

The Role of Physical Education on Bullying in Elementary Schools : Perspectives of Physical Education Teachers

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Abstract: Bullying is a form of oppression that still occurs in schools. Previous research stated that acts of bullying can occur during physical education learning hours. The purpose of this study was to find out how the role of physical education has on bullying in elementary schools from the point of view of elementary school physical education teachers in the Central Java. Respondents consisted of 70 elementary school physical education teachers. The interview technique is used as a qualitative research method in this study. The data were obtained after one-on-one interviews and were analyzed. In the opinion of some teachers, the concept of choosing a learning model and game approach chosen by the teacher is one of the determining factors for the opportunity for bullying to occur in physical education activities. The results of the study showed that the responses of 70 physical education teachers were concluded into four main theme groups including; Teacher awareness of the possibility of intimidation in physical education activities; Physical Education triggers acts of bullying; Selection of a learning approach model is important to minimize bullying; The impact on students exposed to bullying in physical education. Based on this theme as a suggestion for future research, research can be carried out on which learning models are less at risk of bullying, because according to some previous research results that physical education is a space that opens up opportunities for bullying and it is unavoidable

Keywords: Bullying, Physical Education, Role, Teacher

INTRODUCTION

Bullying is intentional and aggressive action or behavior that can occur in the form of ostracism from social groups or ridicule that is done repeatedly from time to time by students, groups, or people against victims who cannot easily defend themselves (Bascón-Seda & Ramírez-Macías, 2020). Teachers play a very important role in providing awareness about bullying and developing a firm and consistent policy against this behavior as well as increasing skills and support for both perpetrators and victims of bullying so that a safe environment for students will be achieved (Oliveira et al., 2017). Studies also reveal that peer bullying can be combatted through intervention programs added to the physical education curriculum and through creating a suitable environment (Jiménez-Barbero et al., 2020).

One of the factors causing bullying behavior is the school situation which is not harmonious or discriminatory (Octavia et al., 2020). The impact that often occurs on victims of bullying is an

excessive sense of fear of the perpetrator or bullying which even causes depression. The most fatal consequence is the aftereffect of depression, namely the desire to commit suicide (Trisanti et al., 2020). Cases of bullying are terrible cases in Indonesia and occur at the elementary school level to tertiary institutions. Based on the results of the Program for International Students Assessment (PISA) research, Indonesia is the fifth highest country from the members of the Organization for Economic Co-operation and Development (OECD), which is only 22.7%. Indonesia is in the fifth highest position out of 78 countries as the country with the most students experiencing bullying with a total number of victims of 41.1% (Ramadhanti & Hidayat, 2022).

Teachers can contribute to the school situation as an obstacle with their attitudes and behavior towards bullying (Yoon & Bauman, 2014). Physical education teachers in particular can play key role in bullying prevention (Flores Aguilar et al., 2021). Teachers are often present when bullying occurs at school, and they are often the first person students contact when bullying occurs at school (Wachs et al., 2019). Students expect the teacher to intervene when bullying occurs, even though in some cases the teacher is not aware of the intimidation experienced by children and in fact the child views the teacher as not defending him (Rigby, 2014) . This phenomenon often occurs and is felt by physical education teachers. In physical education, children relate to their peers in a way that is very different from the way they relate to subjects another, and there is usually physical contact in physical education (C.G. & C.J., 2013) .

Bullying occurs at all levels of education in Indonesia. The results of observations in the field show that bullying in elementary school children is still common (Chodijah, 2019). Generally, parents and schools assume that taunting, fighting, or disturbing other children is something that normally happens to school children and is not a serious problem (Efianingrum et al., 2021). Education in elementary schools is focused on elementary grade students between grades 1 to grade 6 where the provisions of the material and subjects are regulated in the basic education curriculum. This shows that education in primary schools is a very important aspect (Wuryandani & Herwin, 2021).

Several previous studies which have become the state of the art of research are: "Patterns of Elementary School Students' Bullying Victimization: Roles of Family and Individual Factors": By Xinyue Wu in the *Journal of Interpersonal Violence* (2023): Results of this study shows that various forms of bullying occur among elementary school students. Several triggering factors include the family and each individual (Wu et al., 2023). "Bullying in Physical Education: Awareness of Physical Education Teachers": By Ahmet Enes in *Physical Culture and Sport. Studies and Research* (2022):

The results of this study, physical education teachers have the most important role in reducing bullying in children in the classroom. However, it was also found that the PE class provides a suitable environment for bullying to arise but no solution has yet been found for this problem (Sağın et al., 2022). "Teaching Styles in Physical Education: A New Approach to Predicting Resilience and Bullying" by Carlos Montero-Carretero in the *International Journal of Environmental Research and Public Health* (2020): The results of this study indicate that bullying occurs more frequently in physical education. These findings provide useful information for physical education teachers interested in preventing bullying, and have implications for developing learning approaches that are more in line with bullying prevention goals (Montero-Carretero & Cervelló, 2020).

