

Research Article

The Role of Adolescents in Bullying at School

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Bullying is a phenomenon that can occur at various ages and in various environments, including at school. The purpose of this study was to determine the role of adolescents in bullying at schools. This study is a descriptive analytic study. The instrument used to collect data about bullying was a modified Olweus Bully/Victim questionnaire. Data were obtained using a google form which was distributed to all junior high school adolescents for 2 weeks. The number of incoming respondent data was 197 respondents who then went through screening in completing the questionnaire, finally resulting in a total of 167 junior high school adolescents. The data obtained were analyzed descriptively and presented in the form of frequency and percentage. The number of adolescents who became victims of bullying was mostly in the form of verbal violence and received slander, each with a frequency of 1-2 times in 59 adolescents (35.33%). Verbal violence had a frequency of 1-2 times in 33 teenagers (19.76%), and slander had a frequency of 1-2 times in 25 adolescents (14.97%). The role of adolescents in bullying incidents at school is that they have been victims, perpetrators and both victims and perpetrators. Appropriate education is needed for adolescents so that adolescents who are victims are able to survive and perpetrators are able to control themselves so they can stop bullying.

Keywords: adolescents, bullying, incidents

1. INTRODUCTION

Bullying is widely recognized as a major psychosocial problem that causes negative consequences (1). Traditional bullying usually takes place face-to-face involving actions such as verbal abuse (insulting, name-calling, and teasing in a hurtful way), physical actions (hitting, pushing, kicking and attacking property), or social exclusion. (spreading rumors) which is carried out continuously without any balance of power between the perpetrator and the victim so that the victim is unable to defend himself (2). Bullying in schools is a common phenomenon throughout the world; overall, nearly one-third of children and adolescents experience an incident of bullying (3). All forms of oppression, namely bullying and cyberbullying, have an impact not only on victims but also on

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anisa.hanifa1115@gmail.com**Published** 8 March 2023Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the ICMEDH Conference Committee.

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perpetrators and victims (1). The role of adolescents in involvement in bullying and the types of bullying events need to be known as the basis for providing interventions.

The prevalence of bullying involvement varies widely, and studies report that around 10-30% of adolescents are involved as perpetrators, victims, or both. No significant gender differences were observed in children who were bullied (1). The negative mental health consequences of students who have engaged in traditional bullying and cyber-bullying (ie, victims, perpetrators, or victims-abusers) are higher than in students who are not involved (1). The prevalence of victims and perpetrators of bullying in schools is 33% and 22.4%, respectively (1). In terms of traditional bullying, 1332 (35.6%) stated that they had been victims. Most often ridiculed, 1034 (27.6%), and victims of lies or false rumors, 540 (14.4%) (4). The prevalence related to gender and types of bullying still requires further research because the results vary from various studies. Students who engage in bullying as pure perpetrators have the highest risk for self-injurious behavior. Perception of the perpetrator towards the incident of bullying leads to the exterior aspect, namely the harm done while the victim emphasizes the relational aspect of domination and the intention to hurt (5).

Interpersonal nature (personality) and daily lifestyles in adolescents may be the cause of adolescents being involved as perpetrators of bullying acts who are then at high risk of becoming victims of bullying in the future (6)(4). Bullies and victims are not separate groups and many children can play both perpetrators and victims. This shows that there is a core group of teenagers who bully each other (7). In this regard, the purpose of this study is to determine the role of adolescents in the incidence of bullying in schools.

2. MATERIALS AND METHODS

This study's design is descriptive, with a cross-sectional approach. This study's population consisted of junior school students using a purposive sampling technique. Data was collected by modification Olweus Bully/Victim Questionnaire for two weeks using a Google form. Within 2 weeks, 167 teenagers who filled out the google form were chosen based on the completeness of the data that the teenagers who filled out the google form provided. Data analysis was carried out by describe in number and percentage. This research has met the ethical clearance of the health research ethics commission.

TABLE 1: Characteristics of Respondents in bullying.

Keterangan	Frekuensi	Persentase
Gender Man Woman	37 130	28,46% 77,84%
Bullying incident Never experienced Ever experienced	49 118	29,34% 70,66%
Role In Bullying Victim Perpetrator Victim – Perpetrator	71 4 43	60,17% 3,39% 36,44%

3. RESULTS

Based on table 1 shows that of the 167 respondents who have filled out the google form, the gender of the respondents is mostly female, namely 130 people (77.84%) and 118 people have experienced bullying (70.66%). Based on the experience of bullying incidents, most of them acted as victims, namely 71 people (60.17%).

TABLE 2: Characteristics of Gender and the Role of Respondents in Bullying.

Gender		Victim		Perpetrator		Victim -- Perpetrator	
		f	%	f	%	f	%
Man	Woman	4	67	0	4	10	33
Total		71	5,63	100	100	43	23,26
			94,37				76,74
			100				100

Table 2 shows that of the 118 adolescents who have experienced incidents of bullying, the role as pure victims is mostly experienced by women, namely 67 people (94.37%), as pure perpetrators as a whole are men, namely 4 people, and as victims - perpetrators as many as 33 people (76.74%) were women.

