

A SURVEY ON ELEMENTARY SCHOOL BULLYING

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Abstract: This research purpose is to map the potential for bullying in a review of school activities, including physical, verbal, relational, and cyberbullying. Data was collected using a quantitative survey base with 1068 respondents in one sub-district by distributing questionnaires. The results of the research show that the experience of bullying in elementary schools is relatively low; on average, 38.2% of children experience bullying, which is dominated by verbal bullying. Meanwhile, physical bullying was 19.8%, and relational bullying was 17%. The data above shows that elementary school students experience bullying, but it can still be controlled and is not yet at a dangerous stage
Keywords: bullying, experience, school life, elementary school

INTRODUCTION

Globalization has a significant impact on life activities, including the nation's intellect and morality (Amengual & Bartley, 2022; Azhar et al., 2020; McKenzie, 2018). One of the contributions of globalization is violence; this is because they can duplicate behavior and actions in a vulgar and fast manner (Oberg et al., 2021; Urrusuno Carvajal & Rodríguez Fernández, 2009). Violence occurs through various intimidating actions, whether direct or indirect, verbal or relational (Fluck, 2017; Wondimu, 2022). To support violent behavior, cohesion, anti-social behavior, and unsupportive achievements are also supported (Cowan et al., 2022; Mooij, 2011a, 2011b). This violence is usually referred to as bullying (Arhuis-Inca et al., 2021; Escuadra et al., 2023; Muñoz-Fernández et al., 2019).

Bullying has various forms and examples of intimidating actions. Verbal bullying is the most common precursor to aggressive and intimidating actions (Jamsai & Boonnak, 2023; Palade & Pascal, 2023). These forms of action include name-calling, insults, slander, criticism, sexual harassment, threats, and others (Hartini, 2017; Hertinjung, 2013; Nur et al., 2022). The seeds of bullying begin with words; even though they are simple, they can damage students' self-esteem (Luo et al., 2022; Man et al., 2022; Sares-Jäske et al., 2023). Confirming the findings above, bullying is considered an adverse action with the aim of disturbing, carried out by one or a group against a weak party, over a certain period, containing violence, and in a hidden way, the regulations set out also expressly prohibit placing,

allowing, committing, ordering or participating in committing violence against children (Blakey et al., 2023; Broutin et al., 2023; Cernelius & Dennhag, 2023).

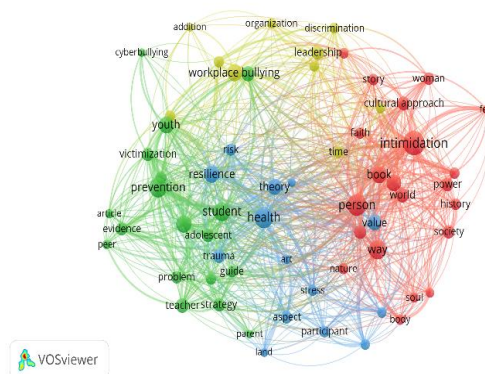
Bullying cases are rife in Indonesia; bullying statistics in Indonesia according to 2018 PISA data, conclude that 41% of 15-year-old students experience bullying at least several times a month (Peren, 2022). In 2023, as reported by detik.com, the Federation of Indonesian Teachers' Unions (FSGI) highlighted cases of bullying in schools, which are increasingly occurring. They noted that there were 16 cases of bullying at school in the period January – July 2023. In its report, FSGI said four cases occurred at the start of the new school year in July 2023. The majority of bullying cases occurred in elementary schools (25%) and middle schools (25%), then in high schools (18.75%) and vocational schools (18, 75%), MTs (6.25%) and Islamic boarding schools (6.25%). Apart from that, most bullying cases occurred in educational units under the authority of the Ministry of Education and Culture (87.5%) and the Ministry of Religion (12.5%). The regions where negotiations took place include the provinces of East Java, West Java, Central Java, Bengkulu, South Kalimantan, East Kalimantan, Central Kalimantan, and North Maluku (Yulianti, 2023).

