v7i2.8975>

ABSTRACT

Casebullying in Indonesia that occurred in schools from 2019 to 2020 there were 1,480 cases. Causative factors of actionbullying need to be identified to prevent high numbersbullying at school. The purpose of this study was to determine the relationship between the factors that influence actionbullying in school-age children in the Elementary School of the Kapas District of Bojonegoro. Research design usingcorrelative descriptivethrough approachcross sectional study. The study population was all elementary school-age children in the Kapas Bojonegoro District. Sampling techniquepurposive sampling with a total sample of 94 respondents. Data collection was carried out on January 12 - February 15 2019. The data collection tool was a questionnaire in the form of a scalelikert by interview method. Data analysis using testWho Square(2x2) withConfidence Interval 95% ($\alpha = 0.05$). The results showed that there was a relationship between individual factors (P -value = 0.000), family factor (P -value = 0.000), peer factor (P -value = 0.003), school factor (P -value = 0.048), media factor (P -value = 0,042) with actionbullying in school age children. It is hoped that the school can improve discipline in schools and provide counseling guidance to children who bully, for parents to avoid giving punishment with violence.

Keywords – *factors, Bullying, primary school children*

1. Introduction

Bullying is aggressive behavior carried out by a person or group against other people or groups which is carried out repeatedly by means of physical or mental harm (Prasetyo, 2011). Bullying What happens in schools has 3 integrated characteristics, namely: 1) actions that are intentionally carried out by perpetrators to hurt victims, 2) actions that are carried out are unbalanced so that they cause a feeling of pressure on victims, and 3) actions that are carried out repeatedly (Astuti, 2008).

Children as victims bullying will experience psychological and physical disorders, experience loneliness more often, and have difficulty making friends, while the child is the perpetrator bullying tend to have low scores (Dwipayanti & Komang, 2014). According to Duke University research published May 12, 2014 in Proceedings of the National Academy of Sciences impact bullying in childhood can be scarred for life, both for the victim and the perpetrator bullying itself, as well as in young adults who show the long-term impact of actions bullying. However, the culprit bullying found to be healthier than the victims bullying (Coverage6, 2014).

Psychosocial factors are one of the causes that cannot be separated from the incident bullying (Yusuf & Fahrudin, 2012). Bullying can be caused by differences in class (seniority), economy, religion, gender, ethnicity or racism. Bullying It can also be caused by a family that doesn't get

along well, a school situation that isn't harmonious, and individual or group characters such as grudges or jealousy, a passion to control victims with physical strength, and to increase the popularity of perpetrators among their playmates. Astuti (2008. p. 4).

Data obtained from National Center for Educational Statistic of America in 2013, it was found that 27.8% of students did bullying while at school (Megan Mier Foundation, 2014). The Indonesian Child Protection Commission (KPAI) stated that from 2011 to August 2014 there were 1,480 cases of bullying that occur in schools (KPAI, 2014). While in Aceh the number of cases of bullying is specifically not mentioned, however, there were 25 cases of violence against children from January to December 2014 with details: violence against children in cases of Domestic Violence (KDRT) of 5 cases, physical violence against children (beatings) 2 cases, sexual violence against children 7 cases, child exploitation 5 cases, children related to drugs 2 cases, trafficking 2 cases of girls under age, and 2 cases of children who are at school (PPKB, 2014).

Action bullying can be divided into three categories, viz bullying physique, bullying verbally, and bullying mental or psychological (Nusantara, 2008. p.2). Bullying physical injury occurs when a person is physically harmed through an act, bullying verbal is bullying which is done by threatening, making sexually suggestive calls, and spreading false or malicious rumours, bullying

mental/psychological is an action taken by ignoring other people, isolating and making other students dislike someone.

There are several factors that cause children to actbullying namely: individual factors (biology and temperament), family factors, peers, schools and the media. Research proves that a combination of individual, social, environmental risk, protection factors interact in determining the etiology of the actionbullying (Verlinden, Hersen and Thomas 2000. p.5). This study aims to determine the factors that influence bullying in children in elementary schools in the Kapas district of Bojonegoro. Problemsbullying in schools have not received much attention, this is due to the effectbullying not visible directly, exceptbullying physically, but this was also not revealed because the victim was afraid to report it because he was embarrassed or threatened by the perpetratorbullying. (Prasetyo, 2011. p.20).

2. Method

This type of research iscorrelative descriptivewith research designcross sectional study. This study aims to identify the relationship of factors that influence actionbullying in elementary school children in the District of Kapas, Bojonegoro.

The population in this study were students of grades IV and V of Elementary School with a total of 584 students from 11 Elementary Schools (SD) in the District of Kapas, Bojonegoro. The sampling technique usedpurposive sampling, with the inclusion criteria of students who have committed acts of bullying, are willing to become respondents and attend school at the time of the research. The number of samples was obtained using the Slovin formula, namely 94 people.

Collecting data using a questionnaire with the interview method. Consists of 2 questionnaires, namely: 1) to measure factors that influence bullying which consists of 22 question items in the form of a scalelikert, and 2) a questionnaire to measure bullying by school-age children consisting of 8 statements. This study uses the principles of research ethics. Data analysis using testChi-squarewith a computerized program(SPSS for window).