Based on the results of respondents' answers to the questionnaire about the experience of bullying incidents during the last 6 months, it can be seen in table 3 which shows that in the role of victims of bullying, teenagers mostly answered 1-2 times to the statement "I was called with bad names, made fun of, or being ridiculed in a hurtful way" and the statements "Other students lied or spread rumors about me and tried to make other people dislike me" were 59 people (35.33%). In the role of bullies, most of the teenagers answered 1-2 times to the statement "I call other students bad names, make fun of, or tease them in a hurtful way" as many as 33 people (19.76%).

4. DISCUSSION

Table 1 shows that of the 167 respondents who have filled out the google form, the gender of the respondents is mostly female, namely 130 people (77.84%) and 118 people

TABLE 3: Respondents' roles and answers about bullying experiences in the last 6 months.

Questionnaire answers	Never		1-2 Times		3-4 Times		5-7 Times		>7 Times	
	f	%	f	%	f	%	f	%	f	%
Victim I was called by bad names, made fun of, or ridiculed in a hurtful way	75	44,91	59	35,33	13	7,78	8	4,79	12	7,19
I was hit, kicked, pushed, slapped, or locked in the room	139 119 88	83,23 71,26 52,69	24 34 59	14,37 20,36 35,33	3 12 7	1,80 7,19 4,19	1 0 3	0,60 0,00 1,80	0 2 0	0 1,20 5,99
Other students leave me out of things on purpose, get kicked out of their group of friends, or completely ignore me										
Other students lie or spread rumors about me and try to make other people dislike me										
Perpetrator I call other students bad names, make fun of them, or tease them in a hurtful way	131 141 158 153	78,44 84,43 94,61 91,62	33 25 9 13	19,76 14,97 5,39 7,78	1 1 0 1	0,60 0,60 0 0,60	1 0 0 0	0,60 0 0 0	1 0 0 0	0,60 0 0 0
I keep him out of things on purpose, exclude him from my group of friends, or completely ignore him										
I hit, kicked, pushed and pushed him around or locked him in the room										
I spread false rumors about other students and try to make others dislike them										

have experienced bullying (70.66%). Based on the experience of bullying incidents, most of them acted as victims, namely 71 people (60.17%). Of the 118 adolescents who have experienced bullying incidents, the role as pure victims is mostly experienced by women, namely 67 people (94.37%), as pure perpetrators are men, namely 4 people, and as victims - perpetrators are 33 people (76, 74%) were women. Involvement in bullying is different for men and women, although the results of previous studies explained that

there was no significant difference in gender in the role of bullying, namely victims, victims - perpetrators and perpetrators (1). The results showed that boys were more likely to be victims than girls (8) and other studies shed light on conflicting findings (9). However, it is generally that boys are more likely to experience physical types of bullying whereas girls are more likely to face psychological or relational victims (10). Other studies have shown that boys are more likely than girls to be violent towards others so that boys are more involved in bullying (11). However, it was not possible to identify any significant differences between girls and boys in the context of being victims of bullying (12).

Based on the foregoing, involvement in the role of bullying cannot be directly related to gender because there are several things related to involvement in bullying such as personal characteristics of adolescents, personal abilities in dealing with stressors, environment, parental support. Studies show that groups with low socio-emotional skills and low parental support are more likely to be victims of bullying (13). Bullying refers to several aspects of social interaction and communication (14). Boys are more likely to be bullies as well as victims. Regression analysis showed that being female and a positive teacher-student relationship were significant predictors of being a less frequent bully and a positive peer relationship was a predictor of being a less frequent victim. A negative correlation was found for being a bully and being a victim and school well-being. The findings explain that social relations rather than being a member of a minority group is an important factor that causes intimidation and victimization (14). Studies show that peers with low socio-emotional skills and low parental support are more likely to be victims of bullying (13). Certain school environments, such as the presence of minority groups or lack of student support, increase the likelihood of bullying. Bullies (bully) are characterized primarily by socially dominant behavior or perceived popularity, while victims tend to have a lower social status and are less popular. In contrast, bullies are more likely to have social competence problems, are more aggressive and tend to have fewer friends (15).

Gender and role in bullying were significant predictors of self-control, with boys reporting lower levels of self-control than girls (16). In this regard, adolescents who are actually involved in bullying have an impact related to self-control abilities related to self-esteem. The results of the study explained that students who were not involved in bullying showed higher levels of self-esteem than students who were involved in bullying in roles (victims, perpetrators, or victims of bullying), higher levels of self-control and social awareness than perpetrators and victims of bullying and higher levels of responsible decision-making than victims of bullies. Another study found that gender did

not moderate the relationship between bullying and social and emotional competence (17).

Good self-esteem and coping skills are essential to maintaining a strong, happy and healthy life (18). Adolescents who have confidence in their own abilities will be able to develop various coping strategies to reduce and deal with any stress, including bullying. Low social and emotional competence is a risk factor for bullying while high social and emotional competence is a protective factor against bullying. Self-oriented personal competence is the strongest protector against victimization. Positive peer interaction is the strongest protective factor against becoming a perpetrator or victim.

5. CONCLUSION

The role of adolescents in bullying in schools includes victims, perpetrators and victims - perpetrators. Adolescents need to develop self-competencies including self-control, socio-emotional competence and positive peer interaction so education is needed about this so that adolescents are able to control themselves and be able to deal with stressors that will stop the bullying cycle.

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