

BULLYING BEHAVIOUR OF ADOLESCENTS BASED ON GENDER, GANG AND FAMILY

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ABSTRACT

Introduction: Bullying is a social problem which is part of aggressive violent behavior done continuously and have a negative impact on victims and its subject and happened at school. This study aimed to know the description of knowledge and adolescents behavior about bullying based on their age, gang, and family. **Methods:** This study used analytic descriptive design with some samples was 246 adolescents from grade 1, 2, 3 of senior high school which used stratified random sampling. Instruments of this study were knowledge questioner and modified The Bullying Prevalence Questionnaire in Guttman and Likert scale. Data analysis used cross tabulation. **Result:** Data show that adolescents have a good knowledge (93.9%) and less (6.1%). Bullying subjects were 93.9% and victims 94.7%. Forms of verbal bullying indicated the subjects (93.1%) and victims (92.3%). The bullying subjects majority occurred in males (94.1%), and women become victims (96.3%). Numbers of bullying subjects do not have a gang (94.5%), while those with a gang as victims (95.2%). There were five adolescents who live in stepfamilies become subjects and victims of bullying. **Conclusion:** The majority of adolescents have good knowledge about bullying, bullying form the vast majority were verbal bullying with subjects and victims of bullying who occurs in all classes. The majority of bullying subjects do not have a gang, and as the majority of victims have a gang. Almost all adolescents with different family types become subjects and victims of bullying. Therefore, an intensive educational effort and spiritual needs to be done to change the behavior of adolescents to be adolescents with good character.

Keywords: Bullying, gender, gang, family.

INTRODUCTION

Bullying behavior is a social problem that is part of the violent behavior done aggressively with discrete hurt either physically, verbally, psychologically, through an intermediary and without intermediary, violates the rights, the power difference between perpetrator and victim and performed repeatedly. In recent years, the phenomenon of bullying became a source of concern all over the world are constantly increasing and significant mainly occurring in children and adolescents, especially at school age (Lai et al. 2008).

World Health Organization (WHO) (2012) reported that the health behavior of school-age children in Europe ranges from 2% to 27% of girls became victims of bullying, and 5% -32% in boys. According to statistics of bullying the data also obtained 70.6% of the students the United States (US) watched bullying in their schools and more than 30% of students reported experiencing bullying (Bullying Statistic 2015). Moreover, according to data from the National Center for Education (NCE) (2007), approximately 3.2 million youth aged 12-18 have reported experiencing some form of bullying, and more than 160,000 children miss school every day because of

trauma to the terror he received in school (Santoyosep 2013). According to Cokokinarto et al. (2013), cases of bullying that occur in Indonesia, including in the order of 2 ads highest in the world after Japan, followed by Canada and the US state. This is also supported by the number of reports from the public to the Indonesian Child Protection Commission (KPAI) against bullying cases from 2011 to August 2014; there were 369 complaints which are about 25% of the total complaints in the field of education as many as 1480 cases (Setyawan 2014).

The results of the study of the National Consortium Characters in the School Development Firmansyah (2014), showed that almost all schools in Indonesia experienced bullying. Based on this, Susanto as chairman of this study stated that Indonesia was categorized as emergency bullying in schools. According to Edwards (2006) in Usman (2013), Bullying is most common in high school because adolescence has a high level of egocentrism. Based on a survey conducted on 40 students of class XII in one secondary school (high school) in the city of Semarang found students who had been a subjects, victim, or witness bullying by 32.5%; 27.5% a witness only, 10% are victims and witnesses; 7.5% to the subjects or witness;

and 25% to the subject bullying alone (Sugriyanti 2009).

According to (Soedjatmiko et al. 2013), most victims of bullying will have a negative impact in the form of barriers to actualize themselves, mental disorders and psychosocial disorders. This is because students feel they are in a state of distress, danger or insecurity and comfortable, a sense of worthlessness, difficulty concentrating, it is difficult to socialize with the environment, self-esteem, depression affects the academic and even lead to suicide (Sejiwa 2008). One of the effects bullyings is a decrease in the level of achievement in school. This is evidenced by the results of research Dwipayanti & Indrawati (2014), that the higher the bullying experienced by victims of bullying, the lower academic achievement.