Based on the preliminary study and explanation of some of the research results, the formulation of the problem in this study is what is the role of physical education subjects on bullying in elementary schools from the teacher's perspective. The research was conducted specifically in the province of Central Java according to the research team's work area and with the third most bullying cases in schools. So that through this research it is hoped that it can be produced and answers were found whether physical education could be an alternative solution to reduce bullying, or instead become a very comfortable place to do bullying.

METHOD

A qualitative research design was used in this study to fulfill the research objective, namely to examine the thoughts of physical education teachers about acts of bullying in elementary schools. The data collection instrument used in-depth interview techniques which were conducted to explore their experiences of physical education teachers. The participants in this study were also asked to fill out a form prepared for the research. Techniques used in research this is a survey. The sampling technique used in this study was purposive sampling. The research target population is physical education teachers in Central Java Province. The sample in this study was taken by representatives of 2 elementary school physical education teachers from a total of 35 districts/cities in Central Java Province. To obtain the data needed in this study, instruments were arranged in the form of a questionnaire (questionnaire).

Arrangement questions that are made and will be asked during interviews or in the form of questionnaires, are subject to prior approval of physical education experts, especially in the pedagogical aspects of teachers. The data obtained were analyzed using an inductive approach method. The general inductive approach was chosen because it provides a convenient and efficient

way to analyze data qualitative. During the coding phase, the research team divided tasks according to their respective areas of expertise. The team then gets together and discusses different or similar codes. At the end of the discussion, the codes were compiled and grouped so that several main points or themes would be found which represented the results of the participants' responses which were conducted in-depth interviews.

Table 1. Characteristic of Participants

Participants	Gender	Average of Age	Average of Teaching Experience
41	Man	35 years old	10 years
29	Woman	30 years old	7 years

There are 10 questions on the questionnaire form which are also used as interview guides. As for examples of questions in the questionnaire including; "How do students respond to physical education learning activities?"; what is the physical education learning situation that occurs when you apply the game learning approach?; What percentage is the probability that students fight and bullying occurs in your physical education learning situation?; What is your strategy in preventing bullying in physical education activities?; Some of the questions above became the main points used as information diggers and perceptions from physical education teachers about how physical education prevents bullying.

After the data was collected the researcher conducted data analysis by grouping the answers and responses as well as comments from the participants by providing the appropriate code. so that at the final stage of grouping, several themes of answers that are aligned and the same will be formed as a result of the participants' responses and comments. The results of this collection of themes are then displayed to readers with the support of descriptive analysis from the researcher.

RESULTS

the results of the collection and grouping of data that emerged from the results of the interviews and filling out the questionnaire, were then displayed in a form appropriate to the research objectives and research questions. In this context, what are the perceptions of physical education teachers regarding the role of physical education in acts of bullying for elementary school students. The response of the Physical Education teachers about peer bullying in PE classes grouped into 4 themes: Teacher awareness of the possibility of bullying in physical education

activities; Physical education trigger acts of bullying; The selection of learning approach models is important to minimize bullying; The impact on students exposed to bullying in physical education

Teacher awareness of the possibility of bullying in physical education activities

The majority of physical education teachers stated that in physical education lessons, bullying can occur in the form of ridicule, insults, yelling, pushing, pulling, kicking, hitting and other actions. Physical education teachers interviewed at different times stated that bullying occurred in different ways in primary schools. Regarding this situation, the Physical Education teacher made the following statement:

--"It often happens when playing games in physical education, shouting and yelling at friends that don't work according to personal expectations often occurs, this is because the characteristics of elementary school students want to always win alone in a game. and this is one of the indications of bullying happening, as teachers we must watch out for it" – Ari Kuncoro

--Apart from that, Burhanudin, one of the research participants, also stated, "Students are more prone to being pushed, pulled, even hit when they participate in a game activity. not a few of them cry at every physical education lesson because of the actions of their own friends.

