



Bullying experience in primary school children

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Abstract

Bullying is still a significant problem today. Bullying occurs starting from the primary level up to college. The impact of the bullying on victims can be a lonely, difficult to adjust, insecurity, low self-esteem, depression and the worst is suicide. The earlier effort to detect bullying experienced by children will be able to prevent long-term effects caused. This study was conducted on 258 students of class 4-5 primary school in Yogyakarta. Data was collected through open-ended questionnaires associated with feelings and experiences of bullying in schools both as perpetrators and victims. The result showed that students feel negative emotions associated with bullying at school and most children experience bullying at school with a variety of forms, ranging from physical, verbal and relational from peers at school. These findings have implications related to the effort to do the school to help students cope with the impact of bullying experienced.

Keywords: Bullying, Primary School Students

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Introduction

Bullying is defined as the abuse of power that is systematic and repetitive, unpleasant behavior that occurs from time to time, which can occur in children and adults. Bullying and victimization are widespread phenomena in childhood and can take several forms, such as name calling, gossiping, exclusion, and hitting or pushing (Olweus, 1993). Various forms of violence occurring in the context of bullying, ranging from verbal threats through to physical attacks and sexual deemed threatening physical and psychological of the victims as well as perpetrators. Bullying repeatedly linked with more aggressive forms of violence and

associated with negative effects in adulthood (Olweus 1991; Rey et.al, 1988; Tritt & Duncan, 1997 in Barbosa et.al, 2008).

According to Olweus, et.al 1999 bullying is a form of aggression committed by a child/teenager who has the characteristics of the three main forms: a) the behavior intended to hurt another individual, b) the behavior is performed repeatedly, c) occurred in the context of interpersonal behavior and involves an imbalance of power. This power imbalance indicates that the offender is stronger than the victim in some respects, for example more popular, physically bigger, smarter, higher social status, more powerful, structurally as

leader with subordinates and other forms of power imbalance.

The incidence of bullying has increased from year to year. Data from Komisi Perlindungan Anak Indonesia (KPAI) in 2015 states that child abuse in 2015 cumulatively decreased, but cases of children become bullies increased. Bullying at this time not only dominated by teenagers, but it has been happening since the primary school age. Most primary school age children experience bullying is invoked with a specific epithet, beaten, ostracized, threatened, his belongings stolen or abandoned in the activities undertaken.

Bullying can happen anywhere, including in schools. In school settings, bullying typically occurs on school grounds and in the classroom (Harris and Petrie, 2003). Based on research conducted by Yoselisa et al (2011) bullying occurs most in the classroom when the teacher is not there (45.1%), while in the field school (24.2%) and in the school cafeteria (16.1%). A small percentage but still showed the incident occurred is in place waiting for public transport/school (8.1%) and the corridors of the school (6.5%). When seen from this data, it can be concluded that bullying is more common in schools, but are places that escaped from monitoring or when there is no supervision of the teacher or the school authorities.

The impact of bullying on students who are victims of alarming. Some studies suggest that victims of bullying may experience a low level of wellbeing, a poor adjustment and psychological distress were higher in conditions that can lead to depression and thoughts of suicide (Rigby, 2003). Hinduja and Patchin (2010) conducted a survey on adolescents in the United States found that teens who experienced bullying or victimization have thoughts of suicide and attempting suicide are higher than youth who did not experience bullying. Selain the impact of bullying on victims can also visible through physical complaints such as psychosomatic experienced. Longitudinal study conducted by Wolke et al. (2014) found that elementary school students who experience bullying had a greater prevalence of psychotic disorder at the age of 18

years. In addition, students who are exposed to high levels of violence in schools is also significantly experiencing clinical levels of trauma symptoms than students who exposed by low-level violence (Flannery et al., 2004). Flashpohler (2009) found that students who experience bullying or become bullies who will experience a decline in life satisfaction and support from peers than children who have never done experiencing bullying or bullying.

Research results related to the impact of the bullying implies that in order to prevent the impact of bullying worse needs to be done since the early assessment in children associated with bullying they experienced at school. Therefore, this study explores the feelings of students and their experiences with bullying experienced in school. Selection of elementary school students as subjects in this study is intended to be detected since the beginning of the bullying behavior happens so do follow-up of early right.

Method

Subjects in this study were students of class 4-5 numbered 258 people consisting of 133 men and 125 women from five elementary schools in the city of Yogyakarta with an average age of 9.83 years. Data were collected using two tools that open questionnaire about their feelings and questionnaires related to school bullying behavior experienced in schools consisting of 10 item with a yes/no answer. Open questionnaire on qualitative analysis to obtain related themes with experience in school.

Results and Discussion

School is part of a micro-system for children after a house that has an important role in the social and emotional development. Child's experience at school can be assumed to have an effect on the learning process and their life in the future (Alerby, 2003). Research conducted by Reschly et al. (2008) showed that positive emotions are felt during the school often associated with higher engagement of children with learning and other negative emotions associated with low attachment. Positive emotions associated with adaptive coping.

According to Fredrickson (2001), positive emotions is an indicator or a sign of wellbeing and also formed wellbeing in the future.

Based on the analysis of data on open questionnaire with feelings felt by students associated with the school found that there is a response to positive and negative emotions that arise from the answers of the subject. Based on the percentage of the emotion shown, positive emotions appear amounted to 83.56% and 16.44% negative emotions. Positive emotions include happy, comfortable, happy, happy, excited, calm, cheerful, and well. Instead a number of negative feelings is also demonstrated through the answers given them are anxious, sad, angry, bored, unhappy,

insecure, confused and uneasy. Emerging themes related to the things that make students feel happy to be in school with the greatest percentage is experiencing bullying (45.3%), school assignments (18.9%), relationships with peers at school (15.1 %), the school regulations (7.5%), the physical condition of schools and academic achievement of 5.1% (3%). The above data shows that bullying becomes a source of negative emotions most felt by the students at the school. This condition can affect the learning process experienced by students in the school. As described by Fredrickson (2001) often negative emotions are felt it would the make the thoughts and behaviors become shallow, reducing a source of learning and adaptation.