Research students 'knowledge about bullying, especially in the area of Makassar South Sulawesi has not been done, while the students' knowledge is very influential in bullying behavior before further action. Some studies say that to solve the case of bullying, the intervention must be carried out to the perpetrators and the victims. Effectiveness depends on the participants' knowledge, empathy, and adherence to the intervention (Chatters 2012). Based on interviews with three students of SMA Negeri 1 Tanete Rilau, found that violence is very common, especially during student orientation period (MOS) that is occurring between the senior and junior. Also, the Coordinator of Counseling (BK) said that violence has occurred from year to year and the data recorded threatened several students were expelled from school. This study aims to describe the knowledge and behavior of adolescents bullying based on gender, gang, and family.

METHODS

The study design is descriptive analysis with cross tabulation between variables gender, having gang and types of families with adolescent bullying behavior. Research conducted at SMAN 1 Tanete Rilau, District Tanete Rilau, Barru, South Sulawesi in October-November 2015. The population in this study were all adolescents in the 1st, 2nd, and 3rd grade of senior high school (SMA Negeri 1

Tanete Rilau), 2015-2016 school year, there were 638 adolescents, with a sample of 246 adolescents selected by using stratified random sampling technique. The samples for each class were obtained by selecting students who have the odd number of student identification in each class. The inclusion criteria were teens are at a research site for the study and signed the informed consent sheet.

The variable in this study is the knowledge of adolescents about bullying includes definitions, characteristics, causes, impacts and forms of bullying consisting of verbal bullying, physical, psychosocial/ mental, and cyberbullying; variable bullying behavior can be identified as subjects and victims of bullying, obtained from respondents through modified of The Bullying Prevalence Questionnaire (physical, verbal, psychological/ mental and cyber), gender variable, gang variable, and variable family of the biological family (living with parents and siblings), stepfamilies and not biological family.

The instrument used in this study was to test the validity and reliability of knowledge about bullying includes a questionnaire with the value of Cronbach's Alpha 0.959 and Corrected item-Total Correlation > r table (0.361), with 12 questions using a scale Guttman; The Bullying Prevalence Questionnaire modified by researchers with the value of Cronbach's Alpha 0.921 and Corrected item - Total Correlation > r table (0.361), with 32 questions contain subjects and as victims of bullying using a Likert scale; and biodata respondents.

The data is processed and analyzed descriptively and presented in a frequency distribution table. Furthermore, bullying behavior was analyzed in cross tabulation variables gender, gang and family types.

RESULTS

The frequency distribution based on the characteristics of the respondent can be seen in Table 1, based on the knowledge and behavior of bullying in Table 2, and forms of bullying in Table 3. Table 1 shows that mostly respondents were female adolescents (65.4%), in grade 3 who were 87 (35.4%), and only 63 respondents had a gang.

Table 1. Frequency Distribution of Respondents by Gender, Class, Gang and Family type (n= 246)

Characteristics of Respondents	f	%
Gender		
Male	85	34,6
Female	161	65,4
Grade		
I	81	32,9
II	78	31,7
III	87	35,4
Having Gang		
Yes	63	25,6
No	183	74,4
Family Types		
Biological Family	203	82,5
Step Family	5	2
Non-Biological Family	38	15,4

Table 2. Frequency Distribution of Respondents by Knowledge and Bullying Behavior (n = 246)

Knowledge	f	%
Good	231	93,9
Not Good	15	6,1
Behaviour		
Doing Bullying	231	93,9
Not Doing Bullying	15	6,1
Victims of Bullying	233	94,7
Not Victims of Bullying	13	5,3

Table 3 Frequency Distribution of Respondents by Forms of Bullying

Form of Bullying	Subjects	Victims
	%	%
Subjects of Physics	74	83,7
Non-Subjects of Physics	26	16,3
Subjects of Verbal	93,1	92,3
Non-Subjects of Verbal	6,9	7,7
Subjects of Psychosocial/ Mental	73,6	67,4
Non-Subjects of Psychosocial	26,4	32,6
Subjects of Cyber Bullying	24,7	28,3
Non- Subjects of Cyber Bullying	75,3	71,7

Adolescents (25.6%). The majority of respondents lived with a biological family which was 203 adolescents (82.5%).

