

Cases of Bullying in the School Environment and Its Impact on Children's Future

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Abstract

Bullying can occur anywhere, both in urban and rural areas, both public and private schools. Whatever the type, bullying is unjustified. School should be a comfortable place for students to study science, because the impact of bullying causing deep trauma can be felt until adulthood. For this reason, to overcome bullying is not only the task of one person but all parties. This study uses a literature review method obtained online, consisting of various journal articles, research results, and subject books on bullying. Descriptive-analytical data analysis, the researcher organized all the data thoroughly about the bullying phenomenon that had been collected through internet searching. The results of the study show that various types of bullying consist of verbal bullying, cyber bullying, physical bullying, and sexual bullying. The impact of bullying victims, such as experiencing physical and verbal violence, can result in deep trauma to suicide. Special program School Violence Prevention Demonstration Program. Designed school aims to address bullying behavior.

Keywords: *Bullying, Impact, Children's Future*

INTRODUCTION

Bullying is a serious concern for students around the world. In 2019 UNESCO reported that 32% of students worldwide had been victims of bullying. With some regional differences: 22% in Central America, 25% in the Caribbean and Europe, 30.2% in South America, 31.7% in North America, 41.1% in the Middle East, 42.7% in North Africa, 48.2% in Africa. There are also geographical differences in the types of harassment. The most common form of harassment in most regions, except Central and South America, is physical assault (punching, kicking, pushing), followed by sexual harassment (teasing with jokes, dirty comments, gestures of a sexual nature). In North America and Europe, psychological abuse (intentional exclusion from activity or neglect) is most common. In some Latin American countries, the percentage of victims of verbal aggression can reach 50% (Garaigordobil et al., 2018).

According to the Federation of Indonesian Teachers' Unions (FSGI), throughout 2023 there will be 30 cases of bullying in schools. This figure increased from the previous year which only amounted to 21 cases. As many as 80% of bullying cases in 2023 occurred in schools under the auspices of the Ministry of Education, Culture, Research, and Technology, and 20% in schools under the auspices of the Ministry of Religious Affairs. Meanwhile, in early 2024, the bullying case was again in the public spotlight, after a bullying case against a student at an international high school in the Serpong area, South Tangerang. This case is widely discussed because one of the perpetrators is suspected to be the artist's child. Bullying characterized by physical, social, or verbal violence affects a large number of schoolchildren worldwide. When a student repeatedly from time to time receives negative actions from other students and finds it difficult to defend himself against such actions (Olweus, 1993). Bullying refers to physical and verbal bullying, such as hitting, kicking, teasing, mocking, threatening the victim (Smith et al., 2012). This involves negative behaviors such as spreading bad rumors and ostracizing victims (Wang et al., 2009). Dawes et al., (2023), concluded that teachers tend to see differences in the seriousness of bullying depending on the form. Meanwhile, cyber bullying suppression is carried out through electronic

means (Smith et al., 2008), in contrast to traditional bullying in terms of the potential anonymity of the perpetrator and the possibility that it can occur at any time (Kowalski et al., 2019). Bullying has negative consequences for health and well-being in the short and long term (Wolke & Lereya, 2015). Although various prevention efforts have been undertaken in different countries, large cross-country studies show that 8-23% of 15-year-olds are victims of traditional bullying and an average of 12% have been victims of bullying in recent months (Inchley et al., 2020; OECD, 2019).

In general, the possibility of being targeted by cyberbullying is smaller than in schools, although there is a clear overlap between the two forms of bullying (Cosma et al., 2020). To address the problem of bullying in schools is to encourage students to report to teachers (Gizzarelli et al., 2023). Students who experience bullying can seek help from the school environment, proven to be able to reduce the risk of internalizing problems (Shaw et al., 2019). Reporting to teachers is a preventive measure in the bullying management learning process (Novick & Isaacs, 2010). Because many students do not dare to tell teachers about bullying (Bjereld, 2018; Boulton et al., 2017; Bokkel et al., 2021; Van der Ploeg et al., 2022).