The rise in bullying cases referred to above results in the destruction of students' self-confidence, inhibiting the development of students' self-confidence. Causing fear, anxiety, and doubting one's own abilities (Fischer et al., 2021; Stives et al., 2021; Yiyi et al., 2022). Self-confidence is a quality that children will most likely value in the future (Byrom et al., 2022; Lo et al., 2021) Young children are likely to hold themselves in high regard in the future (Bilbrey et al., 2022; Mistri, 2022; Nes et al., 2022). However, self-confidence has significant weaknesses in terms of the child's mentality and characteristics (Brann et al., 2021; Ferreira, 2021; Jovanović et al., 2022). However, self-confidence has significant weaknesses in terms of the child's mentality and characteristics (Na et al., 2022; Schröder et al., 2022; Turner et al., 2023).

Schools are the most frequent location for bullying. Imbalance between physical and gender differences, communication skills, and social status are triggers (Brinkman & Manning, 2016; Cosma et al., 2022; Hellström & Beckman, 2020; Rosander et al., 2020). Bullying incidents at school usually occur as a result of peer interactions, where

there is a phase of trust and distrust. Children act without thinking about the impact of what they do (Ganson & Nagata, 2021; Milazzo et al., 2008; Popp et al., 2014).

The various reviews above show how widespread bullying behavior is in elementary schools. The experience of bullying is a fascinating study to research. This research is not a new theme, but many have conducted studies, as shown by the following Vosviewer data:



Source: Data Processed from Vosviewer Sourced from 1000 Google Scholar Articles

Based on the data above shows that there are relatively many research themes that discuss bullying. These themes include cyberbullying, workplace bullying, problems, and teacher strategies to mitigate bullying, and many other themes. However, from the data above, not many have researched bullying in school life activities. This is the novelty of the research, namely focusing research on bullying with insight into school life. The focus of the research refers to students' experiences in facing bullying during school life. This research uses a survey to map the potential for bullying in elementary schools.

Method

This research uses a quantitative survey approach to obtain an overview of students' bullying experiences in school activities. The survey was carried out in one sub-district, where dimensions and constructs were included to obtain a percentage of student experience. The number of respondents who participated in the survey was 1068, who were selected using simple random sampling. The number of male respondents was 460, and the number of female respondents was 608. The calculation of sample size refers to the Slovin formula.

The data collection technique uses a questionnaire. However, before being used, the validity and reliability of the questionnaire were first estimated by experts using SPSS 29, where the results showed that the estimated validity was very high, and all 20 questions were estimated to be valid with the $r_{count} > 0.514$). The reliability estimate shows that the Cronbach's Alpha value is $0.922 > 0.60$ or $0.922 > 0.60$. So that the instruments used are reliable. Meanwhile, analyze the data using linear regression and descriptive statistics to obtain a picture of students' bullying experiences as very high, high, medium, or low

1. Result

Presentation of classified research results on tests of validity, reliability, and experiences of physical, relational, verbal, and cyberbullying bullying in a review of school activities. More details are explained as follows

Table 1:
Details of Research Instrument Validity Estimation Results

Number of Questions	r_{count}	r_{table}	Interpretation	Conclusion
1	0,811	0,514	High	Valid
2	0,573	0,514	Enough	Valid
3	0.604	0,514	Enough	Valid
4	0.718	0,514	High	Valid
5	0.911	0,514	Highest	Valid
6	0.577	0,514	Enough	Valid
7	0.551	0,514	Enough	Valid
8	0.567	0,514	Enough	valid
9	0.581	0,514	Enough	Valid
10	0.711	0,514	High	Valid
11	0.581	0,514	Enough	Valid
12	0.671	0,514	Enough	Valid
13	0.728	0,514	High	Valid
14	0.600	0,514	Enough	Valid
15	0.686	0,514	Enough	Valid
16	0.581	0,514	Enough	Valid
17	0.558	0,514	Enough	Valid
18	0.537	0,514	Enough	Valid
19	0.567	0,514	Enough	Valid
20	0.680	0,514	Enough	Valid

The data above shows that the questionnaire statement items from one to twenty are declared valid because the calculated r is greater than the table r (calculated $r > 0.514$). So, all questionnaire statement items can be used as research instruments.

Table 2:
Detailed Reliability Estimation Results of Research Instruments
2.