--"the risk of bullying is very high in learning activities in the form of games, because the element of competition makes every child want to be the best, this will be a problem when they have team members who are not strong or weak, so ridicule is often ejected from students in learning situations." – Widodo.

The participants stated that bullying was seen in grade 4 and above elementary school students with intensity that often occurred in game situations in physical education. Teachers say that this is indeed a task and a challenge that they have to face every day in their world of work.

--"Grouping, this often happens in high school students with friends who are considered the strongest and can win matches, often happens. there are even students who don't get a team just because of their small stature and are considered not to have good skills. This is very important for teachers to pay attention to in every physical education learning session" – Dwi Wahyuni.

- "In my opinion, in the elementary school age group, especially the upper class, their emotions are very high, the desire for power is also high, so when there are friends who

are not skilled, ridicule and ridicule are bound to be ejected and this greatly affects the feelings of students who are victims of ridicule" - Sigit Pramono.

The selection of learning approach models is important to minimize bullying

The diversity of learning approaches that can be used in physical education learning really helps teachers in innovating in achieving learning goals, but in this study it was found comments from several teachers who were research participants, they said that determining the learning approach was one of the factors influencing the possibility of emergence acts of bullying in physical education. Several statements grouped by researchers related to this theme are as follows:

--"the possibility of bullying occurring can be prevented, one of which is by minimizing competitive activities in physical education, one of which is by providing a PJBL or PBL approach, in my opinion these two models will prevent students from physical contact, although in this situation students are still required to show their skills , but physical contact and competition are not the main focus" -- Ginanjar.

--" The teacher is the first determinant in efforts to minimize bullying in physical education. What can be done is to conceptualize learning with the right models and strategies, adapted to the characteristics of their children. For example, provide more activities with a problem-solving approach that is carried out as a team working together , without the element of competition. This is very helpful in preventing bullying, although it does not completely eliminate it"-- Rahmawati

The teacher explains that the several learning models and approaches chosen by the teacher are one of the auxiliary elements in efforts to minimize bullying, however this solution is not completely able to eliminate the emergence of bullying in physical education activities in elementary schools.

Physical education trigger acts of bullying

As long as physical education activities are wrapped in the concept of competitive games, the teacher's challenge is that it can be ascertained that this will provoke acts of bullying. Feelings of wanting win alone, and students' expressions cannot be controlled in a playing situation. So many of the participants said that physical education is one of the spaces that can trigger acts of bullying. Some participant statements are represented and displayed as follows:

--"In games, students are often unable to control their emotions and expressions. once upon a time I asked one of my students; "Why are you talking rudely to him?" and he

replied: I'm not being rude, I'm just telling you how to play properly and correctly" – Bambang

--"Students while at school get a lot of lessons, after returning home it seems as if some might be included in private lessons, others have to take special courses, there is no time for them to play. during physical education, given space to play, then their aggressive attitude appears, and it seems that they are free to express themselves, so this actually provokes acts of bullying to occur in situations like this"—Christina

This statement was corroborated by the participants during the interview. some of the researchers' notes, Participants said that until the time this research took place, physical education was one of the subjects that needed attention in its role in minimizing bullying, especially at the elementary school level. However, not a few teachers also commented that physical education will always be a space for skills competition, and there will always be an attitude of ridicule and ridicule, because it adapts to the characteristics of the students themselves.

The impact on students exposed to bullying in physical education

Based on the results of grouping the answers, one of the themes that emerged was about the impact experienced by students who were victims of bullying in physical education situations. Participants stated that the impact felt by students who were victims of bullying was seen from their willingness to participate in sports activities which decreased over time. Some of the teachers' comments are as follows:

--"It's not uncommon for me to meet my students who come and report to me that they don't want to take part in physical education classes. There are even students who automatically choose to sit on the sidelines during class. " – Sisworo

– "Students who feel they have poor skills, tend to feel inferior and prefer not to attend class until the end"-- Fitayah.

