

ANALYSIS OF BULLYING BEHAVIOR IN SMA / EQUAL STUDENTS IN BANDAR LAMPUNG AND THE IMPLICATIONS ON COUNSELING SERVICES**¹Redi Eka Andriyanto and ^{2,*} Muhammad Nurwahidin**¹Counseling Guidance at Lampung University, Indonesia²Master in Educational Technology, University of Lampung, Indonesia**Received 24th June 2022; Accepted 18th July 2022; Published online 30th August 2022**

Abstract

Student success in academics is not something that is obtained instantly. Academic achievement is not the main factor of individual success in achieving their goals. Individual success can also be supported by its success in completing the stages of development that are passed throughout the life of the individual. Therefore, knowing the behavior that can interfere with individual/student development in this form of bullying behavior is very important. The results of this study, can be applied in the preparation of counseling guidance program plans related to the problem of bullying. The program contains guidance and counseling services, both preventive work for the perpetrators of bullying and healing work for students who are victims of bullying. In the healing function, the results of this study can also determine the approaches that can be used in the counseling process to students.

Keywords: Forms of bullying behavior, guidance and counseling services

INTRODUCTION

The world of education in Indonesia is currently being hit by various problems. One of the problems that is quite widespread today is the problem of violence or aggressiveness that occurs in the school environment, both from teachers to students and between students themselves. Violence in schools is not only perpetrated by seniors to their younger classmates, but can also occur to their peers. Violence or commonly called bullying in Indonesia is still rife, not least in the world of education. The violence or bullying is carried out by students both on a small scale and on a large scale. This is evidenced by the increasing number of news about violence that occurs in the school environment. Both violence perpetrated by teachers on their students, seniors against their classmates, and students of the same age. Evidence of violence or bullying occurring in the school environment can be seen in the news released on Saturday, July 29, 2017 at 18:10 with the title "Students Who Do Bullying at SMKN 56 Expelled from School" (www.wartakota.com). The violence perpetrated by seniors against juniors began because the action began when the student was attacked while he was near the PenjaringanKoramil. However, they were saved because they entered the Koramil area. So that seniors at SMKN 56 feel the need to provide self-defense materials to younger classmates. The action that was carried out on Thursday (27/7) was an unacceptable method. According to Rigby (Hengki, 2013) the act of bullying has three integrated characteristics, namely, (1) the presence of aggressive behavior that pleases the perpetrator to harm the victim, (2) is carried out in an unbalanced manner, causing distress to the victim, and (3) behavior it is done repeatedly. Bullying behavior can actually occur anywhere, not least in the school environment which in fact is a place where an individual/student develops all his potential. Bullying behavior that is often encountered in the student environment includes mocking, spreading rumors, inciting, isolating, scaring, intimidating, threatening, bullying, bullying,

or physically attacking people. Bullying does not choose age or gender, the victims are generally children who are weak, shy, quiet, disabled, closed, intelligent, beautiful, or have certain body characteristics that are made fun of. According to Coloroso (2007) dividing bullying into four forms, namely verbal, physical, and relational and electronic bullying. In general, bullying practices can be grouped into three categories, namely; Physical bullying, non-physical bullying, and mental/psychological bullying. Bullying is actually a situation that is created when three characters meet in one place. This situation is like a performance stage with three actors playing their respective roles. The three actors are: Bullying Perpetrator, Bullying Victim and Bullying Witness. The main elements that cause bullying to occur are power imbalances, where the perpetrator feels he has more "power" than the victim who perceives himself as powerless to fight back; bullying is usually planned but covert; bullying tends or at least is perceived by the victim to be repeated. (Sarlito and Meinarno, 2009: 17). So the obvious reason is that someone is doing bullying is to feel satisfaction when "in power" among their peers. Seeing these conditions, it takes the role of the school in responding to cases experienced by students. One of these parties is the BK teacher who has a duty as a counselor, who can handle bullying behavior experienced by students, both as perpetrators and as victims. Therefore, guidance and counseling services should be able to provide various types of guidance and counseling services that can provide assistance to students in solving the problems they face such as personal, social, work problems, and so on. In addition, the guidance and counseling program basically provides assistance to students so that they can get to know themselves maturely. Student success in academics is not something that is instantly obtained by individuals. Academic achievement is not the main factor of individual success in achieving their goals. Individual success can also be supported by its success in completing the stages of development that are passed throughout the life of the individual. Therefore, knowing behavior that can interfere with individual/student development in this form of bullying behavior is very urgent.

