

Perceptions of Bullying Among Students of Junior High School

Ramayani, Fatmariza

Master Program of Social Science – Postgraduate School, Universitas Negeri Padang

ABSTRACT: A study has been conducted on perceptions of bullying among students of Junior High School (SMP) 38 Padang which aims to see how students perceive bullying at Junior High School 38 Padang. This type of research is descriptive qualitative research, which aims to describe the research subject as it is. The results of the study show that perceptions about bullying have been born that are commonplace for perpetrators and are even jokes in everyday life. Based on the interviews that the author conducted, the perpetrators of bullying consider their actions to be just a joke, such as calling a friend a nickname that makes the victim feel embarrassed, have low self-esteem, or depressed, but the victim cannot do much because usually, the students who are the perpetrators of bullying are children who have power over the group. While victims of bullying they receive can be very scarred and leave deep trauma.

KEYWORD: Perception, Bullying, Junior High School, Padang.

INTRODUCTION

According to the Child Protection Act No. 35/2014, a child is someone who is not yet 18 (eighteen) years old, including children who are still in the womb. Children are social creatures just like adults. Children need other people to be able to help develop their abilities because children are born with all weaknesses so without other people, it is impossible to reach a normal human level. As social beings, children's social development requires the maintenance of affection and a place for their development. Children also have their feelings, thoughts, and wills, all of which constitute a psychic totality and different characteristics and structures in each phase of development during childhood (Chusniatun & Kuswardani, 2019)

Since 1990 Indonesia has ratified the Convention on the Rights of the Child (KHA). Indonesia is one of 191 countries that ratified the Convention on the Right of Children in 1990 through Presidential Decree No. 36/1990. By ratifying this convention, Indonesia must fulfill the rights of all children without exception. One of the rights of children that needs attention and protection is the rights of children who conflict with the law. Children who conflict with the law from time to time are always in the spotlight, especially from the perspective of people who are anxious and restless due to the behavior of children who are often called naughty. Even at this time, the problem of child delinquency is receiving considerable attention because the quantity and quality have increased (Widowati & Cahyati, 2019)

Bullying or what is better known in the community, namely Bullying, is quite common in schools. Bullying or bullying is the aggressive behavior of a person or group of people that is carried out repeatedly against another person or group of people who are weaker to harm the victim physically or mentally. Bullying can be in the form of physical violence (for example slapping, hitting, abusing, injuring), verbal (for example

mocking, making fun of, cursing), and mental/psychological (for example: yelling, threatening, intimidating, isolating) or a combination of the three (Ahmad, 2011).

The Indonesian Child Protection Commission (KPAI) noted that within 9 years, from 2011 to 2019, there were 37,381 complaints of violence against children. For bullying both in the world of education and social media, the number has reached 2,473 reports and the trend continues to increase. KPAI said cases of bullying that occurred in the world of education would still occur throughout 2021. KPAI noted that throughout 2021 there were 17 cases involving students and educators. <https://kumparan.com/kumparannews/catatan-akhir-tahun-kpai-masih-banyak-kasus-bullying-berujung-korban-meninggal-1xCdQQVB9QH/full>

From several studies that have been done before, such as the research of Halimah et al (2015) concerning the perception of bystanders towards the intensity of bullying in SMP students, the results show that the role of people who are present at the location where bullying occurs can increase the intensity or increase the likelihood of bullying behavior repeating in SMP students in Makassar. The concept of a student-friendly school is very urgent to be implemented. All stakeholders concerned with education and the formation of commendable mental or moral attitudes in students must work together to realize these noble ideals.

Meanwhile, another study conducted by Sari & Azwar (2017) concerning the phenomenon of student bullying at the research location of SMP 1 Painan, West Sumatra, showed three research results, namely, first, apathy from the environment caused the bullying rate to increase. Second, perpetrators of Bullying were originally the victims of the Bullying themselves. Third, the goals of victims becoming perpetrators are because they want to protect themselves and get a sense of security from their environment.

Judging from several previous studies, here the researcher is interested in researching the perceptions of bullying among students of SMP. The object of research here are students of SMP 38 Padang because on average those who become victims of bullying are teenagers who are still in SMP, were during adolescence individuals tend to engage in deviant behavior due to imperfect socialization processes and in unstable times or the search for identity stage. Based on the analysis of the problems above related to acts of bullying towards SMP, the researchers are interested in discussing more "Perceptions of Bullying among Students of SMP 38 Padang".