Barriers to seeking help from adults include victims' concerns about adult reactions, including distrust, the school's inability to help or protect them. Fear of peer disapproval, retaliation from bullies, exacerbating bullying, and negative emotions in the form of shame (DeLara, 2012; Ditch the label, 2016; Oliver & Candappa, 2007; O'Brien et al., 2018). Sometimes students who experience bullying feel that teachers do not take the reports of bullying they receive seriously (Wojcik et al., 2022). In addition, qualitative studies on victims' experiences show that bullying disclosures are based on isolated disclosure decisions. Although bullying often continues after an initial incident involving an adult, the victim then faces the decision of whether or not to continue to reveal new episodes of bullying. These decisions were heavily influenced by responses to their previous disclosures.

Previous research has shown that some victims did not disclose the bullying events that occurred after the initial narration (Bjereld, 2018; Bjereld et al., 2021). It is customary to test students' responses to bullying scenarios, in which students answer questions about what they would do if they were oppressed (ten Bokkel et al., 2021; Gizzarelli et al., 2023). Research conducted by Kwan & Skoric (2013), related to bullying on the social media platform Facebook revealed that bullying carried out offline has implications for the intensity of online bullying. The results of research by Waasdorp, Catherine, & Bradshaw (2015), show that traditional bullying can affect cyber bullying. Research Menesini et al., (2013), related to moral aspects of bullying behavior and actions. The results of the study show that morality plays a role in the actions of the bullying perpetrators. Research on the experience of bullying experienced by students in life is still small. Although there are limited studies comparing the behavior of oppressed and non-oppressed students in seeking help against teachers. A study shows that students who do not have experience of bullying, are more likely to seek help from teachers (Boulton et al., 2017). Recent research found that only 21% - 58% of students who are bullied will tell teachers about their victimization (Blomqvist et al., 2020; ten Bokkel et al., 2021). Girls were found to be more likely to reveal information than boys (Hunter et al., 2004).

In this study, students more often identified physical bullying (Menabo et al., 2023) and tended to take it more seriously than indirect forms of bullying (Bauman et al., 2016; Chen et al., 2016; Fors-berg et al., 2018; Thornberg et al., 2018). In addition, they report that as observers, will be more likely to intervene, if they take the bullying incident seriously (Bauman et al., 2020). If they themselves are victims of bullying, they will not tell adults if they consider it not serious (O'Brien et al., 2018). Although indirect oppression in the form of social exclusion has been shown to have a very strong association with decreased emotional well-being. Not all forms of bullying are associated with mental health problems (Thomas et al., 2016). In a study it was shown that students who received physical bullying were more likely to tell stories compared to students who were targeted by verbal, relational, and cyber bullying. Therefore, the researcher conducted a research study on the phenomenon and impact of bullying for the future of children.

RESEARCH METHODS

This study uses a literature review method. Literature review involves literature obtained online, consisting of various journal articles, research results and books. The analysis of the literature review aims to answer three research questions that have been formulated previously. Furthermore, the literature obtained stretches from the last five years. It is intended to find out the latest issues and developments in bullying theory. On the other hand, there are several literature published from 1993-2013. This is because the literature is the main theory in the study of bullying.

The subject of the study is the impact of bullying on students at school. The data analysis technique in this study uses descriptive-analytical. The analysis of the data obtained in the form of words, images, and behaviors is expressed in the form of an explanation of the conditions studied in the form of narrative descriptions (Moleong, 2017; Margono, 2023). Researchers began to organize all the data or a thorough picture of the bullying phenomenon that had been collected through internet searching.

RESULTS AND DISCUSSION

Different Types of Bullying in the School Environment

Bullying can cause various adverse effects on the physical and mental health of the victim. These actions range from physical bullying to emotional bullying (Roorda et al., 2011, 2017; Allen et al., 2018; Lei et al., 2018; Demol et al., 2020; Sulkowski & Simmons, 2018; Thornberg et al., 2022; Longobardi et al., 2022; Marengo et al., 2018, 2021). There are several types of legislation in schools that a group of students do to their friends. Whatever the type, bullying is unjustified. Schools should be a safe place for students to pursue knowledge. The impact of bullying can be felt until adulthood and even cause deep trauma. Eradicating bullying is not only the task of one person but all parties.