3. Result and Discussion

Results

Demographic data of respondents in this study include: age, gender, and class.

Table 1. Distribution of Respondents' Demographic Data in Elementary Schools of Kapas District, Bojonegoro (n=94)

No	Kategori	Frekuensi	Persentase
1. Age			
	8-10 age	45	47,9
	11-12 age	45	47,9
	13-14 agee	4	4,2
2. Gender			
	Boy	70	74,5
	Girl	24	25,5

Source: Primary Data (Processed, 2020)

Based on table 1 above, it is known that the highest respondent's age is 8-10 years and 11-12 years, namely 45 people (47.9%) each, the highest respondent's gender is male, namely 70 people (74.5%) .

Table 2. Frequency Distribution of Influencing Factors Bullying in Elementary Schools in the District of Kapas, Bojonegoro (n=94)

No.	Faktor-faktor	F	%
1. Individual Factor			
	Height	6	6
	Low	23	63
2. Family Factor			
	Height	4	5
	Low	84	14
3. Friend Factor			
	Height	4	4
	Low	15	35
4. School Factor			
	Height	3	4
	Low	85	05
5. Media Factor			
	Height	6	9
	Low	5	5
	Low	34	64

Source: Primary Data (Processed, 2020)

Based on table 2 it is known that the factors that influence actionbullying in elementary school children in the Kecamatan Kapas Bojonegoro are in the high category for individual factors, namely 66.0%, family factors as much

as 51.1% and media factors as much as school factors were in the low category, 56.4%. Meanwhile, peer factors and respectively, at 56.4% and 59.6%.

Table 3. Action Frequency Distribution Bullying in Elementary Schools in the District of Kapas, Bojonegoro (n=94)

No.	Action	f	%
1.	Height	9	52,
2.	Low	4	47,9
	Total	94	100

Source: Primary Data (Processed, 2020)

Based on table 3 it is known that category, namely 49 respondents the actionbullying in elementary school (52.1%).

children in the district of Kapas, Bojonegoro, they are in the high

Table 4. Distribution of Peer Factor Relationship with Action Bullying in Elementary Schools in the District of Kapas, Bojonegoro (n=94)

Factor	Action Bullying				Total	Pvalue
	Friend		The same age			
	Low	Height	f	%	f	%
Low	33	35,1	20	21,3	53	56,4
Height	12	12,8	29	30,9	41	43,6
Total	45	47,9	49	52,9	94	100

Source: Primary Data (Processed, 2020)

In table 4 it can be seen from 41 (43.6%) respondents with peer factors in the high category there were 29 (30.9%) respondents with the actionbullying height. While from 53 (56.4%) respondents with peer factors in the low category there are 33 (35.1%) respondents with actionsbullying low.

Test results Chi Square obtained P-value = 0.003 ($\alpha = 0.05$) means that H_0 is rejected. So it can be concluded that there is a relationship between peer factors and actionbullying in elementary school children in the District of Kapas, Bojonegoro.

Table 5. Distribution of School Factor Relations with ActionBullying in Elementary Schools in the District of Kapas, Bojonegoro (n=94)

Factor	Action						P-value
	Bullying				Total		
	Low		Height		f	%	
School	f	%	f	%	f	%	
Low	32	34,0	24	25,5	56	59,6	
Height	13	13,8	25	26,6	38	40,4	0,058
Total	45	47,9	49	52,1	94	100	

Source: Primary Data (Processed, 2020)

Based on table 5 it is known that of the 38 (40.4%) respondents with school factors in the high category there were 25 (26.6%) respondents with the actionbullying height. While from 56 (59.6%) respondents with school factors in the low category, there are 32 (34.0%) respondents with actionsbullying low. Test results ChiSquare obtained P-value = 0.048 ($\alpha = 0.05$) means that H_0 is rejected. So it can be concluded that there is a relationship between school factors and actionbullying in elementary school children in the District of Kapas, Bojonegoro.

Table 6. Distribution of Media Factor Relations with ActionBullying in Children in Elementary Schools, Kapas District, Bojonegoro (n=94)

Factor	Act n						P-value
	Bullying				Total		
	Low		Height		f	%	
Media	f	%	f	%	f	%	
Low	25	26,6	16	17,0	41	59,6	
Height	20	21,3	33	35,1	53	40,4	0,052
Total	45	47,9	49	52,1	94	100	

Source: Primary Data (Processed, 2020)

Based on table 6 it is known that out of 53 (56.4%) respondents with media factors in the high category there are 33 (35.1%) respondents with actionsbullying height. While from 41 (43.6%) respondents with media factors in the low category there are 25 (26.6%) respondents with actionsbullying low. Test results Chi-Square earned value P -value = 0.042 ($\alpha = 0.05$) means that H_0 is rejected. So it can be concluded that there is a relationship between media factors and actionbullying in elementary school children in the District of Kapas, Bojonegoro.