LITERATURE REVIEWS

Definition of Bullying

Bullying comes from the English word "bull" which means bull. If translated into Indonesian Bullying means bullying. According to the Big Indonesian Dictionary (2019), bullying has another meaning disturbing and disturbing continuously. According to Olweus (1994), the definition of Bullying is like aggression, namely, the negative actions of a person intentionally trying to hurt or make other people uncomfortable. Sucipto (2012) explained that bullying is a series of negative, often aggressive, and manipulative actions carried out by one or more people against other people or several people over a certain period that involve violence and involve the privacy of strength.

Forms of Bullying

Forms of bullying according to Coloroso (2007) are divided into four types, as follows: 1) physical bullying, 2) verbal bullying, 3) relational bullying, and 4) electronic bullying.

Factors Causing Bullying

Many factors cause bullying behavior. Anesty (2009) suggests that there are at least three factors that can cause bullying behavior as follows: family relationships, peers, and media influence.

240	ISSN 2690-9626 (online), Published by "Global Research Network LLC" under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR
	Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY).To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

Impact of Bullying

Astuti (2008), argues that the impact of bullying behavior on the victim includes feeling depression because the perpetrator controls the victim. For victims, this condition causes them to experience physical and psychological pain, decreased self-esteem, shame, trauma, being unable to strike back, feeling alone, going awry, and fear of school (school phobia) where they feel no one is helping them. In further conditions, it is determined that the victim then isolates himself from school, suffers from social fear (social phobia), and even tends to commit suicide. Bullying has a bad impact on both the victim and the perpetrator. If this is allowed to linger, the victim will feel increasingly pressured while the perpetrator will increasingly feel superior to the group and their environment which will ultimately hurt all parties.

Burrhus Frederic Skinner's Theory of Behavior

In the research that the researchers did, the researchers used the learning theory of the psychological flow of behavior (behavior) put forward by Skinner. Burrhus Frederic Skinner emphasizes changes in behavior that can be observed by ignoring the possibilities that occur in the thinking process in a person's brain. Therefore, its predecessors are said to be users of classical conditions. B.F. Skinner conducted experiments on mice and then on pigeons to produce learning laws, including 1) the Law of operant conditioning, namely if the emergence of behavior is accompanied by a reinforcing stimulus, then the strength of the behavior will increase. 2) Law of operant extinction, namely if the emergence of operant behavior has been strengthened through the conditioning process and is not accompanied by a reinforcing stimulus, then the strength of the behavior will decrease and even disappear (Sari & Azwar, 2017).

METHODS

This type of research seen from method used is a qualitative research method with a descriptive approach that aims to describe the research subject as it is. The type of research that the author uses is field research, where what is meant by field research is research conducted in a location amid society to get a complete picture of a situation (Suryabrata, 1991). Several informants were used as research subjects. Informants are people or resource persons who ask questions and provide as much information as possible about this research (Faisal, 1990). In this study, there were key informants and additional informants. The key informants here are 5 people who are perpetrators of bullying obtained from case records of Counseling Guidance (BK) teachers taken based on purposive sampling. Purposive sampling is a technique for taking informants with certain considerations that students are categorized as perpetrators in cases of bullying and 5 other people who are victims of bullying at SMP 38 Padang. Meanwhile, additional informants were counseling teachers, homeroom teachers, and other school members.

Here the author uses observational data collection techniques, interviews, and documentation. First, this observation was carried out by going directly to the field to the intended object, which in this case immediately saw how the perpetrator bullied his friend, and what kind of bullying was given to the victim, so that satisfaction and a sense of security were seen after the perpetrator bullied his friend. Furthermore, interviews were conducted with several research subjects who could provide information on bullying behavior in schools, as well as some supporting documentation from the Guidance and Counseling teacher regarding bullying cases in schools.

While the data analysis in this study was carried out through several stages: First, the data obtained through observation and interviews were complemented, compared, and tested with several other informants' statements, through books, documents, and related research results, then classified to give birth to categories - category. Second, the main characteristics of the categories are then searched to find out their similarities and combinations. Third, the categories are linked to one another, thus giving rise to propositions. Fourth, the

propositions are linked to one another to build an understanding of perceptions of bullying among students of SMP 38 Padang which are then analyzed with related theories which ultimately lead to a conclusion.

FINDINGS

Factors Causing Bullying

Many things can be the cause of bullying, both at school, outside the school environment, and around the place where you live. Here the author focuses on the school as one of the media for formal socialization but cannot be separated from bullying. Bullying can take the form of physical, verbal, relational, and electronic bullying.

