



Analysis of the Factors Causing Bullying Behaviour of Class XI Students at MAN Singkawang

Kamaruddin^{1,*}, Slamet Fitriyadi², Miranti Aulia Angel³, Floria Kabora⁴
STKIP Singkawang, Singkawang, Indonesia^{1,2,3}, Université du Québec à Montréal (UQAM),
Montréal, Canada⁴
kamaruddinoke@yahoo.com¹, ahmadfitriyadi521@gmail.com², mirmirangel17@gmail.com³,
loyahkabora@yahoo.fr⁴
**)Corresponding author*

Keywords:

Bullying Behaviour; Family Factors; Peer Factors; Mass Media Factors

ABSTRACT

This study aims to describe the factors that cause bullying behaviour of class XI students at MAN Singkawang. The research used is qualitative. The research subjects used were 13 people. The method used was the interview with sampling, the data source was purposive. Collection technique with triangulation. The results of this study indicated that factors causing bullying behaviour: (a) family factors were caused by a less harmonious family, incomplete (parents die or get divorced), communication between parents and children was not smooth, and unfair parenting; (b) the peer factor due to the excessive intensity of communication between peers allowed for the desire to bully at the instigation of their friends, so that they were considered to have full authority over their group; (c) the mass media factor, often excessive online gameplay and even more so the misuse of social media.

INTRODUCTION

Violence is a physical activity carried out by a person or group of people that can physically harm themselves, other people and the environment. Violence can be done directly or indirectly, both verbal and nonverbal violence. Verbal violence is violence that is carried out through words, for example, yelling, cursing, insulting, dubbing, shouting, slandering, spreading gossip, accusing, refusing with harsh words, embarrassing in public with verbal, and so on. Meanwhile, according to Martono (2012: 39), nonverbal violence is characterized by physical injury due to punching, beating, kicking, biting, burning or endangering children.

The most common form of violence in schools is bullying. Bullying is the use of power or force to hurt a person or group of people, a behaviour that threatens, oppresses, and makes other people feel uncomfortable. Actions are carried out once, many times, even often or become a habit. According to Olweus (Cowie & Jennifer, 2008), bullying is an act or intentional aggressive behaviour, which is carried out by a group of people or a person repeatedly and from time to time against a victim who cannot defend himself easily or as an abuse systematic power/violence.

Factors that cause someone to experience bullying according to Astuti (2008: 51) are "a bad school environment, seniority is never resolved, teachers give bad examples to students, disharmony at home, children's character". This definition explains that the factors that cause bullying to occur come from 3 parties, namely: those who do the bullying (perpetrators), victims/targets of bullying, and the environment, both school and family. From the side of the bully, the causes of bullying include: insecure (covering self-weaknesses, not satisfied with living alone), jealousy and easily emotional, proving to friends, revenge, having been a victim of bullying, lack of attention from parents, lack of trust self, and so on.

Meanwhile, from the environmental side, several examples cause bullying to occur, such as seniority traditions at school, ethical supervision and guidance from low teachers, schools with very rigid discipline, lack of communication between parents and children, divorce or family disharmony, socioeconomic inadequacies, etc. On the other hand, from the victim's side, there could be things that cause the victim to get bullied. Victims may have certain characteristics that are different from other people.

Furthermore, Ginanti (2014: 38) stated that the characteristics of people who are easy targets for bullying are those who have: "Physical uniqueness, psychological character, academic achievement, ethnic differences". A person's physical uniqueness can be the cause of victims getting bullied by other people such as people who are fat, thin, above average height, different skin colours, people with unique appearances such as using luxury goods, the appearance of a handsome man, and so on. A person's psychological characteristics can also be a cause for victims of bullying, for example, angry people, and crybabies.

A person's academic achievement can also be the cause of victims experiencing bullying, for example, low academic achievement and good academic achievement, bullying can occur because there is no acceptance from friends in the environment for these academic achievements. Ethnic differences are also not spared from things that can be a factor causing someone to experience bullying, for example, because of different ethnicity, religion, race, and culture.

