Analysis of Bullying from the Perspective of the Perpetrator

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Abstract

Bullying is an act of hurting another person physically, verbally, relationally and cyber bullying that is carried out repeatedly and harms the victim. The purpose of this study was to determine (i) a description of bullying behavior and (ii) a description of bullying behavior based on gender by students at Madrasah Tsanawiyah Negeri 2 Aceh Besar. This study uses a quantitative approach with a descriptive method. The study population was 40 students who met the criteria for bullying perpetrators, while the research sample consisted of 40 students with a saturated sample, i.e., the entire population was the sample. Data collection techniques using a Likert scale questionnaire and data analysis techniques using descriptive analysis. The results showed that (i) the description of bullying behavior carried out by students at school was in the low category with an average of 42.28 or with a percentage of 70% (33 students) (ii) a description of bullying behavior based on gender as a whole on average are male students are 53.58 or with a percentage of 53% (10) of the total sample of 19 students and female students are 48.14 are in the low category with a percentage of 86% (18).

Keywords: Bullying, Behavior, Students.

Introduction

Bullying is a form of violence perpetrated on weak people by a single person or a group of people regularly. Bullying can take many forms, not only physical bullying but also verbal bullying, such as mocking, swearing, speaking harshly, judging, and gossiping about others. The physical and mental effects of bullying include the emergence of fear and depression.

Bullying is when a person or a group of individuals harms another person physically, verbally, relationally, or through cyberbullying to make the victim suffer. (Rigby, 2006; Sejiwa, 2008; Black & Jackson, 2007; Wicaksana, 2008; Olweus, 2005; Parasmo, 2014; Wiyani, 2012; Rigby, 2006; Sejiwa, 2008; Black & Jackson, 2007; Wicaksana, 2008; Olweus, 2005; Parasmo, 2014; Wiyani, 2012). Bullying is classified into four categories, according to Coloroso (2007) in Zakiyah (2017): 1) Bullying that involves harming someone physically is known as physical bullying, 2) Verbal bullying is a type of violence that involves the use of harmful words or other forms of verbal abuse, 3) Relational bullying is a form of violence in which the victim’s self-esteem is eroded through neglect, and 4) Cyberbullying is the use of the internet and social media to perpetrate harms.
Bullying is common among students, as indicated by data from the Indonesian Child Protection Commission (KPAI), which shows that the number of bullying cases is among the third-highest ranking of cases in the education sector. KPAI revealed that there were 2,473 cases of bullying perpetrators and victims in Indonesia from 2011 to 2019. (Radaraceh.id, 2020). The Aceh Social Service then stated that there were 32 cases of bullying in Aceh Province in 2016, ranging from elementary, middle, and high schools, as well as universities (Acehtrend.com, 2018). According to the findings of Fitri’s research, 193 students (97.97%) engaged in bullying behavior, with rational/social bullying being the most common type of bullying involving 181 students (91.88 percent). Bullying is a big problem for students in today’s schools, as evidenced by the data above).

Bullying does not only happen in classrooms; it also happens in the general public. Many things have been done to reduce bullying behavior, including urging schools to pay more attention to their students at school, as well as parents to pay more attention to their children’s behavior when interacting with peers, because bullying can be started by a joke and evolve into a habit without considering the consequences. As in the instance of one of the students at SMPN 16 Malang City who was bullied at school and believed it was all in good fun until he lost his middle finger on his right hand owing to an accident caused by his friend and had to have it amputated (Kompas.com, 2020).

According to Minews.id (2020), on January 18, 2020, Indonesia was startled by a case of bullying-related suicide, especially the case of an SMP 147 Ciraca student who committed suicide as a result of bullying, which went viral with the hashtag #RIPNADIA and spread across all social media platforms. This case occurred on January 14, 2020. The victim took her own life by jumping from the 4th floor of her school. The incident was particularly alarming because the student had been a victim of bullying, had been shunned by his classmates, and was frequently mocked by his classmates (Apsari, F. 2013).

Bullying is frequently carried out in groups, as proven by several incidents of bullying carried out in "gangs." One of them is the case of a student at MIN Keunaloi, Seulimeum District, Aceh Besar Regency, who was beaten up by six male classmates in class until she died on September 16, 2015. The incident occurred on September 16, 2015, and the victim died on September 26 at dr Zainoel Abidin Banda Aceh’s general hospital (Liputan6.com, 2016). Similar incidents also occur in other schools, it needs extra attention to ensure that the same thing does not occur again. Currently, action is needed to reduce bullying behavior that has become a habit for students. Other students can learn from the examples above about how harmful bullying can be.