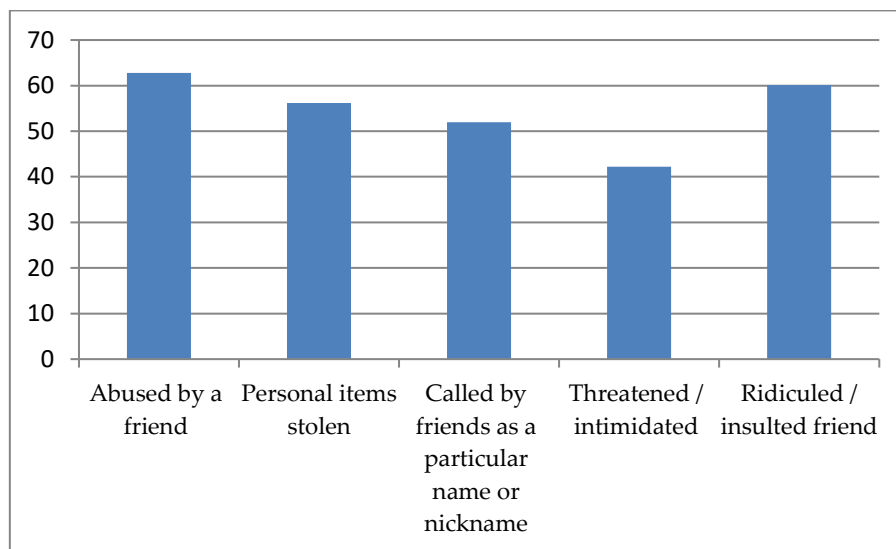


Figure 1. Being bullied experiences

The graph above illustrates the experience of being bullied in various forms. Related to that experienced bullying, physical bullying with students experience like being kicked, beaten, pinched, "dijewer" (the teacher tow student's ear) showed the greatest percentage. In addition, the students experienced verbal bullying in the form of being called / calling names such as fat, frizzy / curly and other nicknames and mocked, insulted and threatened/intimidated. Loss of personal objects such as pencils, money, books and other personal items is also a form of

bullying experienced by students in the school. Based on these findings largest percentage of bullying experienced by students are in physical form 62.8%.

The Figure 2 illustrates the perpetrators of bullying carried on his friends at school. Based on this graph, bullying is the most widely performed in the form of bullying is physical, then the verbal form of insult, ridicule the friends and called a friend with the title or a specific nickname.

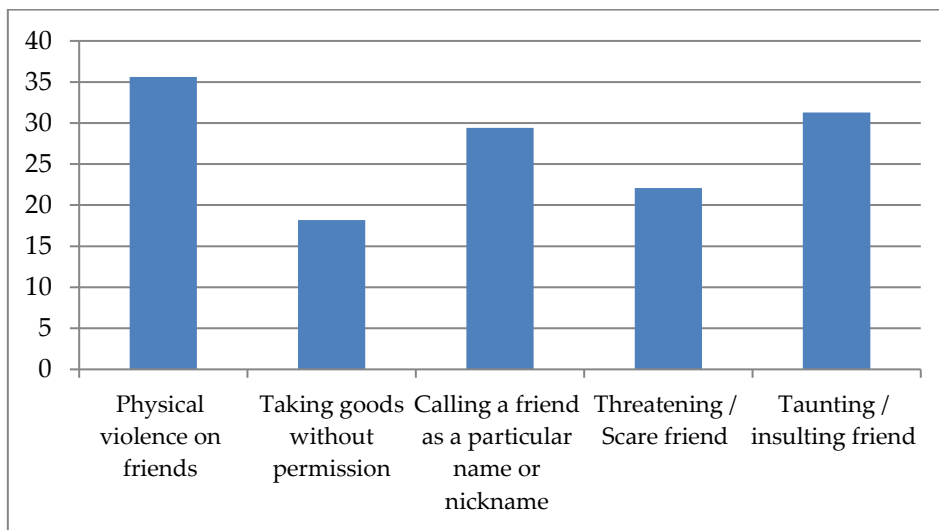


Figure 2. Bullies experiences

The results of this study indicate that quite alarming condition in which elementary school age children are already experiencing violent behavior in various forms of peers. Numerous studies show that victims of violence have an impact short-term and long-term survivor.

In addition to the physical pain, suffered continuous bullying can cause psychological effects such as feelings of loneliness, trouble adjusting, self-esteem and wellbeing is low and worse conditions can lead to depression and suicide (Wolke et al,2014; Rigby,2003; Flannery et al, 2004). Indeed, our schools into places that support for the growth and development of children, so that when bullying and acts of violence took place in the school, this remains an urgent problem that must be addressed. The findings of this study have implications for the school to make efforts to prevention and early intervention thoroughly to prevent bullying continues.

Conclusions

The study provides an overview of the bullying that happens to students in elementary school. However, this study is merely descriptive and does not indicate a correlation or influence. This study uses a closed questionnaire that does not really give much information about experience bullying experienced by children in school. Researchers next need to consider to dig deeper experiences related to

bullying both on victims and perpetrators through interviews and psychological scale. One of the challenges for further research is finding effective anti-bullying interventions appropriate to their age and stage of development of primary school children.

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