In Indonesia itself, cases of bullying in schools are rampant. Both at the Elementary, Middle, and College levels. According to the Indonesian Child Protection Commission (KPAI), currently bullying cases occupy the top ranking of public complaints. On May 30 2018 the Indonesian Child Protection Commission (KPAI) recorded 36 cases of child victims of violence and bullying (22.4%). Cases of child perpetrators of violence and bullying were 41 (25.5%) cases. Bullying, which the Indonesian Child Protection Commission (KPAI) calls a form of violence in schools, defeats student brawls, and educational discrimination, and children who are victims of policies (pungli), are expelled from school, cannot take exams, and drop out of school.

Based on the results of preliminary pre-research data with the Guidance and Counseling Teacher at MAN Singkawang, it is known that in 2019 at the madrasah there was bullying between students. Several cases were revealed that occurred in Class XI students at MAN Singkawang. Cases that occur in the form of ridicule of the victim until the ridiculed victim cries, the habit of calling the victim by his parent's name, or not the student's name to mock, gossiping about his friend, ostracizing classmates so that his friend has the desire to change schools, mocking because of language differences that are brought to Madrasah, and pushing his friend to the ground. Furthermore, the results of research by Lestari (2016) showed the results of bullying behaviour is influenced by factors from families that are less harmonious, negatively oriented peers and the influence of social media to bully non-verbally. So, this study aims to describe the factors that cause the bullying behaviour of class XI students at MAN Singkawang.

METHOD

In this study, researchers used a type of qualitative research approach, namely research that emphasizes meaning rather than generalization. According to Sugiyono (2015: 15), the qualitative research method is research based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, sampling, data sources are carried out purposively. The subjects used were 13 people who were considered capable of providing the data the researchers wanted. Researchers used the interview method. This study used qualitative research in the philosophy of postpositivism with sampling, data sources were done purposively. The data collection technique was triangulation (combined). Data analysis was qualitative inductive and the results of qualitative research emphasize meaning rather than generalization.

RESULTS AND DISCUSSION

Results

The following will clearly explain the results of the analysis of interview transcripts via Google form for 13 subjects. 4 people became perpetrators of bullying AK (male, 17 years), EI (male, 16 years), NF (female, 16 years), and R (male, 16 years), and 6 people who became bullies victims of bullying N (female, 16 years), FF (male, 16 years), D (female, 16 years), AP (male, 16 years), KL (female, 16 years), and SA (male, 16 years old).

Furthermore, the researcher also includes an explanation of the results of the transcript analysis of direct interviews with the subject of three teachers consisting of (1) DK as a homeroom teacher (2) SL as a homeroom teacher, and (3) FT as a counselling teacher, regarding family factors, peers, and the mass media as a cause of bullying behaviour.

Family Factors as Causes of Bullying Behaviour

Concerning family factors, Mr DK as a homeroom teacher gave a statement that usually students who become perpetrators or victims of bullying come from families that are incomplete, biologically incomplete, some are divorced, some are left unclear where, but some already have substitutes (stepparents). Furthermore, Mrs FT as the counselling teacher explained several things related to family factors as the cause of bullying behaviour, namely the subject was usually difficult parents, low economic background, and parents separated or died. So less attention from his parents.

Regarding family factors as a cause of bullying behaviour, AK/Perpetrator (Male, 17 years old) said regarding his family that the subject's family tends to be less harmonious, and disputes often occur in the family. So that there is a gap between the subject and the subject's parents. The subject's mother always compares the subject with the subject's older siblings. The subject was unhappy with this and the subject felt that his mother showed favouritism. However, communication between the subject and his parents continues even though the subject's parents do not have much time to just spend time together, even on weekends. Parents take the time to discuss and chat in their spare time. It is not uncommon for their parents to take them out for a walk on holidays or weekends. One of the victims admitted that her biological parents had divorced a long time ago, and then her mother remarried. On the sidelines of her work, her mother took the time to accompany her to study at night. From this statement, it can be said that victims of bullying have parents who are concerned about their children's development, both personality and school development. Her parents maintain good communication with their children.