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Knowing the level of achievement of individual developmental tasks, and the problems experienced, makes information on the form of bullying behavior very important to determine alternative counseling assistance to be provided. So that after the individual / student is at the next level of education, problems will be avoided. Bullying is actually a situation that is created when three characters meet in one place. This situation is like a performance stage with three actors playing their respective roles. The three actors are: Bullying Perpetrator, Bullying Victim and Bullying Witness. The main elements that cause bullying to occur are power imbalances, where the perpetrator feels he has more "power" than the victim who perceives himself as powerless to fight back; bullying is usually planned but covert; bullying tends or at least is perceived by the victim to be repeated. (Sarilito and Meinarno, 2009: 17). So the obvious reason is that someone is doing bullying is to feel satisfaction when "in power" among their peers. Seeing these conditions, it takes the role of the school in responding to cases experienced by students. One of these parties is the BK teacher who has a duty as a counselor, who can handle bullying behavior experienced by students, both as perpetrators and as victims. Therefore, guidance and counseling services should be able to provide various types of guidance and counseling services that can provide assistance to students in solving the problems they face such as personal, social, work problems, and so on. In addition, the guidance and counseling program basically provides assistance to students so that they can get to know themselves maturely. Student success in academics is not something that is instantly obtained by individuals. Academic achievement is not the main factor of individual success in achieving their goals. Individual success can also be supported by its success in completing the stages of development that are passed throughout the life of the individual. Therefore, knowing behavior that can interfere with individual/student development in this form of bullying behavior is very urgent. Knowing the level of achievement of individual developmental tasks, and the problems experienced, makes information on the form of bullying behavior very important to determine alternative counseling assistance to be provided. So that after the individual / student is at the next level of education, problems will be avoided.

METHODS

This research is a quantitative descriptive research. According to Lehman (in A, Muri Yusuf, 2005) descriptive research aims to describe systematically, factually and accurately about the facts and characteristics of certain populations or describe phenomena in detail as they are. This research is very appropriate to do to answer the research problem, which is to describe the forms of bullying in SMA Negeri Bandar Lampung students. The population of this study took place in 3 high school/equivalent schools in Bandar Lampung City, namely SMA Negeri 15 Bandar Lampung, SMK Negeri 2 Bandar Lampung and Madrasah Aliyah Negeri 2 Bandar Lampung in the 2018/2019 academic year. The sampling of the research was done by using random sampling technique. This technique is used to take samples from members of the population randomly. The sampling process begins with identifying the population, then determining the size of the sample using the formula Krejcie & Morgan, 1970; Udinsky, et al, 1981 (Muri Yusuf, 2005). Based on the sample criteria and sampling techniques that have been carried out, 537 students were taken randomly with the help of the Excel program.

Table 1. Distribution of Student Population and Sample

Name of School	Population	Sample
SMAN 15	743	11
SMKN 2	1851	277
MAN 2	982	148
Total	3576	537

The data used in this study were obtained from the results of the distribution of bullying behavior questionnaires that were filled out by the respondents. The instrument used to collect research data is a Likert Scale. The scale used will be developed by the researchers themselves based on indicators of the form of bullying. The instrument that will be developed in this research has four indicators of forms of bullying.

RESULTS AND DISCUSSION

The results of the analysis of the frequency distribution of students who carry out bullying behavior, the results of a questionnaire score on the form of bullying behavior that have been distributed to 537 students in 3 different schools in Bandar Lampung produce the following data:

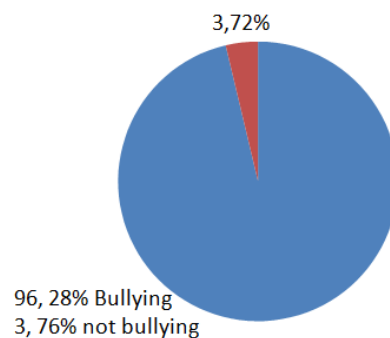


Figure 1. Percentage of Bullying Behavior of SMA/Equivalent Students in Bandar Lampung City