Physical bullying, for example, hitting, choking, elbowing, punching, kicking, biting, pinching, clawing, and spitting on a child who is being bullied to a painful position, as well as damaging and destroying the clothes and belongings of the child being bullied. Verbal bullying, for example, nicknames, insults, slander, cruel criticism, insults, and statements with sexual solicitation nuances. Relational bullying usually takes the form of systematically weakening the victim's self-esteem through neglect, ostracism, exclusion or avoidance, an act of exclusion, and electronic bullying has recently become increasingly widespread as perpetrators use electronic means and internet facilities such as computers, cellphones, cameras, and websites or friendship sites. Social networks include chat, e-mail, Facebook, Twitter, and so on to weaken the victim.

Based on the interviews that the author conducted, the perpetrators of bullying consider their actions to be just a joke, such as calling a friend a nickname that makes the victim feel embarrassed, have low self-esteem, or depressed, but the victim cannot do much because usually, the students who are the perpetrators of bullying are children who have power over the group. In addition, perpetrators of bullying do not hesitate to ask victims for money for various reasons such as "ask for a small bill of two thousand, or buy me a drink/mineral water (in the school canteen)". Here the position of the victim cannot be avoided because the way to ask for it is subtle but full of pressure. In addition to the bullying behavior above, physical bullying also often occurs. This was stated by one of the victims who was justified by his teacher that the perpetrators did not hesitate to nudge, trip over, and even hit. Even though victims sometimes feel hurt, for perpetrators it is just a kind of ordinary joke.

Here it can be seen that peers who feel they have more power or power open opportunities for them to become actors. This is one of the factors that cause bullying to occur. Apart from that, another thing that also has a big influence and causes bullying to happen is viewing social media because on average every student has an Android, so they will accept whatever shows and news they get without a strong filter.

Impact of Bullying on Victims

Every act of bullying will have an impact on the victim, both physical and psychological. Sometimes the physical impact leaves a mark, sometimes it doesn't. However, the psychological impact of an act of bullying will leave trauma that is difficult to get rid of shortly. This is following the opinion of Astuti (2008), who said that the impact of bullying behavior on the victim includes feeling depression because the perpetrator controls the victim. Another expert Priyatna (2010) argues that several adverse effects occur in children who are victims of bullying, including anxiety, feeling lonely, low self-esteem, the level of social competence low, depression; psychosomatic symptoms, social withdrawal, running away from home, consumption of alcohol and illegal drugs, suicide, decreased academic performance.

According to the results of the author's interview with one of the respondents who was a victim of bullying, he once experienced physical and psychological violence, a senior in his class asked him for money, but because he had no extra money and only enough for snacks, the victim did not want to give him the money.

Apart from being threatened because they did not want to give money, the victim also experienced physical violence, such as being beaten with his bare hands by the perpetrator.

Nadisan, a class VII student said, "I saw a friend being bullied by another friend until the victim cried, then I reported the incident to the teacher." (Traum) our duty as friends is to comfort this frightened friend." Another similar thing was also expressed by Anisa Khaira, a class VII student, "I have seen a friend who is lacking and is often insulted by other friends so that the victim feels inferior and does not want to be friends with others." The same thing was shared by Ayni Ridayani, a class VII student, she said "Bullying is an immoral act, and I have seen friends at school being bullied by other friends which resulted in the victim experiencing depression and the perpetrator himself often covering the mouth of the witness with threats" . The opinion of Fathir Agusri, a class VII student, also said "when someone is insulted or humiliated in front of other friends, the victim is a victim of bullying, even though it's just words, but it already disturbs the victim's feelings" According to Sakban et al(2021). Skinner defines one way to change student behavior by providing understanding by looking for the root of the problem to get a solution. Conditioning according to Pavlo learning is an attempt to condition the formation of a behavior or response to something. Conducting bullying prevention conditioning training can provide a high level of understanding among students.

In addition to students, the authors also interviewed counseling teachers. According to the counseling teacher, during recess or empty hours in class, students who feel they can control other students often do verbal bullying, such as teasing or calling friends with certain nicknames that can demean and make the victim feel embarrassed, sometimes to the point of physical bullying. Even though every act of bullying is known by the school, whether the Guidance and Counseling teacher, homeroom teacher, pupils, or other school members often get rewards such as processing at the Guidance and Counseling teacher level, however, the perpetrators do not want to be deterred by this.