Table 2 shows that the majority of the 246 respondents have good knowledge about bullying were 231 adolescents (93.9%). While the bullying subjects were 231 adolescents (93.9%) and 233 adolescents (94.7%) as victims of bullying. Table 3 shows that of the 231 bullying subjects showed that as many as 74% (171 adolescents) did the physical bullying, 93.1% (215 adolescents) did the verbal bullying, 73.6% (170 adolescents) did the

bullying psychosocially / mental, and 24, 7% (57 adolescents) did cyberbully. From the 231 respondents who become bullying subjects, there were some adolescents who became actors with more than one form of bullying. Of the 233 victims of bullying showed that as many as 83.7% (195 adolescents) were victims of physical bullying, 92.3% (215 adolescents) are victims of verbal bullying, 67.4% (157 adolescents) were victims of bullying psychosocial/mental, and 28.3% (66 respondents) became victims of cyberbullying.

Table 4. Frequency Distribution Subjects and Victims of Bullying by Sex (n = 246)

Sex	Subjects	Non Subjects	Victims	Non Victims
	%	%	%	%
Male	94,1	5,9	91,8	8,2
Female	93,8	6,2	96,3	3,7

Table 5. Frequency Distribution Subjects and Victims of Bullying According to Gang group (n = 246)

Gang Group	Subjects	Not Subjects	Victims	Non-Victims
	%	%	%	%
Having Gang	92,1	7,9	95,2	4,8
Non-Having Gang	94,5	5,5	94,5	5,5

Table 6. Frequency Distribution Subjects and Victims of Bullying By Family Type (n=246)

Family Type	Subjects	Not Subjects	Victims	Non-Victims
	%	%	%	%
Biological Family	92,6	7,4	94,1	5,9
Step family	100	0	100	0
Non-Biological Family	100	0	97,4	2,6

Cross tabulation results subjects and victims of bullying based on gender in Table 4, having the gang in Table 5, and the type of family in Table 6. Table 4 shows that the distribution of bullying behavior by sex of 85 male adolescents, with 80 bullying subjects (94.1%) and as victims amounted to 78 adolescents (91.8%). While teenage girls category of bullying subjects were 151 (93.8%) and the category of victims were 155 (96.3%) of 161 girls.

Table 5 shows that distribution of bullying behavior by gangs of 63 adolescents who have a gang, with categories of bullying subjects were 58 (92.1%) and the victims were 60 adolescents (95.2%). While the 183 adolescents did not have a gang, categories of bullying subjects as well as victims were respectively 173 adolescents. (94.5%).

Table 6 shows that the distribution of bullying behavior by a family of 203 adolescents who live with biological families, were 188 bullying subjects (92.6%) and 191 victims (94.1%). There were five adolescents who lived with stepfamilies, showing that all adolescents (100%) become bullying subjects or victims bullying, while 38 adolescents living together with no biological family that was in addition to parents and brothers, all adolescents (100%) became the bullying subjects and 37 adolescents as victims (97.4%).

DISCUSSION

Data shows most adolescents have good knowledge about bullying. This is in line with research by Fajrin (2013) which shows a high percentage of the students' knowledge about bullying at SMK PGRI Semarang. Knowledge of bullying is very closely related to the information that has been obtained respondents from various sources. One source of information that is important for this knowledge is the mass media. Also, information can be derived from the teacher to the students through the learning process. It is appropriate Notoatmodjo (2010) that people who have more resources will have a broad knowledge. Adolescent knowledge is based on indicators of knowledge about the definition of bullying, the characteristics of bullying, forms of bullying, bullying causes and effects of bullying. The results of the evaluation questionnaire on each question that is more than half of the respondents answered wrong on the question of the forms of bullying. It can be caused by information obtained adolescents confined to bullying in general that bullying is a form of violence. However, adolescents information about forms of bullying is still lacking.

Bullying is a problem that occurs among children and adolescents and continues to receive attention from researchers. Based on the results of the categorization of subject scores of

subjects and victims of bullying known that as many as eight adolescents very often become bullying subjects, often (14 adolescents) and sometimes become subjects (80 adolescents). While very often the victim of bullying as much as 7 adolescents, often (20 adolescents) and 81 adolescents sometimes become victims of bullying. Thus, it shows that adolescents sometimes become subjects and victims of bullying. This is according to research Usman (2013) which indicates that the student has the bullying behavior is moderate. But keep in mind also the subjects and victims of bullying in the category very often will have an impact on adolescent psychological. This is supported by research KPAI (2013) which recorded 181 cases of bullying that led to the death. One of them is the case of a child aged 13 years in Bekasi who committed suicide in 2005 triggered by a sense of inferiority and frustration because he was often derided as a son of chicken porridge seller by his school friends (Sari 2015).