Knowing the types of bullying can be the first step before taking preventive actions. There are several types of bullying, namely verbal bullying, cyber bullying, physical bullying, and sexual bullying. Below is the next explanation of the four types of bullying, including:

a. Verbal Bullying

As the name implies, verbal bullying is bullying that is carried out directly or verbally in the form of words and speech. A person can judge others by his words and cannot be justified even if his intention is to joke. Verbal bullying is a deliberate and repetitive aggressive behavior of a person or group towards another person in an educational community (Hellstrom et al., 2015). Usually, oppression occurs in situations where there is some kind of difference in power, real or just perception, between the bully and the victim. Aggression can be verbal (e.g., insults, threats) or physical (e.g., hitting, pushing, or pulling hair). It also includes behaviors that are intended to exclude or hinder, in a way that degrades a person's access to a group (Smith, 2016). Any behavior that is deliberately carried out with the aim of directly or indirectly, bullying or anxiety is considered harassment (Jetelina et al., 2019).

b. Cyber Bullying

The next type of bullying in schools is cyberbullying which is so terrible that it attacks the victim's mentality. It is undeniable that almost everyone can do activities in cyberspace. When someone continuously gets curses from cyberspace, his mentality will be disturbed. Therefore, it is important to maintain social media ethics so as not to hurt anyone. When this goal is to be achieved through electronic devices or media (mobile phones, social networks), it is defined as cyber bullying (Farrington et al., 2023; Rettew & Pawlowski, 2016). In cyber bullying, the perpetrator of the bullying may not be identified. There is an assumption that cyber bullying does not necessarily depend on the imbalance of power between the victim and the perpetrator (Englander et al., 2017).

The impact of cyber bullying is greater because the internet facilitates access to a larger audience that can stay online longer, so bullying has more exposure and longer duration (Patchin & Hinduja, 2006). Perret et al. (2020), through a longitudinal study that followed 2,120 individuals for 17 years, concluded that adolescents who experienced cyber bullying were significantly more likely to show suicidal thoughts and attempts. This risk persists regardless of

previous mental health symptoms, family challenges, or previous experiences of traditional bullying. Farrington et al., (2023), found that girls are more likely to be cyber victims than boys. Although both genders have the same chance of becoming cyber perpetrators. Further, they highlight that cyber victims are at risk of engaging in suicidal behavior, including suicidal ideation, planning and attempts.

There is evidence of cyberbullying and bullying, depression, and suicidal behavior. And this coexistence does not only occur among the victims, but also among the bullies. According to the results of the study by Alavi et al., (2017), both victims and bullies, especially women, have a higher risk of depression, suicidal thoughts, and suicidal ideation compared to their peers who have never been involved in bullying. The authors conclude that victims and perpetrators are more likely to experience psychological distress and potentially commit suicide in adolescence. Hong et al., (2016), found a high-level interaction between bullying, depression, and risk of suicidal ideation in a sample of 20,511 students. The results of this study lead them to argue that depression can act as a moderator of the effects of intimidation on the risk of suicidal thoughts.

c. Physical Bullying

Physical bullying is bullying that physically attacks to cause prolonged trauma. Examples of physical bullying are throwing garbage at friends who are perceived as weaker, hitting roughly, and other acts of violence. Bullying that is done physically usually leaves scars on parts of the body, such as bruises. Some examples of bullying acts that are carried out physically are hitting, kicking, tripping, pinching, or pushing someone. In addition to injuring someone's body, the destruction of valuables is also a type of physical bullying that is carried out indirectly. For example, damaging a car or scribbling on the wall of someone's house to vent their frustration and disappointment.

d. Sexual Bullying

Sexual bullying is also a type of bullying in school called sexual harassment. The perpetrator will harass the victim to make the victim afraid because he feels that his life has been destroyed. Sexual harassment is an act of repetition and sexual harm to a person. Of course, victims of sexual harassment need the right protection and assistance from the perpetrator regardless of the reason. There are various acts that are included in sexual harassment. Examples include sexual name-calling, abusive comments, vulgar gestures, non-consensual touching, and pornographic material. Victims of sexual harassment need help and help to regain a sense of security from the impact of these actions. Of course, perpetrators of sexual harassment need to get strict action in accordance with applicable state laws.