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	20

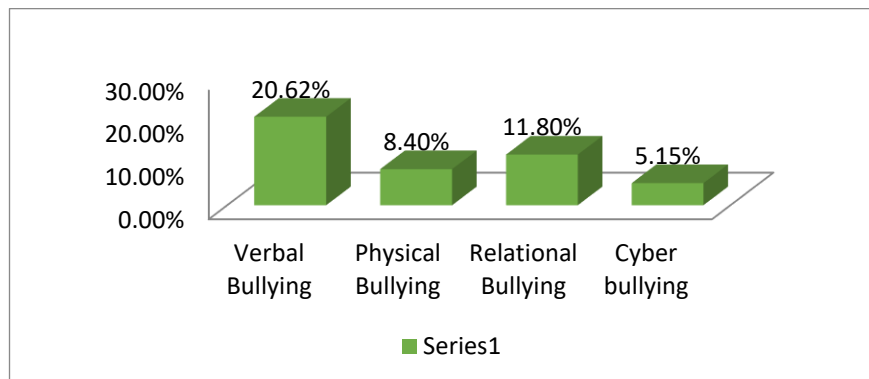
From the reliability test results table above, it can be concluded that the bullying experience questionnaire instrument in reviewing students' school life activities is declared reliable because the Cronbach's Alpha value is > 0.60 or $0.922 > 0.60$.

Table 3:
Results of Analysis of the Bullying Experience Questionnaire in Review of School Life Activities
3.

No	Statement	Mean	Std	Variance
<i>Verbal Bullying</i>				
1	Making fun of parents	0,39	0,488	0,238
2	Calling animal names	0,39	0,487	0,237
3	Insult a friend	0,56	0,497	0,247
4	Snapping at a friend	0,58	0,494	0,244
5	Embarrassing in front of friends	0,52	0,500	0,250
6	Embarrassing friends	0,52	0,500	0,250
7	Threatening friends	0,36	0,479	0,230
<i>Physical Bullying</i>				
8	Get annoyed and hit friends	0,61	0,489	0,239
9	Encourage friends	0,59	0,493	0,243
10	Damaging friends' things	0,20	0,402	0,161
11	Forcefully asking for things	0,45	0,498	0,248
<i>Relational Bullying</i>				
12	Avoiding partner you don't like	0,55	0,498	0,248
13	Influence to stay away	0,45	0,498	0,248
14	Be nonchalant	0,47	0,499	0,249
15	looked suspiciously at his friend	0,48	0,500	0,250
<i>Cyberbullying</i>				
16	Scare via cellphone	0,29	0,453	0,205
17	Impolite comments	0,26	0,440	0,194
18	Posting indecent videos	0,17	0,374	0,140
19	Terrorizing via cellphone	0,030	0,457	0,209
20	Making conversation code is not good	0,33	0,470	0,221

Diagram1.

Estimates of Students' Physical, Verbal, Relational, and Cyberbullying Experiences



The diagram above shows that the experience of physical bullying is the most dominant compared to physical, relational, and cyberbullying. 20.62% experienced verbal bullying, physical bullying (8.40%), relational bullying (11.80%), and cyberbullying (5.15%).

Discussion

a. Bullying Debate Concept

Behavior is a person's action that begins with a stimulus or stimuli that come into contact with him and does not appear without a cause. The reflections involved in human behavior include knowledge, perceptions, interests, desires, and attitudes (Talwar et al., 2021; van Dis et al., 2022). Things that influence a person's behavior can come from within themselves, internal factors, or from outside themselves and are driven by the activity of body systems and responses to stimuli (Laato et al., 2020; Root-Gutteridge et al., 2021). This response is then translated into destructive behavior in the form of bullying, described and shown as a condition where there has been an abuse of power or power carried out by individuals or groups and aimed at hurting other people. Abuse of power/power is carried out by strong parties not only physically but also mentally (Busby et al., 2022; Martin & Gillies, 2004; Milazzo et al., 2008). This behavior can occur due to external or internal factors in the child himself (Ahmed et al., 2022; Feijó et al., 2019; Zych et al., 2019).

Bullying is directed at weak victims, but not all victims of bullying are weak. There are also strong ones (Mahmud & Maing, 2023; Smith et al., 2003). In some places, bullying is considered a normal act; even most teachers see bullying as a regular thing (Salamn Almahasni, 2019). However, referring to the definition of bullying, it is categorized as bullying, intimidation, acts of violence carried out by individuals or groups of people against other people in order to gain recognition as superior, and victims who are bullied are considered inferior (Busby et

al., 2022; Visintin et al., 2016). However, bullying is an aggressive act, conscious hostility, balance, or imbalance, whether planned or unplanned (Cornu et al., 2022; Fang et al., 2020; Turpin et al., 2017).