On the other hand, there was the EI/Perpetrator (Male, 16 years old) who told about his incomplete family, that is, the subject's biological father died due to illness in 2009. Now the subject lives with his mother and stepfather. The mother's treatment of the subject is sometimes uncomfortable. The subject felt ignored since the subject's mother and stepfather had another child, the love of the subject's

parents was like only for the subject's younger sibling.

Furthermore, the R/Perpetrator (Male, 16 years old) told about his family which was quite harmonious and happy, namely the subject's mother worked as a seamstress at home, and the subject's father worked in an office. The subject's communication with parents is smooth, especially with Mother. If the subject's father does not often talk because the subject's father comes home from work late at night. The subject does not often spend time with his family because the subject's father is busy working.

On the other hand, there was the NF/Perpetrator (Female, 16 years old) who told about his family being too busy, namely the subject's family, including families who did not communicate often. The subject always maintains communication with the parents, but the parents are less likely to communicate with the subject. The subject's family treatment was quite good, caring about the tasks that were supposed to be done by parents. Be a listener when telling stories, without responding and understanding. Just hearing and then left alone, the subject's parents were busier with their affairs.

Furthermore, N/Victim (Female, 16 years old), told her family which could not yet be said to be a complete family, that is, both of the subject's biological parents had died. Currently, the subject lives with the subject's adoptive father and older brother. At home, the subject is so restrained, they are not allowed to play outside the house, and they are not allowed to play with the smartphone too often, even the smartphone of the subject is the subject's older brother holding it.

In contrast to FF/Victim (Male, 16 years old) who told about his less harmonious parents, that is, the subject's mother used to work as a teacher and now she has become a housewife, the subject's father is a private worker. The subject's relationship with the subject's family can be said to be less harmonious, because sometimes the subject's father and mother fight just because of a small problem, but this does not solve the subject's family.

Next D/Victim (Female, 16 years old) explained about her family such as the subject's father working in a toy store, and the subject's mother working helping cook. The subject's relationship with his parents is fine, he often communicates and tells stories. But if the parents were not at home the subject felt lonely because the subject was an only child, and the subject also did not like playing outside the house. Based on the interview above, it can be concluded that most of the students who were identified as bullying came from families that were not intact and even tended to be disharmonious, as well as parenting styles that were unfair.

Peer Factors as a Cause of Bullying

Concerning peers, Mr SL as the homeroom teacher for Class XI that the association of students who indicated bullying included students who lacked control from their parents and tended to be a little independent. Because the subject tends to seek attention from the outside.

Mrs FT as the counselling teacher also explained the notes she got from students like peers who often treat friends as they, please. For example, NF/Doer (Female, 16 years old) subjects like those who hold power in their class, order their friends at will.

Furthermore, AK/Perpetrator (Male, 16 years) told about his close friends such as the subject having a hobby of climbing mountains. Among some of the subject's friends, not many have the same hobbies as the subject. Some close friends of the subject only YD and KO. Subjects and friends don't often go to the mall, only relax in cafes where they relax.

On the other hand, EI/Perpetrator (Male, 16 years old) explained about his hobbies with his friends who like to play games and sports such as futsal and badminton. The subject also likes to play games. From this hobby, the subject has many friends. Subjects and friends often gather at their friend's

houses. The subject also often spars futsal or if there are no other activities, usually the subject and his friends ride a motorbike while going around unclearly. And sometimes the subject also comes home late at night.

Furthermore, the NF/Perpetrator (Female, 16 years old) has many close friends and likes to go to famous places just to eat and take photos, as she said the subject does not have a hobby that is often done, sometimes the subject just reads the novel. The subject's close friends are five people, who hang out the most or hang out the most. The subject and the subject's friends often go to the mall or to places to eat which are more famous.

On the other hand, AP/Victim (Male, 16 years old) told about his hobbies and close friends of the subject, that is, the subject has a hobby of volleyball and swimming. Sometimes the subject swims with a friend named D. The subject has quite a lot of friends and only plays at the subject's or friend's house. The subject plays only on Saturdays.

Next, KL/Victim (Female, 16 years) told about her hobby which likes to draw and her friends who often take her out for walks, such as the subject of her hobby drawing or colouring. There are AT and FE who have the same hobby as the subject. The subject does not like to travel, but several times the subject's friends invite him to go to the mall or just take a walk.

