



ANALYSIS OF BULLYING CASE PROBLEM IN SCHOOL

Fathra Annis Nauli, Jumaini, Diva de Laura

Nursing School University of Riau 9 Pattimura Street Building G Pekanbaru Riau
Postal Code 28131 Indonesia

ABSTRACT

Bullying is one of the most serious acts of school violence for educators, parents, and the public. According to the National Commission for Child Protection, incidences of bullying increase every year, in 2015 the number of bullies increased by 39%. The aim of this research is to describe the condition of bullying behavior among students in schools. The data were collected from 208 samples of junior high school students. A univariate analysis was conducted to show respondent characteristics and a description of the questionnaire results per-statement points was included. The results of the research showed that most bullying perpetrators were senior students as much as 87 respondents (41.8%), 34 respondents (16.3%) had become bullies, and 67 respondents (32.2%) had become victims of bullying. The majority of bullying incidents were in the lowest category, which was as many as 197 respondents (94.7%). The highest impact of bullying felt by the respondents was hurt feelings, which was as many as 93 respondents (44.7%). This research can further be a reference for schools to develop anti-bullying policies for dealing with bullying.

Keywords: Bullying, Case problem, Junior High school

ABSTRAK

Bullying adalah salah satu kekerasan di sekolah yang paling serius bagi pendidik, orang tua dan masyarakat. Menurut Komisi Nasional Perlindungan Anak, perilaku bullying meningkat setiap tahun, pada 2015 pelaku bullying meningkat 39%. Tujuan dari penelitian ini adalah untuk menggambarkan kondisi perilaku bullying di kalangan siswa. Data dikumpulkan dari 208 sampel siswa sekolah menengah pertama. Analisis univariat dilakukan untuk menunjukkan karakteristik responden, gambaran kondisi perilaku bullying dan mengidentifikasi masalah bullying yang terjadi di sekolah. Hasil penelitian menunjukkan bahwa sebagian besar pelaku bullying adalah mahasiswa senior sebanyak 87 responden (41,8%), 34 responden (16,3%) menjadi pelaku bullying dan 67 responden (32,2%) menjadi korban bullying, mayoritas pelaku bullying berada pada kategori rendah sebanyak 197 responden (94,7%), dampak bullying yang paling dirasakan oleh responden adalah terluka sebanyak 93 responden (44,7%). Penelitian ini selanjutnya dapat menjadi referensi bagi sekolah untuk dapat mengembangkan sekolah anti bullying.

Kata kunci: Bullying, Kasus masalah, Sekolah Menengah Tingkat Pertama

BACKGROUND

Bullying is a form of school violence that is very worrying for educators, parents and the public. Schools that should be a place for children to gain knowledge and build a positive personal character have turned out to be a place of bullying growth (Wiyani, 2012). Currently bullying is recognized as a serious problem amongst children. Many children report that they have been ridiculed, belittled, or victimized in other ways repeatedly by oppressors at school (King, 2010). Bullying is a long-standing problem that threatens all aspects of life, is socially unacceptable and is an abnormal and unhealthy behavior (Rudi, 2010).

The phenomenon of bullying cases that occur in Indonesia are increasing every year, the incidence of bullying cases in schools from KPAI shows that child abuse in schools has increased by 4% from 2014 to 2015 (461 cases to 478 cases). Furthermore, children of school age who become perpetrators of bullying also increased by 39% in 2015 (KPAI, 2016). The Indonesian Child Protection Commission recorded 2,178 cases in 2011, 3,512 cases in 2012, 4,311 cases in 2013 and 5,066 cases in 2014 (Setyawan, 2015). The Indonesian Child Protection Commission also recorded 79 cases of children as perpetrators of bullying at the elementary school level as well as junior high schools throughout 2015. This case has increased when compared to the previous year, which was 67 cases throughout 2014 (Putera, 2015). In Pekanbaru, the Ministry of Women's Empowerment and Child Protection (Kemenpppa) noted that in 2015 there were 98 cases of violence against children and women, of which 70% were cases of violence against children as a result of bullying (Kemenpppa, 2016).

The results of the study of Darwis, Nauli and Safri (2016) on the relationship between bullying behavior and frequency of watching violence in one of the vocational schools in Pekanbaru found that 53.8% of students have high levels of bullying behavior. The research work of Putri, Nauli and Novayelinda (2015) on the factors that influence the behavior of

bullying in adolescents in senior high school in Pekanbaru discovered that 50.6% of students have high levels of bullying behavior. In addition, the research work of Eninta, Nauli and Woferst (2017) on one of private junior high schools in Pekanbaru discovered that 50.5% of students had high levels of bullying behavior. Based on the data, it can be concluded that the incidences of bullying have increased.

