

# Factors Causing Bullying in School Based Perceptions of Male and Female Students in Lampung

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**Keywords:** Bullying, Perception, Adolescent.

**Abstract:** Bullying is defined as the aggressive behavior of one or more people who deliberately try to harm others over time, in situations of power imbalance. This study aims to reveal the factors causing bullying in schools from the perceptions of male and female students. The research method using ex-post facto and the sample was 66 students of class X SMK K.H. Ghalib Pringsewu Lampung consisting of 33 male students and 33 female students. The instrument used is a questionnaire about bullying. Data analysis technique used is a parametric statistic with Manova test. The results showed that male students have a perception that broken home as a factor causing the behavior of bullying, while female students have a perception that parents' parenting as a factor causing the behavior of bullying. The results of this study are expected to be considered as a consideration for teachers, parents, and communities when developing and implementing bullying prevention programs in schools.

## 1 INTRODUCTION

One of the problems that develop in schools is the tendency of students to engage in bullying behaviors. Rodkin (2012) mentions that bullying is a kind of unequal and destructive relationship. Olweus (1995) defines bullying as a repetitive act of attack involving power imbalances with a view to intimidating or causing damage to the victim. Bullying involves unbalanced strength and power so that the victim is in a state of powerlessness to defend herself effectively against the negative actions. Bullying always involves an imbalance of power, intent to injure, the threat of further aggression, and terror (Coloroso, 2007).

Students who become victims of bullying will suffer physically, depressed, unable to concentrate well in school, even withdraw from the social environment. Victims of bullying are often looking for negative impingement such as smoking, consume alcohol, do not want to go to school and even revenge. Bullying does not choose age or sex. The victim is generally a weak, shy, quiet, disabled, covered, clever, beautiful child, or who has certain body characteristics that are used as a mockery.

A person may be said to be a victim of bullying if he is treated negatively (intentionally making wounds, inconveniences through physical contact, through words,

or by other means) either once or many times and sometimes into a pattern repeatedly (Shafer and Silverman, 2013). Ridicule, ridicule, and mockery for some people may only seem as trivial and just part of the joke. But in reality, it can be a slow weapon that can destroy a child. Such negative actions are partly a form of bullying behavior. It is a longstanding behavior and threatens all aspects of most children living in the school, at home, and in their neighborhoods.

While bullying actors are usually strong, dominant and assertive. Usually, the perpetrator also shows aggressive behavior toward parents, teachers, and other adults. In addition, bullying practitioners are usually less likely to get adult supervision at home, have a habit of drinking alcohol, smoking or smoking tobacco, cheating on exams (cheating) and carrying weapons when they go to school (Olweus, 1995).

Engaging in bullying independently can have negative consequences such as social, emotional or psychological problems. Being a victim can be a trigger for depression and anxiety, even suicide. While the bullying actors are associated with antisocial behavior and psychiatric disorders. Overall, bullying is now a common problem among children and teenagers of all ages around the world, especially in school environments. As a result, bullying has become a concern for parents, teachers, psychologists and health experts (Felipe, de Ossorno, Babarro and Arias, 2011). Bullying behavior is a

maladaptive behavior that should be reduced or eliminated (Olweus, 1995) so that students who have the tendency can realize that bullying is a negative thing that can harm yourself or others.

Research on the phenomenon of bullying in Indonesia is done by Huneck (2007) which shows that 10-60% of Indonesian students report getting mockery, scorn, exclusion, beatings, kicks, or encouragement, at least once a week. In addition, this study emphasizes the importance of positive relationships between teachers and peers in school. The basis for understanding deviant behavior is provided along with a set of criteria for creating change in schools. The main finding is the prevalence of bullying behavior in Indonesian schools that is undetectable by adults. In addition, research on bullying in three major cities in Indonesia, namely: Yogyakarta, Surabaya, and Jakarta conducted by Yayasan Semai Jiwa Amini (2008) noted the occurrence of violence level of 67,9% in high school (SMA) and 66,1% at junior high school level (SMP). Violence committed among fellow students was 41,2% for junior high school and 43,7% for high school level with the highest category of psychological violence in the form of excommunication, subsequent verbal violence (mocking) and last physical violence (hit). The description of violence in junior high schools in three major cities, namely: Yogyakarta: 77,5% (acknowledge the violence); 22,5% (acknowledge no violence, Surabaya: 59,8% (no violence), Jakarta: 61,1% (no violence).