On the other hand, SA/Victim (Male, 16 years old) has one hobby with SM but has never played together because they are in different classes and have different friends. The subject has a hobby of playing ball. The subject has eight friends. If you're just hanging out with your friends in class, talk about soccer because you share the same hobby. Sometimes the subject and his friends play football or watch football. Apart from being at school, the subject also often went to his friend's house to play Play Station games to entertain himself. Based on the results of the interviews above, it can be concluded that bullying deviations occur due to many factors, one of which is because of the association of students who tend to be a little free or it could be because of their friends who are fun and often make fun of them. The hobbies of the students vary, and from these hobbies, we can see how many friends the subject has.

Mass Media Factor as a Cause of Bullying

Discussing the mass media factor, the homeroom teacher gave the same explanation regarding student regulations prohibiting bringing smartphones to school. But sometimes students are allowed to bring smartphones during certain class hours, whereas subject teachers allow smartphones to support the teaching and learning process. The reason schools forbid carrying smartphones is to avoid students who can't afford to have smartphones which can provoke their friends to do negative things, such as taking other students' smartphones. Mrs FT added regarding the implementation of smartphone raids which are often carried out to prevent students from storing content that is not appropriate for their age as it was some time ago, last school year.

Furthermore, students identified as bullying. Related to the mass media factor as a cause of bullying, there is AK/Perpetrator, (Male 17 years) who talks about his favourite television shows and his penchant for accessing the internet via smartphone. The subject likes cartoon shows on Global TV and Trans TV. The subject was happy because by watching cartoons the subject could remember his childhood. And the subject often accesses the internet and opens Instagram or other social media to find information that is currently viral.

On the other hand, EI/Perpetrator (Male, 16 years) prefers DJ music programs broadcast on television and admits that he cannot be separated from his smartphone, as the subject likes to watch television after school or at night after school hours. Usually, DJ music shows like The Remix on Net TV. The subject often accesses the internet to the point of bringing a smartphone to the bathroom. Subjects like to find out about people via Instagram, Twitter, or other social media.

Next is the NF/Perpetrator (Female, 16 years old) who admits that she rarely watches television and more often uses her smartphone because the television shows are boring. Subjects often access the internet via smartphones, to open social media applications such as Instagram, Facebook, and Twitter, to upload selfies or videos of the subject with friends.

On the other hand, N/The victim (Female, 16 years old) also likes watching cartoons on television because they are funny and said that her older sister limits the use of her smartphone so she rarely accesses the internet. Social media owned by the subject, namely WhatsApp, Twitter, Instagram, and Facebook.

Furthermore, KL (victim, 16 years old) enjoys watching cartoons because it is following his hobby of drawing cartoons, especially Japanese cartoons or what is commonly called anime. The subject also said that his parent's limited smartphone use during school days (Monday-Saturday).

Furthermore, AP/Victim (Male, 16 years old), likes watching talk shows or soccer because his hobby is playing soccer. And the subject often accesses the internet via smartphone and uses the internet to play games and open social media applications.

Based on the conclusion of the interview results, the school strictly prohibits students from bringing smartphones to school for reasons of security and order during teaching and learning activities. Many of the students who were identified as bullying liked cartoons because they were still in their early teens. Then, some of them prefer to access the internet via smartphones because of their hobby of playing games and updating on social media such as Instagram, WhatsApp, Twitter and Facebook.

Discussion

Students with indications of bullying like to play social media, some of which are Facebook, Instagram, YouTube, LINE, Twitter, and WhatsApp. From the results of interviews with perpetrators and victims of bullying, all have sophisticated smartphones. From these sophisticated smartphones, you can freely go online and interact with friends easily without any time limits. However, not all perpetrators and victims of bullying are given the freedom to use smartphones. This statement is in line with Lestari's research (2016) showed results that adolescents aged between 15 to 19 years dominate internet users in Indonesia by 64%. While users of online services on E-mail (59%), instant messaging (59%) and social networking (58%).