Based on Figure 1, it is known that 96.28% of high school students / equivalent in the city of Bandar Lampung do bullying behavior. These results are obtained from the results of the analysis of 3 schools in Bandar Lampung, which will be explained in table 2 as follows:

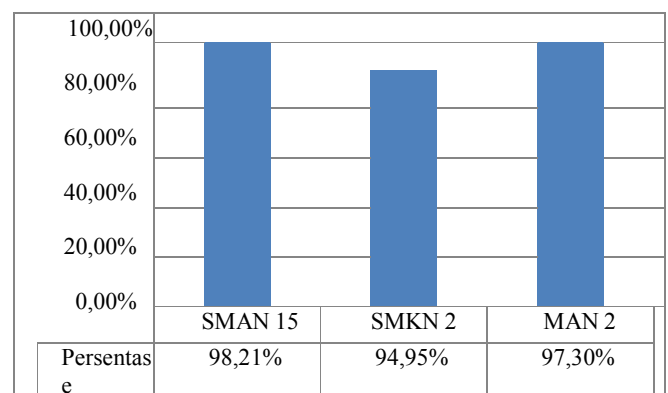


Figure 2. Distribution of Percentage of Bullying Students at SMAN 15, SMKN 2 and MAN2 Bandar Lampung

Based on Figure 2, it is known that 98.21% of SMAN 15 Bandar Lampung students do bullying behavior, 94.95% SMKN 2 Bandar Lampung students do bullying behavior and 97.30% MAN 2 Bandar Lampung students do bullying

behavior. From the comparison of the 3 high schools/equivalent, there is no significant difference between the number of students who are bullies, the three schools are more than 90% of students doing bullying behavior. So it can be concluded that there is no difference in bullying behavior between SMA, SMK or MAN in Bandar Lampung City. Based on this explanation, it can be locked that 96.28% of high school students / equivalent in Bandar Lampung City carry out bullying behavior.

A. Results of Descriptive Analysis of the Percentage of Physical, Verbal, Relational and Electronic Bullying Behavior of Students

The results of the analysis of the percentage of students who carry out physical bullying behavior, verbal bullying, relational bullying and electronic bullying the results of a bullying behavior questionnaire that have been distributed to 537 students in 3 different schools in Bandar Lampung resulted in 302 high school students/equivalent doing physical bullying behavior, 478 students High school students/equivalent conduct verbal bullying behavior, 437 high school students/equivalent conduct relational bullying behavior and 321 high school students/equivalent conduct electronic bullying behavior. The data will be explained in Figure 3 as follows:

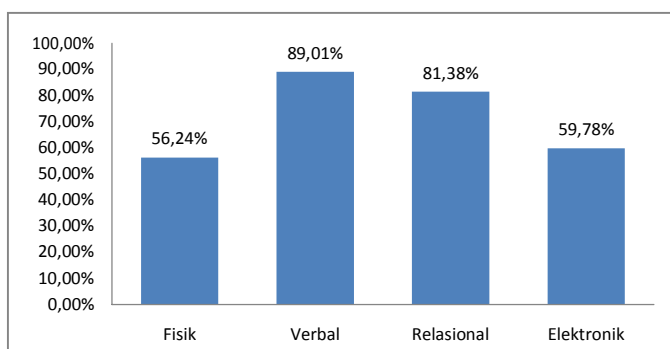


Figure 3. Percentage of Physical, Verbal, Relational and Electronic Bullying Behavior of High School Students / Equivalent in Bandar Lampung City

Based on Figure 3, it can be seen that verbal bullying behavior occupies the highest position.