Because of the many cases of bullying in schools, The President of Indonesia Joko Widodo plans to publish a presidential regulation about anti-bullying in schools (Metro TV, 2015). This is a sad fact because the government (central and local) and the public are not able to prevent the recurrence of cases of violence i.e. bullying in schools despite such acts being a violation of children's rights, which have been protected by Law Number 23/2002 about Children Protection that has been renewed through Law Number 35/2014.

The Ministry of Education and Culture has issued Ministerial Regulation about Anti Bullying in the activity of new student orientation through Ministerial Regulation Number 55/2014 and Circular Letter Number 59389/MPK/PD/2015. However, the fact is that the forms of violence or bullying still occur in the orientation activities of the students. Violence in MOS activities (the school orientation period) ultimately leads to continuous bullying in school.

METHODS

This research was conducted at Pekanbaru PGRI junior high school based on the results of the research by Eninta, Nauli and Woferst (2017), which found the percentage of high levels of bullying behavior to be (50.5%) as well as the fact that this school had not yet applied to implement anti-bullying programs within the school environment. This research was a quantitative descriptive study using proportionate stratified random sampling method. The research was conducted in May-September 2017 in the private junior high school of Pekanbaru with 208 samples that were in accordance with the

inclusion criteria of being: 13-17 years old and willing to become respondents who had previously filled out the consent form.

The data collection tool used in this study was in the form of a bullying behavior questionnaire that adopted the adolescent questionnaire peer relations instrument by Parada (2000). This questionnaire consisted of 18 statements specifically for groups of adolescents aged between 12-17 years and a questionnaire in the form of a choice of questions about bullying behavior that was made by the researcher. The questionnaire has previously been tested for validity and reliability with an alpha r value (0.861) so that the bullying behavior questionnaire can be stated to be reliable. Validity test results of the questions show that r count (0.730 - 0.832) has a value of more than 0.444 so the variable can be declared valid.

RESULTS

This study used a univariate analysis, which was performed to identify the characteristics of respondents including age, the gender of students and parents, relationships with other students, employment and the description of the questionnaire results per-statement point. The results of the univariate analysis in this study are as follows :

Description of bullying incidents in School

Table 1. Demographic profile of students

Characteristics	Frequency (n=208)	
	n	%
Age		
13 years	45	21.6
14 years	88	42.3
15 years	54	26.0
16 years	20	9.6
17 years	1	0.5
<i>Total</i>	208	100
Gender		
Male	99	47.6
Female	108	52.4
<i>Total</i>	208	100

Table 1 shows that from 208 respondents, most of the students were 14 years old (88 respondents or 42.3%) and

more than half of the students were female (108 respondents or 52.4%).

Table 2. The frequency distribution of respondents based on general questions about bullying in schools

Questions	Frequency (n=208)	
	N	%
Does bullying occur in schools?		
Yes	156	75
No	52	25
<i>Total</i>	208	100
Who does bullying?		
Seniors	87	41.8
Friends	67	32.2
Gangs who have power	33	15.9
Others	21	10.1
<i>Total</i>	208	100
Is bullying known by the teacher?		
Yes	146	70.2
No	62	29.8
<i>Total</i>	208	100
Is bullying known by the parents?		
Yes	39	18.8
No	169	81.3
<i>Total</i>	208	100
Have you ever been a victim of bullying?		
Yes	34	16.3
No	174	83.7
<i>Total</i>	208	100
Has ever been a victim of bullying?		
Yes	67	32.2
No	141	67.8
<i>Total</i>	208	100
What is the reaction if there is bullying action?		
Be quiet	8	3.8
Report to teacher	152	73.1
Report to friend	0	0
Report to parent	4	1.9
Do not know	8	3.8
Revenge the perpetrator	31	14.9
Tolerate the action of perpetrator	5	2.4
<i>Total</i>	208	100

Table 2 shows that over half of the students stated that bullying occurred in their school (156 respondents or 75%) and most of the bullying perpetrators were seniors (87 respondents or 41.8%)

followed by friends (67 respondents or 32.2%). Over half of the bullying actions were known by the teacher (146 respondents or 70.2%), but most of the parents were not aware of any of the bullying actions (169 respondents or 81.3%).