Reflecting other opinions, bullying is a pattern of negative behavior that is carried out repeatedly and has a negative aim (Ågotnes et al., 2021; Chui et al., 2022; Hidayah & Nubaiti, 2019). This behavior leads directly from one child to another because of an imbalance of power (Nakman et al., 2023; Sigursteinsdottir & Karlsdottir, 2022). Bullying behavior is intimidation carried out by individuals or abusing their power against weaker people. Forms of bullying behavior include physical bullying. The behavior shown can include hitting, kicking, and pushing (Bilbrey et al., 2022; Useche et al., 2023; Winterman & Burton, 2023). In verbal bullying, the behavior shown can include mocking, insulting, and offensive remarks (Amar & Cholikh, 2023; Bu'ulolo et al., 2022; Haslan et al., 2021). Indirect bullying, the behavior shown can be in the form of spreading group stories physically, psychologically, socially, verbally, or emotionally, which is carried out continuously (Ade Tursina et al., 2022; Wulansari et al., 2021).

In implementing bullying, there are various efforts and strategies to overcome it. There is much debate about the concept of bullying; bullying can be a joke and not hurt; in other words, bullying has a standardized effect (da Costa Mezzalana et al., 2021). It is difficult to distinguish between playing, joking, and being nosy or wanting to get attention from friends, so the definition of bullying needs to be specific so that not all actions that some people think are good have become a habit (Arrosih et al., 2023).

Picturing of Verbal, Physical, Relational and Cyberbullying

Physical violence is torture, beatings, and mistreatment of other people, with or without the use of particular objects, which causes physical injury and death to other people (Chaplin et al., 2021; Lahtinen et al., 2022; Ma et al., 2022). Injuries can take the form of abrasions or bruises due to direct contact with the behavior carried out by the perpetrator (Outlaw, 2009; Tjoelker et al., 2022; van Houten et al., 2022). Bullying or violent behavior occurs as a result of poor systems and the educational policies implemented (Arrieta-López & Carrasquilla-Díaz, 2021; Shariff & Hoff, 2007). Apart from that, the environment and media, such as electronic media and television, have a strong influence on viewers to act according to the results of their observations (Chaux et al., 2016; Moon & Lee, 2020).

The results of the research show that the experience of bullying in reviewing school activities through filling out the Guttman Scale

questionnaire shows that the percentage of each sample school shows that the percentage of bullying experiences in reviewing school life activities from the average elementary school in the sample is the highest in verbal bullying at 20.62%, physical bullying was 8.40%, relational bullying was 11.80%, and cyberbullying was 5.15%. It can be concluded that verbal bullying dominates bullying cases in elementary schools

Referring to the data above, the bullying experience in elementary schools is relatively low. This illustrates that bullying is not something that needs serious attention. Bullying generally has no effect and is considered a form of teasing, not violence. Many roles contribute to preventing bullying behavior, including optimizing the teacher's role in preventing this by building student character and establishing positive relationships with students (Atmojo & Wardaningsih, 2019), designing a child-friendly school climate, and presenting anti-bullying school programs (Chen, 2018; Jiménez-Barbero et al., 2016; Langevin, 2002). School quality is the guardian of student activities at school.

School life is all forms of activities that exist within the school environment. The quality of school life is the general degree of well-being and satisfaction of students with life at school based on students' views of positive and negative experiences at school and the activities carried out by students at school (Hasani et al., 2022; Wójcik & Hełka, 2019; Zych, 2022). Schools that maintain a positive climate avoid bullying, which has an impact on mental health (Forsberg & Thorvaldsen, 2022; Källmén & Hallgren, 2021; Verkuil et al., 2015). This is also supported by research, which states that the negative impacts of bullying are not only felt by the victims but also by the perpetrators of the bullying. Perpetrators of bullying have minimal intensity of empathy in the phenomenon of social interaction. Skrzypiec said that they experienced problems with abnormal, hyperactive, and pro-social behavior when involved in the process of social interaction (Baixauli et al., 2020; Meriläinen et al., 2019; Oliveira et al., 2018).

