

Impact And Forms of Bullying Behavior in Junior High School

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Abstract. Bullying behavior and cases are of particular concern, especially in educational institutions in schools. Bullying that occurs in the school environment in whatever form has a huge impact on the students who are victims and will affect the learning process that is followed at school. This research aims to determine the impact of bullying on victims and the forms of bullying behavior carried out by bullies in junior high schools in the city of Yogyakarta. The research method used in this research is descriptive qualitative with the aim of presenting the data as it is without manipulation or other treatments and also presenting a complete picture of an event or is intended to expose and clarify a phenomenon that occurs. The data collection technique in this research used interviews and direct observation or observation of 140 students spread across 14 junior high schools in the city of Yogyakarta. The results of the study showed that the form of bullying behavior carried out by students can be categorized into physical bullying against students and forms of bullying with words that hurt students as victims. while bullying using information technology is rarely done. Meanwhile, the impacts of bullying found include students who are victims of bullying feeling unsafe, anxious, uncomfortable, not confident, embarrassed, frustrated, inferior, angry, unwilling to socialize, afraid, feeling depressed, feeling isolated, uncomfortable in class and feeling helpless. This shows that bullying actions have a great influence on student resilience.

Key words: Bullying, victims of bullying, forms of bullying, impact of bullying

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INTRODUCTION

The problem of bullying in recent years has increased significantly and has a profound traumatic impact on students who experience it, (Helmuth Y. Bunu, 2020). Bullying is an action carried out by another person to someone to hurt either physically or psychologically. Eric C. Meyer, (2012) psychological impacts are very likely to be experienced by people who have problems related to unpleasant actions. Faye Mishna, (2012) More than 30% of students in this study were identified as being involved in cyber bullying, as victims or perpetrators, and one in four students (25.7%) reported having been involved in cyber bullying as a perpetrator of bullying. Bullying is a form of aggressive behavior that is intentional, repeated, and involves an imbalance of power between the bully and the victim (Amori, 2018). Bullying can occur in various forms, including physical, verbal, social, and cyberbullying. Bullying can have serious consequences for victims, including emotional distress, physical injury, and can interfere with the learning process at school, (Marilyn, 2010). Research shows that a significant percentage of students experience bullying at some point during their schooling, either

as victims, perpetrators, or observers (Mona et al., 2012). This prevalence highlights the need for a comprehensive approach that not only addresses individual cases of bullying, but also works to create a school culture that values diversity, promotes empathy, and fosters a sense of belonging for all students. By taking a proactive and holistic approach to addressing bullying, schools can create a safer and more inclusive environment for all students to thrive.

The violence that occurs will have an impact on students' psychology and will affect the educational or learning process of students at school. Bullying is a violent behavior that is often found in school environments both at the elementary and secondary school levels. The current phenomenon of bullying is not only face-to-face but the use of technology is widely used by perpetrators of bullying violence which is then known as cyberbullying. Bullying is also carried out with traditional intimidation, (Robin M. Kowalski, 2012; Sonja Perren, et al., 2012). Cyberbullying and traditional bullying that are currently developing reflect the dynamics of bullying violence among students in the school environment. On the side of the perpetrators of cyberbullying, namely by utilizing technology to do it against victims of bullying such as social media which is currently widely used. While traditional bullying is done directly to the victim. Therefore, with the phenomenon of cyberbullying and traditional bullying, many problems arise for students at school.

The consequences of violence that occurs in the school environment have an impact on the psychology of students. Shari Kessel Schneider, (2012) As many as 15.8% of students reported cyberbullying and 25.9% reported school intimidation in the last 12 months. The majority (59.7%) of victims of cyberbullying are also victims of bullying at school; 36.3% of victims of bullying at school are also victims of cyberbullying. In adolescence, they are very vulnerable to bullying which will eventually lead to traumatic problems and the majority (61.8%) of adolescents have trauma problems that they face, (Katie A. McLaughlin, 2013). Furthermore, Dieter Wolke & Suzet Tanya Lereya, (2015) Peer bullying has been largely ignored by health professionals but should be considered a significant risk factor and a serious problem. The impact of bullying is very detrimental to victims, including anxiety, inability to control themselves, easily experiencing negative emotions, problems in relating to family, and sleep disorders, (Brigitta Erlita Tri Anggadewi, 2020). Furthermore, Dieter Wolke et al., (2013), wrote that victims of childhood bullying, including those who are bullied by others (victims of bullies), are at increased risk of poor health. The impact of bullying violence has a very high risk for victims of bullying, (Dieter Wolke, 2015). The impact that occurs will greatly influence students' behavior in interacting with others and themselves, especially in relation to self-resilience in facing problems.