Bullies have the following characteristics: 1) a desire to have a power and control over others, 2) selfishness that is solely focused on self-interest, 3) an inability to socialize, 4) a lack of empathy, 5) a frequent feeling of threat that leads to the desire to harm others, and 6) an inability to control emotions (Salmivalli, Christina. 2010; Kathryn. dan David Geldard. 2012). Bullies have the following characteristics: 1) they are not passionate about school, 2) they are lazy to go to school, and they provide numerous reasons to go to school, 3) a change in mindset, 4) quiet/moody, 5) Poor academic performance, 6) aloofness, sensitivity, and inability to control emotions, and 7) insomnia due to stress (Ariesto, A. 2009; Maria Kli . 2018)

The impact that will be caused by bullying is not only physical but also mental and can even lead to a death (Ahmad, 2011). Another impact is causing negative emotions such as anger, resentment, irritation, depression, fear, shame, sadness, discomfort, and threats (Andina, 2014). Then the effects of bullying behavior are: depression, low self-
confidence, shyness, and aloofness, decreased academic achievement, social isolation, and suicide.

**Research Method**

This study uses a descriptive quantitative method that aims to describe bullying behavior and types of bullying behavior based on gender. The research was conducted at Mtsn 2 Aceh Besar. The data collection method used a Likert scale questionnaire. The questionnaire was designed by the researcher himself and guided by previous research, then the questionnaire was tested to see its validity and reliability. While the data analysis technique uses percentage analysis.

**Participants**

The research population consisted of 40 students from grade VIII Mtsn 2 Aceh Besar who were participating in the study. The research population was chosen from Class VIII students because they have the criteria for being bullies.

**Sampling Procedure**

The sampling procedure used a saturated sample because this study took the entire population as a sample. The number of research samples was 40 students of grade VIII Mtsn 2 Aceh Besar which is divided into 19 male students and 21 female students.

**Instrumentation**

The instrument used in the study was a Likert scale questionnaire. Then the questionnaire was tested to see the validity and reliability. Alternative answers were given different scores to measure bullying behavior, namely Always (A) = 4, Often (O) = 3, Sometimes (S) = 2, Rarely (R) = 1 and Never (N) = 0. Results validity is 69 statements of 4 indicators of bullying behavior. The results of the validity of the bullying behavior instrument used the Product Moment Correlation analysis technique and the validity test was carried out using the Statistical Product and Service Solution (SPSS) version 20.00 application. Instrument items are said to be valid if the significance of r is 0.05. The results obtained from rxy will be consulted with the rtable of Product Moment with N=45 at a significance level of 1%, which is 0.380.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicator</th>
<th>Valid</th>
<th>Invalid</th>
<th>Remaining Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>Physical Bullying</td>
<td>3, 8, 15, 16, 18, 19, 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>verbal Bullying</td>
<td>23, 35, 43, 44</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relational Bullying</td>
<td>53, 55, 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cyber bullying</td>
<td>67, 69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This test yielded 54 valid question items as a result of its findings. The reliability test revealed that 54 question items had a Cronbach alpha value of 0.952, indicating that they were reliable. This preliminary research yielded a questionnaire with 54 question items, 33 question items for bullies, and 21 statement items for bullying victims.
However, given the goal of this study was to describe bullying behavior, only 33 statements of bullies were considered in the results.

**Procedure**
This research was conducted by distributing questionnaires to students. The research was conducted from September 17 to October 3, 2020. Research questionnaires were distributed directly and also online by the researchers to facilitate the data collection process. Furthermore, the data processing is carried out systematically and tabulates the data by giving a score based on the respondents' alternative answers, then the data is processed using a percentage formula to describe the description of bullying behavior by MTsN 2 Aceh Besar students towards their friends.

**Data Analysis**
The descriptive analysis technique was combined with the descriptive percentage technique in the data analysis. The descriptive percentage technique seeks to use percentages to characterize students’ bullying behavior. The bullying behavior of MTsN 2 Aceh Besar students was investigated using descriptive analysis. By dividing the data into five categories, as defined by Azwar (2012), for evaluating bullying behavior data, namely:

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Very high</td>
</tr>
<tr>
<td>77 to 99</td>
<td>High</td>
</tr>
<tr>
<td>55 to 76</td>
<td>Medium</td>
</tr>
<tr>
<td>33 to 54</td>
<td>Low</td>
</tr>
<tr>
<td>&lt; 32</td>
<td>Very low</td>
</tr>
</tbody>
</table>

**Results and Discussion**
The purpose of the study was to find out the description of bullying behavior carried out by students at school. To get the results, the researchers first analyzed the percentage of bullying behavior as a whole. The description of the results of the data analysis can be seen as follows:

**Figure 1.** Bullying Behavior

Based on the data above, it can be seen that the bullying behavior carried out by students in the low category with an average of 42.28, meaning that most students do
bullying behavior at school physically, verbally, relationally, and cyberbullying, but it still at a low level, namely 70% (28 students) of the total sample of 40 students. The students with bullying behavior in the medium category are 25% (10 students) and very low 5% (2 students) of the total sample of 40 students.

