



Bullying Behavior of High School Students in the School Environment

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Abstract

Bullying behavior in the school environment can create an environment that is less supportive of student development, both in the academic and social fields. Bullying behavior can hurt students, leaving them feeling unwanted and rejected by their environment. This will certainly have an effect on various student activities at school. Researchers took the title "Bullying Behavior of High School Students in the School Environment". With the formulation of the problem studied, namely "How is the bullying behavior of high school students in the school environment of SMK Negeri 1 Masbagik ". The author uses a descriptive research method of case study type. Research with the type of case study aims to know about something in depth. Descriptive research is concerned with collecting facts and data validly to provide an overview of the object under study. During the school years, bullying is one of the most common expressions of violence in a peer context. Research on bullying began more than forty years ago, when the phenomenon was defined as 'aggressive and deliberate acts committed by a group or individual repeatedly and over a period of time against a victim who cannot easily defend himself'. There are three relevant criteria for defining aggressive behavior as bullying: (1) repetition, (2) intentionality, and (3) imbalance of power. Given these characteristics, bullying is often defined as the systematic abuse of power by peers. It is recognized globally as a complex and serious issue. In this paper, we discuss its prevalence, age and gender differences, and different types of oppression, as well as why it occurs and how long it lasts, ranging from large surveys conducted in western countries and to a lesser

extent in lower countries. - and middle-income countries. Prevalence rates vary widely between studies; Therefore, special attention will be paid to the definition, time reference period and frequency criteria. We will also focus on risk factors as well as the short- and long-term impacts of bullying and victimization. Lastly, one section will be dedicated to reviewing what is known about effective bullying prevention.

Keywords: Behavior, Students, School Bullying, Teen

1. Introduction

Bullying behavior is one form of deviant behavior, in this behavior there is an unhealthy mental element that exists in the perpetrator. This behavior can affect all age stages of a person, including teenagers who are students in school. Bullying behavior in schools is basically common, but there are still few that can be detected by both teachers and parents. Gerardus Tontawi Jauhari as Vice Principal for Student Affairs of SMKN 1 Masbagik stated that bullying cases in schools are indeed difficult to investigate, this is due to the lack of supporting data from the reporting party regarding the case experienced.

Bullying behavior is behavior that has a negative impact on several aspects of life (physical, psychological, and social individuals), especially adolescents (Sejiwa, 2008: 25). This can hinder their development, especially that school students at the vocational level are part of the adolescent phase itself. Guidance and counseling itself has a vital role to help deal with these problems, it can even be said to be strategic because guidance and counseling is an aspect of education that has the opportunity for direct contact with students. Guidance and counseling consists of several fields, namely personal, social, learning, and career. Bullying behavior at school is an example of a real problem that is relevant to personal and social guidance and counseling, this is because bullying behavior contains personal and social problems, namely problems experienced internally by the bully and also problems between the bully and his social environment. The importance of the role of guidance and counseling, especially in the personal field, is reinforced by the opinions of Syamsu Yusuf and Juntika (2005: 14),

which states that the purpose of guidance and counseling related to personal social aspects of individuals is to have a strong commitment in practicing the values of faith and piety to God Almighty, both in personal life, family, association with peers, school, workplace and society in general, having an attitude of tolerance towards other religious people, with mutual respect and maintaining their respective rights and obligations, have an understanding of the fluctuating rhythm of life between those that are joyful (calamity), and are able to respond positively in accordance with the teachings of the religion adhered to, have objective and constructive

understanding and self-acceptance, both related to strengths and weaknesses, both physical and psychological, have a positive attitude or respect for themselves and others, have the ability to make healthy choices, Have respect for others, respect or respect others, do not abuse their dignity or self-esteem, have a sense of responsibility, which is manifested in the form of commitment to their duties or obligations, have the ability to interact socially (human relationship), which is manifested in the form of friendship, brotherhood, or friendship with fellow humans, have the ability to resolve conflicts (problems) both internal (within oneself) and With others, have the ability to take decisions effectively. Based on this statement, researchers argue that personal social guidance is a process that aims to help individuals solve personal and social problems and seeks to strengthen personality and develop individual abilities in overcoming problems that exist in themselves by creating a conducive environment, respecting the social environment, developing a system of self-understanding and positive attitudes, and appropriate personal social skills.

The purpose of personal social guidance itself is for students to have a strong commitment in practicing the values of faith and piety to God Almighty, have an attitude of tolerance towards other religious people, have objective and constructive understanding and self-acceptance, have a positive attitude, have the ability to make healthy choices, be respectful of others, have a sense of responsibility, Have the ability to interact socially, have the ability to resolve conflicts and have the ability to make decisions effectively and independently. Looking at the phenomena described above, researchers feel the importance of conducting research to describe comprehensively about bullying behavior that occurs in State Vocational High School 1 Masbagik City.

Students are one of the successors of the nation's hope in the future in the development of community civilization. Education is needed in order to determine the achievement and productivity of these students. However, many problems apply at this stage of a student's education if they are not considered important. Therefore, productive guidance and counseling are needed to shape students towards progress to be useful and beneficial to society. The year 2011 closed on a dark note: "bullying" still continues to be a scourge in education. In a number of schools, this disgraceful action still continues and never stops, even tends to be passed on to new students. Facts show, Bullying has a physical, psychological, and social impact on victims. In addition to decreased learning achievement, bullying also results in physical impacts, such as loss of appetite and migraines. Victims are also prone to become worriers to experience depression and withdraw from associations. At a more extreme level, some victims even kill.