The victims of bullying are limited by their parents in using smartphones. Two of the three victims are restricted to use only at night or on holidays (Saturday-Sunday). On the positive side, it's fun to interact through social media because you can relate to many people at one time and in one medium. For example, it's common to ask whether or not there is homework through a group created on WhatsApp, and then other friends respond to this. Furthermore, you can make appointments or events through the group, otherwise, the negative side will be people who are individualistic, anti-social, and selfish. Moreover, the misuse of social media is done.

Madrasah has made regulations that every student is prohibited from bringing smartphones to Madrasah. The reason is to avoid smartphone abuse. To avoid unwanted things, the Madrasah strictly prohibits students from bringing any form of communication.

Furthermore, based on the results of the analysis of mass media factors as a cause of bullying, it was concluded that bullying behaviour carried out by perpetrators was caused by the excessive playing of online games (Mobile Legends and PUBG) and misuse of social media (WhatsApp, Instagram, Facebook, Twitter).

CONCLUSIONS

Based on the results and discussion as described in the previous chapter, the results of the data analysis were as follows: (1) the extended family factor was the cause of bullying behaviour in this case because the family (especially the perpetrator's family) did not give love and full attention to their children, even though teenagers like the perpetrators and victims of bullying above should be given extra attention. After all, it was at this age that teenagers are vulnerable to negative things; (2) the peer factor as a cause of bullying also had a significant contribution to this case because most of the time these adolescents had to interact with their peers, both at school and home (3) The factor of the mass media (television) as the cause of bullying, in this case, had a big role because the shows or television shows most often watched by perpetrators or victims of bullying contain elements of violence.

REFERENCES

- Dara, A., & Septiyuni. (2014). Pengaruh Kelompok Teman Sebaya (*Peer Group*) Terhadap Perilaku *Bullying* Siswa di Sekolah. *Jurnal Psikologi*, 5(1).
- Fitrian, S. (2016). Hubungan Antara Konsep Diri dengan *Bullying* pada Siwa-siswi SMP (SMP Negeri 16 Samarinda). *eJournal Psikologi*.
- Ginanti et al. (2014). *Celebrate Your Weirdness*. Jakarta: PT Gramedia.
- Halimah, Andi et al. (2015) Persepsi pada *Bystander* terhadap Intensitas *Bullying* pada Siswa SMP. *Jurnal Psikologi*, 42(2).
- Kholilah, M. (2012). Hubungan Tingkat Pengetahuan Remaja Tentang *Bullying* Dengan Perilaku *Bullying* Pada Siswa Kelas XI Di SMA Semen Gresik. *Skripsi*. Stikes Yarsis.
- KPAI. (2018). *Kasus Bullying dan Pendidikan Karakter*. <http://www.kpai.go.id/berita/kpai-kasus-bullying-dan-pendidikan-karakter>.
- Lestari, W. (2016). Analisis Faktor-Faktor Penyebab *Bullying* Di Kalangan Peserta Didik (Studi Kasus Pada Siswa SMPN 2 Kota Tangerang Selatan). *Skripsi*. Fakultas Ilmu Tarbiyah dan Keguruan Pendidikan Pierre Bourdieu. Jakarta: PT. Raja Grafindo Persada.
- Masdin, (2013). Fenomena *Bullying* dalam Pendidikan. *Jurnal Al-Ta'dib*, 6(2).
- Novalia, R. (2016). Dampak *Bullying* Terhadap Kondisi Psikososial Anak Di Perkampungan Sosial Pingit. *Skripsi*. Universitas Islam Negeri Sunan Kalijaga. Yogyakarta, Yogyakarta.
- Simbolon, M. (2012). Perilaku *Bullying* pada Mahasiswa Berasrama. *Jurnal Psikologi*, 49(2).
- Sugioyono, (2015). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Usman, I. (2013). Kepribadian, Komunikasi, Kelompok Teman Sebaya, Iklim Sekolah dan Perilaku *Bullying*. *Jurnal Humanitas*10(1).
- Wiyani. (2012). *Save Our Children From School Bullying*. Yogyakarta: Ar-Ruzz Media.