In the responses that are grouped under this theme, it is very worrying when the condition of students who are victims of bullying becomes depressed so that in the end they don't want to take part in physical education classes. This phenomenon occurred and was experienced by almost all of the participants in this study. Physical education activities that are synonymous with learning situations while playing are very important to pay attention to and supervise if they are associated with efforts to minimize acts of bullying against students in elementary schools. The results of the teacher's response regarding this impact also involve the response of parents where parents must

be present at school to ensure that their child is doing well at school. The following is the explanation of one of the research participants:

--"As a result of peer bullying, I have experienced that in almost a month, every physical education lesson, parents of children who are victims always ask and entrust their children to me, and I have to report what happened during physical education and how the condition of their child. Even occasionally in several meetings the child's parents are present at school to check on the condition of their child" -- Sudarminto

--"Physical education is one of the favorite subjects for children at the elementary school level. If faced with the characteristics of elementary school students, and the teacher's skills in processing and conceptualizing a good and fun learning activity, bullying will have a very big chance to emerge and happen in this situation"-- Wulandari

DISCUSSION

This research was conducted to find out the role of physical education in bullying in elementary schools. In this context, it is investigated how physical education teachers perceive the role of physical education in bullying of elementary school students. based on the results of processing the responses and grouping the answers of the participants, groupings based on 4 themes emerged, including; Teacher awareness of the possibility of intimidation in physical education activities; Physical Education triggers acts of bullying; Selection of a learning approach model is important to minimize bullying; The impact on students exposed to bullying in physical education.

Participants stated that peer bullying in physical education classes often occurs even in elementary school. There are several types of bullying that occur, such as ridicule, harsh words, not infrequently even pulling and pushing also occur. but the phenomenon in elementary schools is more common in boys than girls. Studies that have been carried out share the opinion that the most dominant type of bullying by elementary school students is physical, psychological, verbal, and sexual bullying (Wicaksono et al., 2022). Although this study shows that verbal and physical bullying is more common, most of the participants in our study stated that while physical bullying such as hitting and pushing can be seen in PE classes, social bullying is also a major problem in this context. In this sense it can be said that the bullying experienced in the PE class is different from the bullying experienced in the school environment.

According to several physical education teachers who participated in the interview, said that students in physical education activities can easily show their expressions and thoughts without controlling them. Then, where there is a situation demanding victory, and there is competition, then that is where it can become a space for the emergence of peer bullying. Several teachers stated that they had taken several methods, including giving punishments to perpetrators of bullying, not being allowed to participate in physical education activities for some time according to the teacher's decision. besides that, there are those who use a bad record system where when it is over the limit the teacher will send it to the principal, this works but does not eliminate it.

One research result states that teachers consider bullying to be normal mischief, just a joke that doesn't require special action (Ghofur et al., 2022). Looking at the results of the statements of several physical education teachers in this study, the results are slightly contradictory. Because some of the responses from physical education teachers to acts of bullying are very worrying because this occurs in the activity space for which they are responsible, namely physical education activities so that there are immediate concerns that are felt by physical education teachers.

One of the results of grouping the themes in this study is about teacher awareness of the possibility of bullying in physical education, this is in accordance with the results of previous research which stated that physical education is a place for bullying practices, because here students have to show their skills, whereas for those students who do not have good skills, then ridicule will be made by other friends in certain situations and this is true in physical education situations (Sağın et al., 2022). The second theme is physical education triggers acts of bullying, this is in line with the results of previous research which stated that in physical education a special strategy is needed to prevent bullying, because physical education activities are dominant in many activities that trigger acts of bullying (Jiménez-Barbero et al., 2020). Cooperative games can reduce bullying in Physical Education classes (Oliveira et al., 2017). This statement, which appeared in previous research, is proven in this study by showing a grouping regarding the selection of learning approach models that are important for minimizing bullying (Montero-Carretero et al., 2020). The fourth theme, which mentions the impact felt by students who are victims of bullying in physical education, is a topic that all physical education teachers need to pay close attention to, especially at the elementary school level. The impact of bullying that occurs at the elementary school level is very worrying, because children will experience depression, have difficulty getting along with peers and can even interfere with the child's close relationship with their parents .

CONCLUSION

Physical education is a learning space that provides opportunities for children to learn while playing. freedom of expression and the characteristics of elementary school students who tend to have high and uncontrolled emotions need to be a concern. The learning model with the concept of games in physical education is very close and has a great opportunity for peer bullying to occur. the results of the study showed that the responses of 70 physical education teachers were concluded into four main theme groups including; Teacher awareness of the possibility of intimidation in physical education activities; Physical Education triggers acts of bullying; Selection of a learning approach model is important to minimize bullying; The impact on students exposed to bullying in physical education. Based on this theme as a suggestion for future research, research can be carried out on which learning models are less at risk of bullying, because according to some previous research results that physical education is a space that opens up opportunities for bullying and it is unavoidable.

Conflict of Interest

The authors declare that they have no conflict of interest.

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