Data released by the Center for Data and Information, National Commission for Child Protection (KomnasPA), said, the number of violence in 2011 showed a significant and alarming increase. Secretary General of Komnas PA Samsul Ridwan said there was an increase in reports or complaints received by the Complaints and Advocacy Division, Komnas Anak. For the number of incoming complaints, the increase reached 98 percent in 2011, namely 2,386 complaints from

1,234 reports in 2010. Cases of sexual violence also increased to 2,508 cases in 2011, an increase from 2,413 cases in 2010. A total of 1,020 cases or equivalent to 62.7 percent of the figure were cases of sexual violence committed in the form of sodomy, rape, fornication, and incest coupled with physical and psychological violence. This fact is certainly very concerning. The school that was supposed to be a place of fun turned into a terrible, even life-threatening place. The school that was supposed to be a place to find friends turned into a place to find opponents. More worryingly, bullying behavior continues to grow even more broadly.

At this time, bullying also spread to the walls of elementary schools. The director of the film *Langit Biru* which raised the theme of bullying at school, Lasja F Susatyo, told how his son who was still in elementary school was not spared from bullying behavior. That concern later underlies the birth of the film *Blue Sky*. In addition to telling the story of bullying behavior in schools, this film carries an anti-bullying message that must continue to be echoed in all directions, especially within school walls throughout Indonesia. The increasing rate of juvenile delinquency and student fights is symptomatic of the lack of development of their social and moral dimensions. Likewise, the lack of appreciation for divine values and life practices that are not based on religious rules illustrates the lack of stability in the development of the religious dimension. Many problems occur in society, such as quarrels between community members, low work discipline, unemployment, theft, rape, prostitution, cohabitation, kidnapping, and some are symptoms of the low development of the human dimension. (Prayitno, 2004:26).

2. Method

2.1 Participants

This research was carried out at SMKN 1 Masbagik which is located on the South Ring Road of South Masbagik Village, Masbagik District. The subject of the study was the students of the school whose object of research was the impact of bullying behavior on the behavior of SMK class XI TKJ 1 students. The population in this study was all grade XI TKJ 1 students totaling 28 people and the sample of this research was all students.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

First, we listed nine tentative factors contributing to global intelligibility through the analysis of preceding literature on this topic (e.g., Celce-Murcia, Brinton, & Goodwin, 1996; Jenkins, 2000; Morley, 1991). Then we recorded EFL learners' utterances (one-minute self-introduction). Finally, we designed an assessment sheet which provided us with the main source of data of the study. The

assessment has ten components for evaluation: overall intelligibility and its nine contributing factors.

2.2.2 Techniques for Collecting Data

There three data collection techniques used: 1) Observation, namely the author observed the influence of bullying on student behavior at SMK Negeri 1 Masbagik class XI TKJ 1. 2) Documentation, which is data obtained through the last defect in SMKN 1 Masbagik to complement the author's research. 3) Questionnaire, which makes a number of questions and is distributed to respondents, namely to be answered with alternative answers. The question is in the form of about the influence of bullying on student behavior and what methods are carried out by Guidance Counseling teachers to deal with bullying problems at SMKN 1 Masbagik.

2.3 Data Analysis

This research is qualitative descriptive. The study will discuss any data concluded through location observations, interview results and teacher and student questionnaires and data taken from school documents, then discussed in sentence form to illustrate how much influence bullying has on student behavior at SMKN 1 Masbagik.

3. Results

The results of research that have been obtained show that there is bullying behavior, at the beginning of this behavior in elementary school or early junior high school. As in the results of research conducted by Peterson and Rigby in Australia, "bullying that occurs in schools begins to increase at the beginning of secondary school". Of all the informants, some of them were bullying at school because they had previously been bullying by their upperclassmen. Bullying can have a serious impact on its victims. Psychologically, victims of bullying may experience stress, depression, and anxiety. This can have a negative impact on their mental well-being. Physical impacts include physical injury from physical violence, while social impacts can include isolation and difficulties in social interaction.

Many factors can be the cause of bullying. Social factors such as aggressive culture at school or in the environment can trigger bullying behavior. Individual factors, such as emotional instability or low empathy, can also play a role in causing bullying. In addition, family pressure or the influence of friends can also play a role in this behavior. Bullying prevention involves various parties, including schools, families, and communities. In schools, anti-bullying programs can help raise awareness, teach empathy, and provide tools for students to report bullying behavior. The

family also has an important role in educating children about tolerance and the importance of respecting others. And the role of guru BK in overcoming bullying behavior in schools, only comes to preventive and curative efforts. At the conservative level, the teacher only controls the students so as not to repeat the behavior.

4. Conclusion

Bullying is a serious problem that can have a long-term impact on victims. To address this problem, there needs to be a concerted effort from schools, families, and communities. Effective anti-bullying programs and education about empathy and respect for others can help reduce the incidence of bullying and create a safer environment for all. Based on the description and facts that have been presented in this article, it can be concluded that based on the results of interviews conducted at the State Vocational High School 1 Masbagik there are several things that are the main factors that cause bullying in the environment of the State Vocational School 1 Masbagik the first environmental factors, self-esteem factors, traditions of seniority, other factors as well as the correlation between lack of understanding and application of values religion.

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