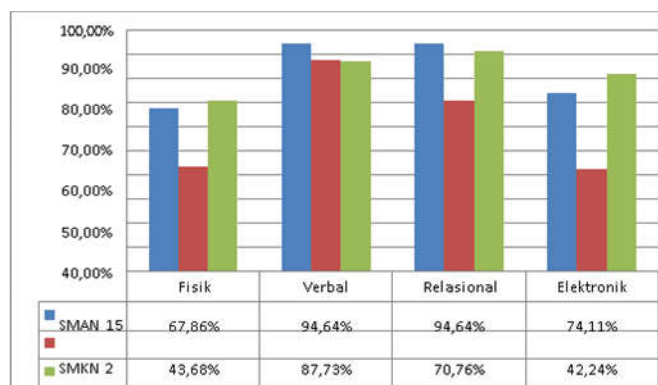


Figure 4. Distribution of the Percentage of Physical, Verbal, Relational and Electronic Bullying Students at SMAN 15, SMKN 2 and MAN 2 Bandar Lampung

Based on Figure 4, it is known that physical bullying was carried out by 67.86% of SMAN 15 Bandar Lampung students, 43.68 % of SMKN 2 Bandar Lampung students, and 70.98%

of MAN 2 Bandar Lampung students. Verbal bullying was carried out by 94.64% of SMAN 15 Bandar Lampung students, 87.73% of SMKN 2 Bandar Lampung students, and 87.16% of MAN 2 Bandar Lampung students. Relational bullying was carried out by 94.64% of SMAN 15 Bandar Lampung students, 70.76% of SMKN 2 Bandar Lampung students, and 91.22% of MAN 2 Bandar Lampung students. Electronic bullying was carried out by 74.11% students of SMAN 15 Bandar Lampung, 42.24% students of SMKN 2 Bandar Lampung, and 81.76% students of MAN 2 Bandar Lampung. Based on this explanation, it can be concluded that verbal bullying behavior is the bullying that is mostly done by high school/equivalent students in Bandar Lampung City, followed by relational bullying, physical bullying and electronic bullying. Humans are social creatures who need interaction with other humans in their environment. With various kinds of uniqueness and different human personalities so that it is not uncommon for conflicts between humans to occur. One of the conflicts that occur between humans is bullying behavior, which is a conscious and intentional act that intended to harm, create fear through further attacks and create terror (Barbara Coloroso, 2002). Olweus in Krahe (2005) defines bullying as the negative behavior of a person or more towards the victim of bullying that is carried out repeatedly and occurs from time to time. In addition, bullying also involves an imbalance of power and power, so that the victim is in a state of being unable to defend himself effectively against the negative actions received by the victim (Krahe, 2005).

B. Descriptive Analysis of the Percentage of Students Who Do Bullying

Students who carried out bullying behavior in this study were students who chose "yes" on one or more of the items in the form of bullying behavior that had been given to students. Because if students done or more of the bullying behavior, the student can be said to be bullying behavior at school. Based on the results of the analysis of bullying behavior, it is known that 517 or 96.28% of students do bullying behavior. These results are obtained from the results of the questionnaire scores on forms of bullying behavior that have been distributed to 537 students in 3 different schools in Bandar Lampung, which will be described in table 2 as follows:

Table 2. Distribution of Bullying Students at SMAN 15, SMKN 2 and MAN2 Bandar Lampung

Name of school	Total of students	Percentage (%)
SMAN15	110Siswa	98,21%
SMKN2	263Siswa	94,95 %
MAN2	144Siswa	97,30%

Based on table 2, it is known that 98.21% of SMAN 15 Bandar Lampung students, 94.95% of SMKN 2 Bandar Lampung students and 97.30% of MAN 2 Bandar Lampung students do bullying behavior. This result is in line with the results of a case study at SMA "X" Surabaya, which resulted in as many as 97.5% of students at school engaging in bullying behavior (Arya, 2018: 31). This research is also supported by research conducted by Tumon (2014). The results show that less than 50% of research subjects often and always do bullying, but all research subjects have been involved in bullying behavior. Based on this description, it can be concluded that 96.26% of high school students/equivalent in Bandar Lampung do bullying behavior.

C. Results of Descriptive Analysis of the Percentage of Students' Physical, Verbal, Relational and Electronic Bullying Behavior

The forms of bullying according to Coloroso (2007) are divided into four types, namely physical bullying, verbal bullying, relational bullying, and electronic bullying. Furthermore, the results were differentiated according to the form of bullying into 4 parts according to the form of bullying behavior, namely physical bullying on items 1 to 10, verbal bullying on items 11 to 20, relational bullying on items 21 to 30, and electronic bullying on items 31 to 37 items, then analyzed according to their respective forms of bullying behavior. If the student chooses the answer "yes" to one of the items of physical bullying behavior, then the student performs physical bullying behavior and so on. So as to produce the data in table 3 as follows:

Table 3. Percentage of High School/Equivalent Students in Bandar Lampung City Perpetrators of Physical Bullying, Verbal Bullying, Relational Bullying and Electronic Bullying

Forms of bullying behavior	Total of students	Percentage(%)
Physical	302Siswa	56,24 %
Verbal	478Siswa	89,01 %
Relational	437Siswa	81,38 %
Elektronik	321Siswa	59,78 %

Based on table 3, it is known that physical bullying was carried out by 56.24% of students, verbal bullying was 89.01%, relational bullying was 81.38% and electronic bullying was 59.78% students. These results are obtained from the results of the questionnaire scores on forms of bullying behavior that have been distributed to 537 students in 3 different schools in Bandar Lampung, which will be described in table 4 as follows:

Table 4. Distribution of Physical, Verbal, Relational and Electronic Bullying Students at SMAN 15, SMKN 2 and MAN2 Bandar Lampung

Nama Sekolah	Fisik		Verbal		Relasional		Elektronik	
	JS	%	JS	%	JS	%	JS	%
SMAN 15	76	67,86%	106	94,64%	106	94,64%	83	74,11%
SMKN 2	121	43,68%	243	87,73%	196	70,76%	117	42,24%
MAN 2	105	70,95%	129	87,16%	135	91,22%	121	81,76%

Based on Figure 4, it is known that at SMAN 15 Bandar Lampung, 67.86% of students did physical bullying, 94.64% of students did verbal bullying, 94.64% of students did relational bullying and 74.11% of students did electronic bullying. So it can be concluded that at SMAN 15 Bandar Lampung, the bullying behavior that is mostly done by students is verbal and relational bullying. Based on Figure 4, it is known that at SMKN 2 Bandar Lampung 43.68% of students do physical bullying, 87.73% of students do verbal bullying, 70.76% of students do relational bullying and 42.24% of students do electronic bullying. So it can be concluded that at SMKN 2 Bandar Lampung, the bullying behavior that is mostly done by students is verbal bullying. Based on Figure 4, it is known that at MAN 2 Bandar Lampung 70.98% of students do physical bullying, 87.16% of students do verbal bullying, 91.22% of students do relational bullying and 81.76% of students do electronic bullying. So it can be concluded that at MAN 2 Bandar Lampung, the

bullying behavior that is mostly done by students is relational bullying. Based on this explanation, it can be concluded that verbal bullying behavior is the bullying that is mostly done by high school/equivalent students in Bandar Lampung City, followed by relational bullying, physical bullying and electronic bullying. These results are in line with the results of research by Kim YS, Koh YJ, Leventhal BL (2004) in South Korea, namely "the most common subtypes of victimization were exclusion (23%), verbal abuse (22%), physical abuse (16%) and coercion. (20%)". The most common subtypes of bullying were exclusion (23%), verbal abuse (22%), physical abuse (16%) and coercion (20%). Exceptions are part of relational bullying, avoidance, an act of exclusion, is the strongest tool of bullying (Coloroso, 2007). Exceptions are not obvious and difficult to detect so relational bullying is quite difficult to overcome. However, these results slightly contradict the results of research by Iannotti, Nansel, and Wang (2009) in the United States, namely:

"Prevalence rates of having bullied others or having been bullied at school for at least once in the last 2 months were 20.8% physically, 53.6% verbally, 51.4% socially, or 13.6% electronically"

The average rate of bullying others or being bullied at school over the past 2 months was 20.8% physical, 53.6% verbal, 51.4% social, or 13.6% electronic. In the results of this study, verbal bullying was 2.4% higher than social (relational) bullying.

Conclusion

After analyzing the research results, it can be concluded that the results of research with quantitative data analysis indicate that Based on the results of research conducted at Senior High Schools (SMA/Equivalent) in Bandar Lampung, researchers obtained the following conclusions:

1. 96.28% of the total research sample carried out bullying behavior. There is no significant difference between the bullying behavior of male and female students.
2. Bullying that is mostly done by students is bullying verbal as much as 89.01%.
3. Bullying that is mostly done by male students is verbal bullying. Meanwhile, female students were more involved in relational bullying.

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