Results of identification forms of bullying were found that the highest form of bullying is verbal bullying. This was according to research conducted by Olweus, 1994 and Kshirsagar, 2007 in Nurhamzah et al. (2013) which said that the form of bullying most often occur in schools was verbal bullying. The results of the analysis that we found were 96.5% (223 adolescents who become subjects as well as victims of bullying among other things in the physical form as much as 87.1% (149 adolescents), verbal 91.6% (197 adolescents), psychosocial/mental 70,6% (120 adolescents) and cyber bullying 64.9% (37 adolescents). This incident caused by a history of being bullied and to respond with violence also against his friend. In accordance with the theory of Harris & Petrie (2003) which said that the subjects of bullying which also became victims of bullying were adolescents who received bullying, and later also to find ways to do the bullying to others as an expression of pleasure, revenge and want to be praised.

Bullies in adolescent males have a higher percentage than girls. This is in line with the results of research Aluede & Oyaziwo (2006) and research Magfirah & Rachmawati (2009) which showed that adolescents were more often became subjects as well as victims of bullying. The reason why adolescent males tend to be more aggressive psychologically is related to their need to show physical strength and

adolescent males are also often exposed to games that have violent elements (Cerni Obrdalj & Rumboldt 2008). At the victim of bullying, adolescent girls have a higher percentage than adolescent males. This is consistent with the theory of the Green et al. (2010) and research Nurhamzah et al. (2013) which said that women were more likely to be bullied than men.

In a gang takes compactness starting of attraction which encouraged him to continue to be a member of the group and met intense and behave in line with the group members are commonly referred to conformity (Leviani 2008). Research conducted by the Nation et al. (2008) in 4386 middle school students and high school students from 151 middle and 92 high schools in Italy and the USA found an association between bullying behavior with peer pressure to be accepted into a group. This study shows different results, which adolescents who do not have a gang show the percentage of bullying subjects higher, while adolescents have a gang shows the results of a high percentage of the victims of bullying. It can be influenced by several factors, among others, personal factors such as personality, attitudes, genetic predisposition and situational factors that form of provocation, frustration, and drugs according to Anderson and Bushman, 2002 in (Usman 2008). In addition, by Eisenberg and Aalsma 2005 in (Usman 2013), reveals that high school students no longer dependent on the pressures or decisions of their peers to do the bullying behavior, because at the time of high school students are able to think objectively about what is he had to do and the increasing values of morality in himself.

Several studies have shown that families, especially parents play an important role in children who commit acts of bullying. Rigby (2005) in a study of middle school students (200 students) and high school students (200 students) in Adelaide Region in South Australia revealed that bullying behavior is caused by a lack of support from parents to children to do so and also found that students who did the bullying behavior come from families broken home. The results showed that the respondents were living with stepfamilies and not a biological family all become bullying subjects, even though the biological family also showed a high percentage. For the victims of bullying, all the adolescents who lived with stepfamilies became victims of bullying.

According to Wiyani (2012), bullying subjects usually are the children of authoritarian parents, violent behavior, or too permissive towards the aggressive behavior of children. Thus, this study showed that although the respondents live with their biological parents, but have parents who are authoritarian and often do violent behavior will form a distinct personality with respondents who lived with stepfamilies or not the biological parents who educate without showing the violence, so bullying behavior does not occur. A part of the family, the cause of bullying could come from the environment, especially the school environment. The school environment can be seen as a community ecosystem that connects between context and individual identity in a balanced manner so that a small change both in attitudes and behavior at school can affect the behavior of adolescents.

CONCLUSION

The majority of adolescents have good knowledge about bullying, but most adolescents do not know the forms of bullying. Forms of bullying in adolescents are the most verbal bullying with subjects and victims of bullying occurs in all classes. The majority of bullying subjects do not have a gang, and as the majority of victims have a group. Almost all adolescent with different family types become adolescents and victims of bullying.

The importance of an intensive educational effort and spiritual should be done to change the behavior of adolescents being adolescents with good character and conduct regular monitoring of the students and gave sanction so that the awareness raised to always behave well against peers.

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