To effectively address bullying, it is important to understand its various forms and the impact it has on individuals. By recognizing the signs of bullying and cultivating respect and empathy, schools and communities can work together to prevent and address bullying behavior. Providing students, parents, and teachers with an understanding and knowledge of the impact of bullying can help create a safe and inclusive school environment for all individuals (Chris et al., 2011). Through a proactive approach to

addressing bullying, we can help create a world where everyone feels valued and respected. This can be achieved through implementing anti-bullying policies, encouraging open communication, and building positive relationships between students. In addition, it is also important to provide training for teachers or educators on how to deal with and prevent bullying effectively can also play an important role in creating a safe and supportive environment (Lee, 2004). Furthermore, to ensure that cases are handled efficiently and quickly, educators or teachers in this case guidance and counseling teachers must be trained in identifying and how to handle bullying behavior (Brandi & Susan, 2013). Through ongoing education and awareness provided to teachers, students, and parents, we can continue to address the root causes of bullying and foster a culture of inclusivity and compassion (Mishna, 2012). With a collective effort, we can truly make a difference and ensure that all students have the opportunity to thrive in a safe and supportive environment. Together, we can empower students to stand up against bullying and support each other. By building a strong sense of community and encouraging empathy and understanding, we can create a school environment that values diversity and values all people. Through ongoing education and awareness, we can continue to address the root causes of bullying and foster a culture of inclusivity and compassion. With a collective effort, we can truly make a difference and ensure that all students have the opportunity to thrive in a safe and supportive environment.

Ultimately, by fostering a culture of kindness and inclusion, schools can create an environment where students feel accepted and supported. This can improve academic achievement, as students can focus on their studies without the distraction of bullying (Glenda, 2020). It can also help students develop important social and emotional skills that will benefit them throughout their lives. Schools that actively seek to prevent and address bullying not only create a safer environment for their students, but also help shape responsible and compassionate individuals who will make positive contributions to society. The purpose of this study was to determine the impact of bullying on victims and the forms of bullying behavior carried out by bullies in junior high schools in the city of Yogyakarta. So it is hoped that by knowing the impact and forms of bullying behavior in more detail, it will help guidance and counseling teachers to provide treatment or prevention in the school environment. The benefits of this study are that it can be used as a scientific study material related to bullying behavior in schools and can be used as information and reference for teachers, especially guidance and counseling teachers and parents related to bullying behavior in the school environment with the hope that it can help provide understanding and comprehension to children to always behave well and avoid bullying.

METHODS

This study uses a qualitative descriptive method with the aim of presenting data as it is without any manipulation or other treatment and also presenting a complete picture of an event or intended to explain and clarify a phenomenon that occurs. The data sources in this study were students spread across 14 junior high schools in Yogyakarta City totaling 140 students. Data collection techniques in this study used interviews and observations. Interviews and observations were carried out directly to students as respondents in this study at school. Data analysis used the Milles and Huberman model, namely data reduction, data presentation, and drawing conclusions. The validity of the data in this study used time triangulation.

RESULT AND DISCUSSION

This study was conducted using interview and observation techniques conducted on 140 students in 14 schools in the city of Yogyakarta with details of each school conducting interviews and observations of ten students. Researchers in collecting data used grouping with the aim of facilitating data collection. The first group of researchers conducted interviews and observations in seven junior high schools which were conducted twice in the morning and afternoon. The second group of researchers conducted interviews and observations in seven junior high schools which were conducted twice in the afternoon and evening. Grouping in data collection in this study can be described as follows:

Table 1. Grouping of data collection in the field

No	Grou	Technique	The number of students	Time	Information
1	First	Interview Observation	70 students	Morning afternoon	Conducted twice
2	Second	Interview Observation	70 students	afternoon evening	Conducted twice

The table explains that data collection was carried out by conducting interviews and direct observations of students who were the subjects in this study. The implementation of data collection activities took into account time, because in this study the validity of the data was carried out through data triangulation, namely time triangulation. Furthermore, in this study, data related to the impacts and forms of bullying found in the field can be obtained as follows:

Table 2. Forms and impacts of bullying victims at school

No	Indicator	Field data results
1	The impact of bullying	Insecure, anxious, uncomfortable, lack of self-confidence, embarrassed, frustrated, low self-esteem, angry, unwilling to socialize, afraid, feeling pressured, feeling isolated, uncomfortable in class and feeling helpless.