Over half of the students had never been bullying perpetrators (174 respondents or 83.7%) and most of them had never been victims (141 respondents or 67.8%). The most common of the student's reactions if there is bullying in schools is to report it to the teachers (152 respondents or 73.1%).

Table 3. The frequency distribution of respondents based on verbal bullying behavior

Statements	Yes		No		Frequency	
	n	%	n	%	n	%
Threatened	22	10.6	186	89.4	208	100
Snapped	28	13.5	160	86.5	208	100
Nicknamed	83	39.9	125	60.1	208	100
Scorned	15	7.2	193	92.8	208	100
Insulted	46	22.1	162	77.9	208	100
Gossiped	47	22.6	161	77.4	208	100
Maligned	44	21.2	164	78.8	208	100
Extorted	67	32.2	141	67.8	208	100

Table 3 shows that the most commonly perpetrated forms of bullying was using nicknames (83 respondents or 39.9%), followed by extortion (67 respondents or 32.2%). A small number of students were gossiped about (47 respondents or 22.6%), insulted (46 respondents or 22.1%), maligned (44 respondents or 21.2%), snapped at (28 respondents or 13.5%), threatened (22 respondents or 10.6%) and scorned (15 respondents or 7.2%). Overall, most of the respondents did not experience verbal bullying.

Table 4. The frequency distribution of respondents based on physical bullying behavior

Statements	Yes		No		Frequency	
	n	%	n	%	n	%
Beaten	61	29.3	147	70.7	208	100
Pushed	61	29.3	147	70.7	208	100
Kicked	33	15.9	175	84.1	208	100
Slapped	12	5.8	196	94.2	208	100
Hit with an object	15	7.2	193	92.8	208	100

Statements	Yes		No		Frequency	
	n	%	n	%	n	%
Trod on foot	38	18.3	170	81.7	208	100
Thrown with an object	23	11.1	185	88.9	208	100

Table 4 shows that most of the respondents did not ever experience physical bullying. Nevertheless, the highest level of physical bullying behavior reported was being beaten (61 respondents or 29.3%) and pushed (61 respondents or 29.3%). Then followed by treading on the foot (38 respondents or 18.3%), being kicked (33 respondents or 15.9%), being thrown (23 respondents or 11.1%), being hit with an object (15 respondents or 7.2%), and slapped (12 respondents or 5.8%).

Table 5. The frequency distribution of respondents based on psychological/social bullying behavior

Statements	Yes		No		Frequency	
	n	%	n	%	n	%
Ignored	23	11.1	185	88.9	208	100
Terrorized	5	2.4	203	97.6	208	100
Slandered	44	21.2	164	78.8	208	100
Feared	7	3.4	207	96.4	208	100
Ridiculed	68	32.7	140	67.3	208	100

Table 5 shows that the majority of respondents did not experience psychological/social bullying. The most common psychological bullying reported by the respondents was being ridiculed (68 respondents or 32.7%), slandered (44 respondents or 21.2%), ignored (23 respondents or 11.1%), and then a minority of respondents experienced being frightened (7 respondents or 3.4%) and terrorized (5 respondents or 2.4%).

Table 6. The frequency distribution of respondents based on sexual bullying behavior

Statements	Yes		No		Frequency	
	n	%	n	%	n	%
Seduced	71	34.1	137	65.9	208	100
Kissed	2	1.0	206	99.0	208	100
Shown porn content	6	2.9	202	97.1	208	100
Held in sensitive areas	16	7.7	192	92.3	208	100
Forced to	2	1.0	206	99.0	208	100

Statements	Yes		No		Frequency	
	n	%	n	%	n	%

have sex
 Table 6 shows that most of the respondents did not experience sexual bullying, however, the bullying behavior

that was reported was being seduced (71 respondents or 34.1%), followed by being held in sensitive areas (16 respondents or 7.7%), shown porn photos/video (6 respondents or 2.9%) and forced to kiss and have sex (2 respondents or 1.0%).