Discussion

Offender's childrenbullying tend to have good and developed self-esteem, but do not have a sense of responsibility for the actions taken, always want to be in power and dominate, and do not respect others. The child didbullying usually has a hyperactive attitude, impulsive, loses concentration, and has experienced violence in the past. Perpetratorbullying usually attack others first before being attacked as a way to protect himself (Verlinden, Hersen and Thomas (2000).

Based on the research results, it is known that most of the children who take actionbullying feel he is greater and more powerful among his friends (41.5%) and often takes out his anger on other people (44.7%) this shows that there is a problem with the child's ability to manage emotions. Ideally, at school age, children are able to control their emotions by using several strategies

from the results of their own thoughts. Children with good emotional development will not break friendships and seek hostility, and will engage in healthy competition by not showing strength. However, from the results of the study, most (46.8%) bullies felt that it was better to hit first than to be hit by other people, this shows that bullying is motivated by self-concern, anxiety about being hurt by others This behavior is part of the child's adaptive mal coping mechanism (the perpetrator), his worry about other people's treatment of him and his desire to control the environment.

Every parenting style contributes to the formation of a child's character. Parents should apply these three parenting styles in the right conditions. The type of parenting style is related to behaviorbullying (p -value = 0.027), the child didbullying moderate and mild come from families with permissive and authoritarian parenting styles (Nurhayanti, Dwi and Natalia (2013). Research on bullying in adolescents shows that authoritarian parenting is the parenting style most often used by families of bullies (Efobi and Nwokolo, 2014) .

According to Curtner and Smith (2000, in Brookmen, Maguire, Pierpoint, & Bennet, 2010) the characteristics of the relationship between parents and children are the main mechanisms of perpetratorsbullying in the form of aggressive and passive behavior. The

parenting style applied by parents is one of the ways parents use to educate their children. Parenting styles that use violence can cause children to commit violence against others because children imitate the actions taken by their parents.

The results of this study indicate that some respondents (bullying perpetrators) often hear harsh words in their families (45.7%), most families (36.2%) apply authoritarian parenting patterns as shown by violent behavior such as hitting when guilty, often giving punishment that does not educate, this will encourage children to do the same thing to their friends as justification is done. Authoritarian parenting style will give birth to aggressive behavior in children.

In the aspect of child development there are problems in the emotional development of children who bully when children want to get pleasure from bullying their friends. In this study, most of the bullies (52.1%) did bullying in order to get a pleasant atmosphere. Authoritarian parenting creates pressure on children, so children seek satisfaction and pleasure in other environments, such as school. This is a problem in the moral development and behavior of children when children are not yet able to understand complex emotions that are integrated with a sense of responsibility for the consequences of their behavior, and are unable to show empathy for victims of bullying (Santrock, 2011).

The permissive type who allows or lets whatever the child does without

supervision will also cause the child to be free to do whatever he likes. Children do not get proper discipline education as well as values and norms that apply in society if parents often use permissive parenting as shown in this study that the majority (59.6%) often do not prohibit children from doing anything, including taking actionsbullying.

The role of parents and schools is very important to stop this maladaptive emotional development, one of which is by closely monitoring children's behavior that deviates morally and guidance and assistance from both parents and teachers, especially homeroom teachers.

Maghfirah and Rachmawati (2009) in their study of the relationship between school climate and behavioral tendenciesbullying, states that there is a significant negative relationship between school climate and actionbullying ($P\text{-value} = 0.000 (p < \alpha)$), correlation value ($r = -0.459$). This shows that the more positive the school climate, the lower the actionbullying at school. School is an environment that often occursbullying to students, such as classrooms, school grounds, canteens, restrooms/toilets, roads leading to schools and other environments around the school. Bullying Which occur in schools due to an unsafe school environment, such as inadequate supervision and ethical guidance, discriminatory actions by teachers, schools with a high gap between low economic status and high economic

status, and due to inconsistent regulation (Astuti, 2008) .p. 5)

In this study, school-age children were the perpetrators bullying get a negative impact from showing violence on television, always watching fighting movies/soap operas (41.5%), often watching information about violence (42.6%), getting information about violence through television and print media, and often playing game shooting (40.4%). The rise of violence on television and its development game both online and from other electronic media affect children's development, especially morals and psychology. Children tend to imitate what they see and hear, and exemplify various scenes that are shown in violent shows such as soap operas, films or sporting events that they watch. This can show that children tend to take action bullying are children who are exposed to violence through the media.

4. Conclusion

Based on the results of the study, it can be concluded that there is a relationship between individual factors, family factors, peers, schools and the media with action bullying. It is hoped that the school can improve discipline in schools and provide counseling guidance to perpetrators of bullying. Teachers are expected to play an active role in preventing the occurrence of action bullying at school, set a good example, reduce acts of violence as punishment, provide information about shows or television shows that are good to watch for students. Parents are expected to guide their children with exemplary teaching and not allow children to do things without parental supervision, such as the use of electronic media and mass media. Monitoring the development of children, especially the emotional and social development of children. It is hoped that further research can be developed on victims bullying like the effects of action bullying on child development.

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