2	Forms of bullying	Mocking parents' names, because of body odor, being ordered around, not being invited as friends, being threatened, being called a dwarf, being called a squint, being told to do push-ups, being called a sick person, being called a brat, fat, black, being hit and humiliated in public.
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The table above shows that the impact and form of bullying carried out by the perpetrators and victims vary greatly. It is interesting to see the data above that the bullying that occurred was not a single student said that it was done through social media, but the bullying was done directly to the victim. Several incidents of bullying behavior, especially for victims, guidance and counseling teachers took action to summon the students concerned, both as perpetrators and as victims at different times. The summons to the guidance and counseling teacher's room was carried out by the guidance and counseling teacher with the aim of asking for information about why the behavior was carried out on other students.

Then when an interview was conducted with the guidance and counseling teacher, the facts showed that the victim was very afraid in certain situations because he felt that he was a victim of bullying by his own friends at school. In addition, the victim was unable to survive to fight or try to be strong when he became a victim of bullying, this was marked by only accepting and being silent when he became a victim of bullying. Guidance and counseling teachers did not just stay there, but tried to provide assistance and direction to victims of bullying. One of the activities carried out was to provide counseling services for victims who were targets of bullying.

The impacts felt by the victims are very much felt, this is in accordance with the data obtained in the field including Insecure, anxious, uncomfortable, not confident, embarrassed, frustrated, low self-esteem, angry, not wanting to socialize, afraid, feeling depressed, feeling isolated, uncomfortable in class and feeling helpless. Depression is a common psychological impact of bullying. Victims of bullying may experience feelings of fear, shame, and low self-esteem, which can have long-term impacts on their mental health (Francisco et al., 2023). In severe cases, bullying can even lead to thoughts of self-harm or suicide. It is important for teachers and parents to be aware of these potential impacts and provide support and resources for those who have been affected by bullying.

Bullying can also have significant academic effects on victims, as they may struggle to concentrate in school, experience a decline in grades, or even avoid attending classes altogether (Shafqat, 2015). The constant stress and anxiety caused by bullying can make it difficult for students to focus on their studies and perform to the best of their abilities. This can lead to a cycle of poor academic performance, which can further impact a victim's self-esteem and mental well-being (Roy et al., 2003). It is crucial for educators to recognize these academic effects and provide necessary support and accommodations to help students succeed despite the challenges they may be facing due to bullying. By addressing both the psychological and academic impacts of bullying, schools can create a safer and more supportive environment for all students (Don et al., 2015).

This form of bullying can be just as damaging as physical bullying, as it can lead to emotional distress and low self-esteem (Marilyn, 2010). Social bullying involves excluding someone from a group, spreading gossip, or manipulating relationships. This type of bullying can be more subtle but equally harmful, as it can isolate the victim and undermine their social connections. Overall, addressing the various types of bullying is crucial in creating a safe and supportive school environment for all students (Boyd, 2012). By addressing physical, verbal, and social bullying, schools can work towards fostering a culture of respect and kindness among students. Educating students about the different forms of bullying and the impact it can have on others is essential for creating awareness and promoting empathy (John & James, 2018). By promoting inclusivity and standing up against bullying, schools can create a positive and nurturing environment where all students feel valued and supported.

CONCLUSION

The conclusion of this study can be described into two, namely the impact of bullying in junior high schools and the forms of bullying in junior high schools in Yogyakarta City. The impacts experienced or felt by victims of bullying include feeling insecure, anxious, uncomfortable, lacking self-confidence, embarrassed, frustrated, inferior, angry, unwilling to socialize, afraid, feeling depressed, feeling isolated, uncomfortable in class and feeling helpless or not having good endurance.

The forms of bullying behavior found in this study include mocking parents' names, because of body odor, being ordered around, not being invited to be friends, threatening, being called a dwarf, being called a squint, being told to do push-ups, being called a sick person, being called a child, fat, black, being beaten and humiliated in public.

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