Students' Perceptions of SMP Negeri 38 Padang Against Bullying

Many perceptions about bullying were born from several students that the writer met at SMP 38 Padang. Some say that the bullying they do is normal which is not a problem and some say that the bullying they do is an ordinary joke which is part of how to joke with friends. These perceptions just came from them without any significant burden on them, while for the victim it is a form of intimidation, something that is scary and even very embarrassing if done in front of a crowd. In addition to interviewing victim respondents, the authors also interviewed bullying perpetrators. Three respondents who were bullies said that they did verbal bullying as a normal thing, "for me it's normal to annoy friends, such as teasing, mocking, calling friends with nicknames that the victim doesn't like." according to the perpetrator's confession, if other people bullied him, he considered it normal, saying rude words was something that was usually done either at home, at school or outside of school.

CONCLUSIONS

Based on the results of the research, data analysis, and discussion, it is concluded that an act of bullying perpetrated by the perpetrator against the victim is something that is not really an issue and is a normal thing and is even considered a joke. However, for the victims themselves, this causes deep trauma such as fear, and shame, and can even lead to other negative actions, such as the intention to commit suicide. The participation of the school environment and other school members to prevent even having to take action against any bullying behavior is a must. Teachers, school principals, counseling teachers, and education staff in these schools must be people who dare to act decisively and take responsibility for any acts of bullying that occur so that the perpetrators become deterrents and do not give birth to the usual perceptions of any acts of bullying. what they do. In addition, it is very important for the school and all parties involved in the educational process and student guidance to be carried out by socializing the dangers, impacts, and

243	ISSN 2690-9626 (online), Published by "Global Research Network LLC" under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR
	Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY).To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

consequences of bullying. With socialization and an explanation of the impact and dangers of bullying, it is hoped that all students will understand it and bullying will not occur again in the future so that perceptions about bullying are commonplace among students and will no longer occur.

REFERENCES

1. Ahmad, B. (2011). Penerapan Model Pembelajaran Berbasis Masalah (PBM) Sebagai Upaya Meningkatkan Kemampuan Pemahaman Konsep Dan Komunikasi Siswa Sekolah Menengah. Medan : Sekolah Pascasarjana UNIMED.
2. Anesty, E. (2009). Konseling Kelompok Behavioral Untuk Mereduksi Perilaku Bullying Siswa Sekolah Menengah Atas (Penelitian Eksperimen Kuasi terhadap Siswa Kelas XI Sekolah Menengah Atas Negeri 10 Bandung). Skripsi di Jurusan Psikologi Pendidikan dan Bimbingan UPI Bandung: Tidak diterbitkan.
3. Astuti, P. R. (2008). Meredam Bullying: 3 cara efektif menanggulangi kekerasan pada anak. *Jakarta: Grasindo*.
4. Coloroso, B. (2007). Stop Bullying: Memutus Rantai Kekerasan Anak dari Prasekolah hingga SMU. Diterjemahkan oleh: Santi Indra Astuti. Jakarta: PT. Serambi Ilmu Semesta.
5. Halimah, A., Khumas, A., & Zainuddin, K. (2015). Persepsi pada By stander terhadap Intensitas Bullying pada Siswa SMP. *Jurnal Psikologi*, 42(2), 129-140.
6. Olweus, D. (1994). Bullying at school: basic facts and effects of a school based intervention program. *Journal of child psychology and psychiatry*, 35(7), 1171-1190.
7. Priyatna, A. (2013). *Lets end bullying*. Elex Media Komputindo.
8. Sakban, A., Maemunah, M., & Hafsah, H. (2021). Pelatihan Pencegahan Bullying Bagi Organisasi Mahasiswa di Universitas Muhammadiyah Mataram. *Jurnal Pengabdian UNDIKMA*, 2(2), 211-221.
9. Sari, Y. P., & Azwar, W. (2018). Fenomena bullying siswa: Studi tentang motif perilaku bullying siswa di SMP Negeri 01 Painan, Sumatera Barat. *Ijtimaiyya: Jurnal Pengembangan Masyarakat Islam*, 10(2), 333-367.
10. Sucipto, D. (2012). Teknologi Pengolahan Daur Ulang Sampah. Jakarta: Gosyen Publishing.
11. Suwandi, J., Chusniatun, C., & Kuswardani, K. (2019). Karakteristik Kekerasan Seksual Terhadap Anak Perempuan Di Wonogiri Dan Boyolali. *Jurnal Pendidikan Ilmu Sosial*, 29(1), 65-77.
12. Widowati, E., & Cahyati, W. H. (2019). Kejadian Kekerasan Terhadap Anak Tenaga Kerja Indonesia Di Kabupaten Kendal. *PALASTREN Jurnal Studi Gender*, 12(1), 65-98.