Table 7. The frequency distribution of respondents based on the bullying behavior of students in school

Statements	Never		Sometimes		Often		Frequency (n=208)	
	n	%	n	%	n	%	n	%
Crying caused by friends	146	70.2	57	27.4	5	2.4	208	100
Teasing	142	68.3	56	26.8	10	2.4	208	100
Goods taken forcefully	120	57.7	69	33.2	19	9.1	208	100
Pushing or slapping	183	88.0	23	11.1	2	1.0	208	100
Stared cynically	90	43.3	93	44.7	25	12.0	208	100
Threatening	198	95.2	8	3.8	2	1.0	208	100
Playing alone	167	80.3	34	16.3	7	3.4	208	100
Ridiculing	127	61.1	71	34.1	10	4.8	208	100
Threatened	168	80.8	32	15.4	8	3.8	208	100
Make friends crying	155	74.5	53	25.5	0	0	208	100
Beaten	161	77.4	41	19.7	6	2.9	208	100
Name-calling / nicknames	101	48.6	94	45.2	13	6.3	208	100
Teased	127	61.1	66	31.7	15	7.2	208	100
Annoying	122	58.7	79	38.0	7	3.4	208	100
Ignoring	143	68.8	59	28.4	6	2.9	208	100
Beating up	190	91.3	13	6.3	5	2.4	208	100
Feeling sad	135	64.9	66	31.7	7	3.4	208	100
Feeling bad caused by annoying friends	144	69.2	55	26.4	9	4.3	208	100
Ridiculed	92	44.2	87	41.8	29	13.9	208	100
Want to be at home than to school	194	93.3	11	5.3	3	1.4	208	100
Insulting	159	76.4	46	22.1	3	1.4	208	100
No friends	189	90.9	16	7.7	3	1.4	208	100
Hiding the belonging	147	70.7	55	26.4	6	2.9	208	100
Asking forcefully	184	88.5	21	10.1	3	1.4	208	100
Shunned by friends	193	92.8	13	6.3	2	1.0	208	100

Table 7 shows that the majority of the respondents stated that the other students never made they cry (146 respondents or 70.2%), that most of the respondents stated that they never engaged in teasing other students (142 respondents or 68.3%). Most of the respondents also stated that their goods had never taken forcefully (120 respondents (57.7%). The majority of respondents stated that they never engaged in pushing/slapping other students (183 respondents or 88.0%). A total of 93 respondents (44.7%) stated that sometimes they were stared at in a cynical/weird/malicious manner by other students. The majority of respondents never threatened other students (198 respondents or 95.2%) and never played

alone during the break time (167 respondents or 80.3%).

The result of the analysis from 208 respondents was that most students stated that they never ridiculed other students (127 respondents or 61.1%). Most of the respondents stated that they never received threats from other students (168 respondents or 80.8%). Most of the respondents said they never made other students cry/sad (155 respondents or 74.5%), never got beaten/kicked by other students (161 respondents or 77.4%). Almost half of respondents never called other students with bad names (101 respondents or 48.6%).

The majority of respondents were never teased by other students (127 respondents or 61.1%), never annoyed

other students as much as 122 respondents (58.7%) and were never ignored by other students as much as 143 respondents (68.8%). Most of the respondents never hit/kick other students (190 respondents or 91.3%). The majority of respondents were never saddened by other students (135 respondents or 4.9%) and never experienced feeling bad caused by annoying friends (144 respondents or 69.2%). Almost half of the respondents were never ridiculed by other students (92 respondents or 44.2%). Most of the respondents still wanted to go to school rather than staying at home (194 respondents or 93.3%).

The results of the data analysis found that most of the respondents never insulted other students (159 respondents or 76.4%). The majority of respondents stated that there were no other students who did not want to play with them (189 respondents or 90.9%). Most of the

respondents never hid their belongings (147 respondents or 70.7%). The majority of respondents stated that they never asked for goods/money forcefully from other students (184 respondents or 88.5%) and were never shunned by other friends (193 respondents or 92.8%).

Table 8. The frequency distribution of respondents by the category of bullying behavior

Categories	Frequency	
	n	%
Low	197	94.7
Moderate	11	5.3
<i>Total</i>	208	100

Table 8 shows that the most of respondents are in the low category of bullying (197 respondents or 94.7%) and other students are in the moderate category (11 respondents or 5.3%).