Verbal bullying is the most common form of bullying based on survey results. The percentage of respondents identified as carrying out verbal bullying was 20.62%. When consulted, this behavior is one-fifth of respondents; this shows that verbal bullying is relatively low. The standard of intimidation at an extreme level indicates a dangerous status, which of course, results in stress for the victim (Annisa et al., 2022; Syari, 2022). However, verbal bullying (words) is the most common and easiest form of bullying. Bullying like this is usually a precursor to other bullying behavior and can be the first step towards further violence (Beth Page et al., 2021; Kelley, 2012)

Verbal bullying is focused on the desire not to think positively. Verbal bullying based on nicknames and verbal bullying based on physical form (Ayu Suciartini & Unix Sumartini, 2019; Putri et al., 2021). Victims of verbal bullying become less confident in themselves (Lavrysh et al., 2023; Milazzo et al., 2008). This is proven by the victim becoming quiet and insecure about himself when he is in the closest position (Man et al., 2022; Milazzo et al., 2008). From the research results, it was also found that verbal bullying was only intended to joke with friends, not to hurt other people's feelings (Sitepu & Wanda, 2022). The following are examples of verbal bullying, namely name-calling, insults, slander, cruel criticism, humiliation, statements that suggest sexual advances or sexual harassment, terror, threatening letters, rumors, etc. Verbal bullying is one of the simplest forms of bullying, and this bullying is the beginning of other bullying which can damage students' self-esteem. The results of the research show that there is a relationship between experiences of verbal bullying, which can influence students' self-confidence (Johansson & Englund, 2021; Kurniasih et al., 2020; Muntaha et al., 2022).

The next bullying experience is relational bullying. Relational bullying is an act of bullying in the form of exclusion or neglect that is often experienced by teenagers (Dukes et al., 2010; Fanti et al., 2019). Relational bullying is still related to patterns of social relationships with peers. This action will occur when the perpetrator treats the victim differently from others socially. Usually, the perpetrator will isolate, neglect, and alienate the victim intentionally and will not be recognized socially (Bauman & Del Rio, 2006; Perhamus et al., 2022; Yiyi et al., 2022). Relational bullying is a type of covert aggression (or hostile behavior) in which peers harm "others through intentional manipulation and damage to peer relationships (Bellows et al., 2023; Hu et al., 2022).

The results of research regarding relational bullying are an average of 10.41% who experience it. In line with Arrasikh's findings, gossiping is one of the social bullying behaviors most often carried out by gossiping students, with various themes, including gossip about friends, because they use new school attributes such as rings, earrings, etc. Gossip is also done by describing the various shortcomings of their friends or their friends' mistakes. However, so far, the facts obtained are that gossiping, in this case, does not have any lasting effects on other fellow students (Arrasikh., et al., 2023). Bullying cases can occur due to many factors, one of which is the parenting style of parents toward children; parenting patterns towards children can influence the personality of the child in the future. Therefore, parenting patterns greatly influence the formation of

personality and behavior in children. If the child's parenting behavior is not good, then the child's behavior will also be bad (Fan et al., 2023; Nappa et al., 2020; Zhao & Li, 2022).

To overcome bullying, it is necessary to intensively involve stakeholders in preventing and dealing with bullying behavior in schools. School policies will influence student activities, behavior, and interactions at school. Feeling safe and valued is the basis for high academic achievement at school (Himmelstein & Puhl, 2019; Moore et al., 2019; Rawlings & Stoddard, 2019). Parents play a very important role because they are the foundation of all children's knowledge and skills. Parental involvement in the child's education process is not limited to school. Parental involvement is a variety of activities including at home, including caring for children, helping with assignments, talking to teachers, attending school meetings, and taking part in school programs (Alaniz et al., 2013; Drigas et al., 2020; Sarah K. Hamill, 2010). Furthermore, there is a lack of supervision and social pressure, as well as a desire for power and popularity among peers (Healy et al., 2022; Jeong & Lee, 2013). In addition, school regulations are designed to prevent violence in the school environment (Donoghue et al., 2014; Johnson et al., 2019).

Conclusion

Bullying generally occurs in the school environment. However, verbal bullying was the most dominant, namely 20.62%, followed by relational bullying (11.80%) and physical bullying (8.40%). The lowest percentage of bullying experiences was 5.15%, namely cyberbullying. The experience of bullying in the results of this survey is considered low and is not a consideration for follow-up. The data above shows that observed bullying does not significantly affect the review of school activities.

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