Another study of bullying by Riauskina, Djuwita, and Soesetio (2005) indicates that the victim had a perception that the perpetrator was bullying because of tradition, revenge because he was treated the same (according to the male victim), wanted to show power, angry because the victim did not behave accordingly as expected, gain satisfaction (according to female victim), jealousy (according to female victim). The victim also perceives himself to be a victim of bullying because of his flashy appearance, not behaving appropriately, disrespectful behavior, and traditions.

This shows that the experience that occurs in the students so as to form students' perception to do bullying. Perception itself is defined as the process of giving meaning to the object of observation. Chaplin (1999) views perception as the process of knowing or recognizing objective objects and events with the aid of the senses. Meanwhile, according to Walgito (2002) perception is a process of how the individual can recognize themselves and the surrounding circumstances through the stimulus received, and the individual will experience perception, the process is preceded by sensing the process that tangible receipt of the stimulus by individuals through the receptors, then stimulus forwarded to the center the neural arrangement of the

brain, and the brain is a psychological process so that individuals can perceive the stimulus it receives. Sensations from the environment will be processed together with things that have been previously learned both in the form of expectations-harass, values, attitudes, and memories. Students who experience bullying, they will perceive the bullying according to what they feel and they have been receiving in the environment based on their experience.

Based on preliminary study results at SMK K.H. Ghalib Pringsewu Lampung, found the percentage of bullying in school as much as 30%. This is one of the author reasons to examine the students' perceptions in the school. Various efforts have been done by the school to overcome the behavior of bullying, but the effort has not run optimally. This is due to the lack of collaborative efforts of school personnel in handling bullying issues. Therefore, collaborative efforts should be made from various parties (school personnel) in order to prevent intensive bullying behavior.

This study aims to reveal the factors causing bullying in schools from the perceptions of male and female students. The results of this study are expected to be considered as a consideration for teachers, parents, and communities when developing and implementing bullying prevention programs in schools.

## 2 METHOD

The research method used ex-post facto research. The authors used this method because ex-post facto is done to examine the events that have occurred and then trace back to find out the factors that could cause the incident (Cohen, Manion, and Morrison, 2007), this is in line with the problem that will be investigated by the author, the factors that cause bullying behavior in schools seen from the perception of male and female students.

The population of this study was 125 students of class X SMK K.H. Ghalib Pringsewu Lampung academic year 2015/2016. The sample in this study is 66 students of class X consisting of 33 male students and 33 female students. The authors took samples randomly so that the population had the same opportunity to be a research sample. While the number of 66 students from 125 existing students is considered to be quite representative of the population. The instrument used in the form of a questionnaire about the statements that refer to the factors causing the behavior of bullying based on the concept developed by Sullivan, Cleary and Sullivan (2005). Data analysis technique used is a parametric statistic that is by Multivariate Analysis of Variance

(MANOVA) test. The reason for using Manova analysis because this statistical method allows the authors to do research on more than two variables (analyze the influence of several variables on other variables) simultaneously.

### 3 RESULTS

The result of different test analysis which was done by Manova analysis obtained the data as follows:

Table 1: Test Analysis Different Perception of Bullying Causes Factors in Schools by Sex.

Effect	Value	F	Hypothesis df	Error df	Sig.
Gender					
Pillai's Trace	.563	15.490a	5.000	60.000	.000
Wilks' Lambda	.437	15.490a	5.000	60.000	.000
Hotelling's Trace	1.291	15.490a	5.000	60.000	.000
Roy's Largest Root	1.291	15.490a	5.000	60.000	.000

From Table 1 it is known that  $\lambda = 0.437$ ;  $F(5, 60) = 15.490$ ; and  $p = 0.000$  thus it can be concluded that there is a significant difference between the perception of male and female students on the causes of bullying behavior in school.

Based on this results can be understood that there are differences in perception that causes the behavior of bullying between male students and female students so it can be concluded that gender factors form a different understanding of bullying.