Table 4. Bullies by Gender

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Category</th>
<th>Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>
| 100            | Very high   | 0         | 0     | 0     | 0
| 77 to 99       | High        | 0         | 0     | 0     | 0
| 55 to 76       | Medium      | 7         | 3     | 14    | 10 | 25
| 33 to 54       | Low         | 10        | 18    | 86    | 28 | 70
| < 32           | Very low    | 2         | 0     | 0     | 2  | 5
| **Total**      |             | **19**    | **21**| **100**| **40**| **100**|
| **Average**    |             | **53.58** | **48.14** | **7.50** |

Based on the data in Table 4 and Table 5, it can be seen that bullying behavior based on gender is generally carried out by male students, namely 53.58, and female students, namely 48.14, in the low category. This means that bullying behavior carried out by students at school is at a low level, namely male students 53% (10 students) from a total sample of 19 students and 86% female students (18 students) from a total sample of 21 students.

The description of the mean types of bullying behavior by gender can be seen in table 6 below:

Table 5. The Average Bullying Perpetrators by Gender

<table>
<thead>
<tr>
<th>Bullying</th>
<th>Mean</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole</strong></td>
<td>53.58</td>
<td>48.14</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>8.58</td>
<td>6.52</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>19.89</td>
<td>19.67</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>15.05</td>
<td>13.10</td>
<td></td>
</tr>
<tr>
<td>Cyber bullying</td>
<td>10.05</td>
<td>8.86</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>19</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, it can be seen the types of bullying behavior. The average type of bullying behavior carried out by students at school is physical bullying, on average, male students were 8.58, and female students were 6.52. The average verbal bullying carried out by male students was 19.8 and female students were 19.67. The average relational bullying carried out by male students was 15.05 and female students were 13.10. Cyberbullying on average is carried out by male students, namely 10.05 and female students 8.86.

Discussions

The description of bullying behavior of MTsN 2 Aceh Besar students with a sample of 40 students were 19 male respondents and 21 female respondents representing the population. This study analyzed variables based on 4 indicators of bullying, namely: 1) physical bullying, 2) verbal bullying, 3) relational/social bullying, and 4) cyberbullying. Bullying behavior carried out by students is in the low category with an average of 42.28, meaning that most students do bullying behavior at school, both physically,
verbally, relationally, and cyberbullying, but still at a low level of 70% (28 students) of the total sample of 40 students. The students with bullying behavior in the moderate category are 25% (10 students) and are included in the very low category, namely 5% (2 students) from the total sample of 40 students. Based on Amanda (2021) bullying can occur openly and hidden, then bullying can occur in any environment, especially in schools due to cultural differences and differences in strength so that bullying occurs. Types of student bullying behavior based on gender were 19 male respondents and 21 female respondents representing the population. The number of male students were less than the number of female students because the number of male students who were present when the research was conducted were only 19 students and many were represented by female students, namely 21 students.

On average, bullying behavior based on gender was carried out by male students, namely 53.58, and female students, namely 48.14 which was in the low category. This means that bullying behavior carried out by students at school is at a low level, namely 53% male students (10 students) from a total sample of 19 students and 86% female students (18 students) from a total sample of 21 students. The average type of bullying behavior carried out by students at school is physical bullying, on average, male students are 8.58, and female students are 6.52. The average verbal bullying carried out by male students was 19.89 and female students were 19.67. The average relational bullying carried out by male students is 15.05 and female students are 13.10. Cyberbullying on average was carried out by male students, namely 10.05 and female students was 8.86. Based on gender, both of them carry out bullying behavior and both are at a low level.

Based on the experience of researchers when researching at the school, it was seen that students' movements and behavior in bullying were seen. Based on the results of research conducted by Kustanti (2015) entitled "Overview of Bullying on Students in Semarang City" the results of this study indicate that most students at all levels of education have experienced harassment from friends. The research conducted by Kustanti (2015) is following what happened at school when researchers conducted research, it was seen that many students mocked and brought down each other such as mocking parents' names and parents' occupations, then intimidating their classmates by inciting other friends not to be friends with them. In each class there is 1 student who becomes the provocateur, even that student is the most feared, so that what the provocateur says the other students will obey. This was also done while distributing research questionnaires. This behavior was carried out by male students. Based on Amanda (2021) bullying occurs because of a habit that is done repeatedly so that the perpetrator feels that what is done is just a joke. It can be said that male and female students can be perpetrators and hurt their friends.

Conclusions
The majority of students engage in bullying behavior at school, such as physically, verbally, relationally, and cyberbullying, albeit it was at a low level, with an average of 42.28 or a percentage of 70% (28) of the whole sample of 40 students. The description of bullying behavior based on gender as a whole on average are male students were 53.58 on average, or with a percentage of 53 percent (10) of the entire sample of 19 students, while female students were 48.14, or with a percentage of 86 percent (18) of the whole sample of 21 students. It can be concluded that bullying behavior is carried out by male or female students at school.
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References