Table 9. The frequency distribution of respondents based on the causes of bullying in schools

Statements	Yes		No		Frequency	
	n	%	n	%	n	%
Difficult to socialize	27	13.0	181	87.0	208	100
Physical differences	15	7.2	193	92.8	208	100
Against bullying	29	13.9	179	86.1	208	100
Parental status	14	6.7	194	93.3	208	100
Lack of confidence	39	18.8	169	81.3	208	100
A certain accent/stutter	11	5.3	197	94.7	208	100
Difficult to socialize/ awkward/no friends	21	10.1	187	89.9	208	100
Over confidence	44	21.2	164	78.8	208	100
beautiful/handsome/ugly	39	18.8	169	81.3	208	100
Seizure of girlfriend	18	8.7	190	91.3	208	100
Less intelligent	21	10.1	187	89.9	208	100
Others	18	8.7	190	91.3	208	100

The result of the analysis from 208 respondents found that bullying behavior was mostly caused by overconfidence (44 respondents or 21.2%), followed by lack of confidence (39 respondents or 18.8%) and caused by being beautiful/handsome/ugly (39 respondents or 18.8%). A small number of bullying behaviors were caused by being against bullying (29 respondents or 13.9%), finding it difficult to socialize (27 respondents or 13.0%), feeling less intelligent (21 respondents or 10.1%), feeling that they had no friends/awkward (21 respondents or 10.1%), seizure of girlfriend (18 respondents or 8.7%), due to

physical problems (15 respondents or 7.2%), parental status (14 respondents or 6.7%) and that they had a certain accent/stutter (11 respondents or 5.3%). A total of 18 respondents (8.7%) answered others without providing further details.

DISCUSSION

Description of bullying in school

These results were in accordance with the findings reported by Januarko and Setiawati (2013) in three junior high schools, which showed that most of the senior students were doing acts of violence to junior students: 48.1% of students from junior high school A, 50.4%

of students from junior high school B and 61% of students from junior high school C. Christin and Princess (2009) found that bullying occurs in the school environment using the force or strength possessed by senior students directed towards junior students, the senior students pushing the juniors and even the seniors persecute the juniors.

Argiati (2010) found that the most common bullying perpetrator is usually a peer (281 respondents or 79.1%). Peer group is an inseparable and important world for children, but on the other hand children can experience stress and sensitivity in the socialization caused by hearing negative words from peers due to certain conditions such as being ridiculed due to a physical condition (Hidayati, 2012). Peers who become supporters/viewers of the bullying indirectly help the bullies gain support, power, popularity and status (Kemenpppa, 2016). Argiati (2010) found that most of bullying perpetrators are gangs who have power (76 respondents or 22%). In addition, Dewi (2014) found that 32 respondents (65.3%) who have gangs in schools do bullying. Sejiwa (2008) stated that bullying is a situation where the abuse of power/authority is done by a person/group, not only being strong in physical size but also strong mentally, while the bullying victim is unable to defend himself because he is physically or mentally weak. It means it is clear from the results of the research found with the results of previous studies that bullying behavior occurs a lot in junior high school and is done by people who are stronger (more dominant) than the victim.

The research found that 146 respondents (70.2%) stated that teachers know about bullying whereas only 39 respondents (18.8%) stated that parents know about bullying. This finding was contrary to the research conducted by Argiati (2010) which found that commonly the reaction to bullying is reporting it to school/parents (46 respondents or 40%). Mostly, the victims are reluctant to report the bullying to parents and teachers for the reason that reporting bullying does not solve the problem. Usually a dilemma occurs when the victims of bullying reports

to the teacher, which is that the teacher will call and reprimand the perpetrator and then the bullying perpetrators will face the victims again giving harder torture (Argiati, 2010).

The result of this study showed that 34 respondents (16.3%) had been bullying perpetrators and 67 respondents (32.2%) had been victims. Hymel (2010) argued that bullying behavior varies across countries, 9-73% of students reported that had bullied other students and 2-36% had been bullied. The Indonesian Child Protection Commission (KPAI, 2015) stated that violence amongst children is increasing every year from 2011 to 2014. In 2011, there were 2178 cases of violence, 2012 there were 3512 cases, 2013 there were 4311 cases, 2014 there were 5066 cases divided into three categories: 1) Parents, families, or people around the home environment; 2) Education environment; 2) Unknown person (KPAI, 2015).

Respondents reactions to bullying were to report it to the teachers (152 respondents or 73.1%), and to take revenge on the perpetrators (31 respondents or 14.9). These results were in accordance with Argiati's study in 2010 which stated that the victim's reaction after receiving bullying is avenge the perpetrator's act (49.56%) and to report it to the school/parents (46 respondents or 40%). By taking revenge on the bullies, it may reduce the conducive learning environment in the school. If revenge is allowed, it could result in fights between students and mass fights between groups, because under the pretext of solidarity, they will help other students who are considered as friends.