To know the differences in perceptions of factors causing bullying behavior between boys and girls can be seen in Table 2 as follow:

Table 2: Bullying Causes Factors in Schools.

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender						
	The difference of Social economy status, ethnic, religion, and gender	368.727	1	368.727	3.689	.059
	Parental parent	4905.470	1	4905.470	60.675	.000
	Broken home	1391.045	1	1391.045	11.138	.001
	Seniority	280.242	1	280.242	1.892	.174
	School situation not harmonious (Discriminative)	180.015	1	180.015	2.189	.144

Based on Table 2 above, the result of Manova test analysis which has been done by writer to every factor causing bullying It is found that there is no significant difference of perception on different factor of socioeconomic, ethnic, religion and gender status; seniority; and discriminative school situation, but there is significant difference in perception between male and female student to parenting factor with  $p = 0,000 (< 0,05)$  and broken home factor with  $p = 0,001 (< 0,05)$ .

From these results, it can be understood that factors of socioeconomic, ethnic, religious, and gender status; seniority; as well as the school situation that is not harmonious (discriminatory), is not a factor causing the occurrence of bullying. While parents parenting factors and broken home factors is a factor causing the occurrence of bullying.

#### 3.1 Ancillary Analyzes

From the population, the sample determination is adjusted to the existence of the problem and the type of data to be collected. The sample in this study is 66 students of class X consisting

Different perceptions of parenting and broken home parenting factors are presented in Table 3, as follows:

Table 3: Differences in Perceptions between Male and Female Students on Parenting Factors and Broken Home.

Aspect	Gender	Mean	Std. Deviation	N
The differences of social economy status, ethnic, religion, dan gender	Male	79.79	11.575	33
	Female	84.52	8.121	33
	Total	82.15	10.203	66
Parental parents	male	66.24	8.602	33
	Female	83.48	9.365	33
	Total	74.86	12.453	66
Broken home	Male	82.27	10.414	33
	Female	73.09	11.888	33
	Total	77.68	12.016	66
Seniorities	Male	80.91	13.298	33
	Female	76.79	10.925	33
	Total	78.85	12.253	66
School situation is not harmonious (Discriminative)	Male	81.21	11.299	33
	Female	84.52	6.068	33
	Total	82.86	9.152	66

From Table 3, it can be concluded that the male students' perceptions on the causes of bullying behavior are different from female students' perceptions of parents' parenting and broken home

factors. Male students had negative perceptions of parenting patterns ( $\bar{x} = 66.24$ ,  $SD = 8.602$ ) compared with female students ( $\bar{x} = 83.48$ ,  $SD = 9.365$ ), whereas in the broken home factor, male students have a positive perception that the broken home factor has a large contribution as the cause of bullying in school ( $\bar{x} = 82.27$ ,  $SD = 10.414$ ) compared with female students ( $\bar{x} = 73.09$ ;  $SD = 11,888$ ).

Based on these results it can be understood that male students assume that bullying behavior is caused by broken home factors while female students claim that bullying behavior is caused by parenting.

#### 4 DISCUSSION

The result of the research shows that there is no significant difference in perception between male and female students so that it can be concluded that gender factors form a different understanding about bullying. In addition, there is no difference in socioeconomic, ethnic, religious, and gender status factors; seniority; and school situation is not harmonious (discriminative) as the cause factor of bullying behavior, but there are significant difference of perception on parenting pattern factor and broken home between male students and female students. In other words, male students have a perception that broken home as a factor causing bullying, while female students have a perception that parenting as a factor causing bullying.

The results of this study are in line with research conducted by Saripah (2010) which states that bullying is closely related to the background of school and authoritative parenting. The majority of perpetrators and victims of bullying come from an authoritative family and seen from the victims and perpetrators' school background are relatively balanced. The results showed that bullying actors are characterized by high aggressiveness and inability to empathize, while bullying victims do not have high confidence and firmness. The researcher concludes that cognitive behavioral counseling is effective to improve empathy and decrease aggression of bullying perpetrators, confidence and assertiveness of victims of bullying and it is also effective for victims and bullies based on parenting and based on school background. While research Kalliotis (2000) states that the oppression often occurs in the school environment caused by the isolation made by peers due to differences in social and economic level of learners.

In places of education, there are usually controls that are created to give students a penalty lesson.

These controls contribute to the creation of bullying. Indirectly this bullying occurs because of the education culture that has existed in a school (Boyatzis, 2004). Another factor that affects the behavior of oppression is the individual's mistake in viewing the punishment given to the student. In addition, bullying is also influenced by the support of people who have power and authority (Boyatzis, 2004). According to research results Berthold and Hoover (2000), the factors that trigger the occurrence of bullying is the television show. In addition, the level of status in schools is also a risk factor.

Researchers have found a number of common characteristics of offenders and victims of bullying, which can help to define theoretical frameworks and design for prevention and intervention efforts. According to Swearer (2011), risk factors students become victims of bullying in each group seen from minorities (religion, ethnicity, sexual orientation, disability). In contrast, bullying actors are students who need social attention and are more often boys than girls. In addition, boys tend to overstep and are more active while girls tend to be more passive (Nansel, Overpeck, Pilla, Ruan, Simons, and Scheidt, 2001). Bullying perpetrators and victims are at risk of problems such as low academic achievement, poor social skills, low socioeconomic status, and family disputes.

Carney, Hazier, and Higgins (2002) have surveyed 251 teachers and counselors in an attempt to identify common characteristics of perpetrators and victims of bullying. The most common characteristic of bullying victims is young age, having limbs physically smaller and weaker than others, self-blame, and low self-esteem. The most common act of bullying perpetrators is controlling others through verbal threats and physical actions, repeating aggressive behavior, and becoming more irritable. The results show that the offender tends to have characteristics such as "family problems, lack of models of parental roles, physical and emotional abuse at home and inappropriate understanding of the intentions of others' actions" (Carney, Hazier, and Higgins, 2002). In addition, offenders and victims have the following characteristics: vulnerable, socially isolated, low self-concept, and ineffective social skills. Given these similarities, interventions can be designed to meet the needs of both groups simultaneously.

The Pozzoli, Gini and Thornberg (2016) conducted a study of bullying has highlighted the role of morality in explaining the different behaviors of students during bullying. However, this study is limited to an analysis of the explicit actions of moral

characteristics and moral reasoning only, while implicit steps have not been fully considered. Furthermore, Contreras, Elacqua, Martinez, and Miranda (2016) studies on the relationship between bullying, individual identity, and school performance in Chile show that an offender or victim of bullying increases the likelihood of becoming a student with lower academic achievement. While anti-bullying policies in schools seek to promote the identity of students associated with higher academic achievement.

The study, conducted by Gordillo (2011) on the perception of children and adolescents on bullying and the influence of frequency factor of aggression on perception and using cross-sectional design shows that conceptually and identification, the victim's perception of bullying emphasizes the criterion of 'intention to harm'. While the perception of the bullying offender is emphasizing the criterion of 'power imbalance' rather than 'intention to harm'. The results also show that both aggressors and victims tend to legitimize various modes of bullying as a form of social interaction with peers. While research conducted by Mujiyati (2015) states students who have low self-esteem tends to become victims of bullying for friends who feel more senior and strong.

From an instrumental perspective, bullying practitioners tend to have studied the behavior of a person or a place and even earlier the perpetrator is the victim of bullying itself, therefore, the perpetrator retains the bullying behavior (Allen, 2009). Reviewed some studies by finding responses that punishment for bullying offenders is not effective in changing behavior because punishment tends to reinforce the negative behavior with other negative behaviors. Thus, it seems necessary to have a creative program for the prevention and intervention of bullying behavior (Reid, Monsen, and Rivers, 2004).

This study has limitations because it only looks at indicators causing bullying behavior without providing an intervention as a prevention or further handling of bullying behavior in schools. So hopefully this research can be a reference in the effort of future bullying behavioral intervention.

## 5 CONCLUSIONS

Based on the results of the study, it can be concluded that the complexity of family problems such as parenting, and parental divorce are factors that cause significant bullying. Thus, further research can investigate interventions for bullying behaviors that

can be applied in schools based on the factors causing bullying behavior.

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