Based on the data analysis, we found that the most experienced form of verbal bullying behavior was name-calling or being nicknamed (83 respondents or 39.9%). Kardiana and Westa (2015) argued that verbal bullying behavior occurs as much as 30.5%. The most reported form of physical bullying behavior was being beaten (61 respondents or 29.3%), pushed (61 respondents or 29.3%) and forced takeovers by other student (19 respondents or 9.1%). These results were in accordance with the finding

reported by Argiati (2010) which found that the highest physical bullying form is being kicked/pushed (182 respondents or 52%), and beaten (169 respondents or 48%). Kardiana and Westa (2015) mentioned that generally the physical bullying occurs as much as 23.2%.

The most reported psychological/social bullying behavior was being ridiculed (68 respondents (32.7%)), followed by being stared at with a weird/cynical /malicious expression by other students (25 respondents or 12.0%). These results were in accordance with the finding reported by Argiati (2010) which found that the form of psychosocial/social bullying mostly reported was being ridiculed (183 respondents or 52%). The most of the sexual bullying behavior reported was being seduced (71 respondents or 34.1%). Seductive behavior is a form of sexual harassment or sexual bullying. A few studies found that 1 in 3 women and 1 in 6 men had experienced sexual harassment in childhood. This phenomenon showed a high occurrence rate of sexual harassment amongst children and adolescents (Hertijung, Partini, & Prastiti, 2008). Bahri and Fajriani (2015) mentioned that in Aceh Province there were 149 cases of child abuse/sexual abuse that occurred from 2010 to 2014.

The results of data analysis showed that the majority of bullying behavior was in the low category (197 respondents or 94.7%). This finding was accordance with Mulachela's study in 2017 which showed that the majority of bullying behaviors were in the low and very low categories (83%). In addition, Purnama (2017) in his research also found that the majority of respondents are in the category of low bullying and very low (94.27%).

The result of this study showed that the most common cause of bullying was the perpetrator's overconfidence (44 respondents or 21.2%), because of the victim's lack of confidence (39 respondents or 18.8%) and because of being beautiful/handsome/ugly (39 respondents or 18.8%). Bullies have physical strength with good and developed self-esteem, nevertheless they also have no sense of responsibility for the actions

they have taken, they always want to control and dominate, and are unable to understand and appreciate others, they also usually consist of groups that try to build or show the power of their group by harassing and threatening children or other students who are not members of their group (Yusuf & Fahrudin, 2012). In general, children become victims because they have low self-confidence and self-esteem (Yusuf & Fahrudin, 2012).

In addition, this study showed that the impact of bullying in school mostly felt by the respondents was feeling hurt (93 respondents or 44.7%), becoming more brave (84 respondents or 40.4%), reduction in concentration (75 respondents or 36.1%), feeling uncomfortable/threatened (75 respondents or 35.6%) and feeling depressed (67 respondents or 32.2%). Armia in his research mentioned that the impact of bullying mostly was feeling depressed (194 respondents or 55%), reduced concentration (130 respondents or 37%), feeling uncomfortable/ threatened (108 respondents or 31%) and feeling hurt only 87 respondents (27%).

Sejiwa (2008) argued that bullying behavior was a big obstacle for a child to actualize themselves. Bullying behavior can lead to feelings of being unsafe and discomfort, fear and feeling intimidated, low self-esteem, difficulty concentrating in learning, not wanting to socialize with others and difficulty communicating (citation). According to Kemenpppa (2016), the causes of bullying was having overconfidence with high self-esteem, tending to be aggressive with proviolent behavior, typically violent, irritable and impulsive, having a low tolerance of frustration, whereas the impact on the victim was being stressed, angry, and a reduction in IQ and achievement in school.

CONCLUSION

The results of this study indicate that there is still a high level of intimidation that occurs in schools at the junior secondary level, most of the bullies are seniors and no serious action is taken by the school in dealing with intimidation while intimidation has an impact on the victim.

It is expected that the school should develop an anti-bullying school program to prevent and reduce the bullying behaviors.

Suggestions for schools to deal with bullying cases in schools is to implement an anti-bullying policy, optimize the role of school health units by collaborating with mental health nurses proposing the establishment of a school mental health unit. Nurses can have an important role in caring for students who are intimidated because school nurses have a different relationship with students compared to other school employees.

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