The Impact of Bullying on Physical and Mental Health

The impact of bullying is not only felt by the victims, the perpetrators of bullying also have a negative impact on themselves and their environment. The impact on bullying perpetrators, including bullying perpetrators have minimal empathy in social interaction. Not only is his empathy problematic, but also his behavior is not normal. Hyperactive behavior is related to the actions of the bullying perpetrator towards the surrounding environment. Bullying perpetrators have higher levels of mental health disorders, especially emotional symptoms, compared to bullying victims. The impact on victims of bullying, such as experiencing physical and verbal violence. This kind of action can be a prolonged trauma for the victim.

Not only the trauma experienced by bullying victims, academic learning outcomes are also greatly affected by bullying victims. Physical violence received by bullying victims includes often being socially isolated, not having close friends, not having a good relationship with parents, declining mental health, and worst of all, bullying can result in depression and trigger suicide. Bullying perpetrators have mental health problems such as high levels of depression and psychological pressure, experience anxiety disorders, and have many social problems tend to have anti-social personalities.

The impact of bullying can have an impact on the victim's mentality which results in depression, stress, and mental disorders. In some cases, bullying also has an impact on the victim's academic activities. This happened because the victim no longer had the enthusiasm to meet someone and chose to isolate himself, especially if the bullying act occurred in an academic

environment. Another impact felt by victims is a decrease in intelligence test (IQ) scores and analytical skills.

The impact of bullying on the perpetrator, the perpetrator has a high sense of confidence, tends to be aggressive with pro-violence behavior. Lack empathy and have low tolerance for others. Feeling that they have high power so they will continue to bully.

Judging from the statement above, the impact of bullying is not only on the victim but also on the perpetrator of bullying. This act of bullying cannot be justified for any reason. Moreover, bullying children has a huge impact on their future. At school age, they should be filled with feelings of happiness and joy instead of filled with feelings of depression arising from their environment. This will instill deep trauma in the child.

How to Prevent Bullying in School

Schools are places for socialization and academic development of students, so it requires responsibility from school principals, teachers, and school residents to create a positive culture (having positive values embraced in it). So that a positive culture can help in preventing negative actions of bullying behavior. In addition, it is also through a special program designed by the school in overcoming bullying behavior. One of them is the School Violence Prevention Demonstration Program. Teaching students to share and respect each other, the importance of eradicating violent behavior at school, not kicking and hitting, and teaching how to control emotions through social education.

Through self-control and respect, students believe the program helps develop good relationships with teachers, students, family and friends (Aldridge et al., 2018; Wang et al., 2013). Teachers should play a role not only as facilitators or motivators in learning, but also must be able to understand the situation of children so that activities carried out by children at school can be monitored. To overcome bullying, cooperation between school residents is needed, including:

a. Socialization of understanding of bullying in the school environment

An important thing that is the basis for preventing bullying is an understanding of bullying itself. Especially the effects of bullying that can cause deep trauma into adulthood. The education unit must be able to provide an understanding of bullying to all school residents, both teachers, education staff, and students. Understanding related to bullying can start from small things such as the mandate of the coach during the ceremony, bullying education by teachers in the classroom, or making bullying posters displayed in the school environment.

b. Sensitive to the situation and needs of the victim

All components of the school community must also be trained to have a sense of sympathy and empathy for other school residents. One of them is paying attention to the characteristics of someone who is experiencing bullying and offering appropriate help. Characteristics of bullying victims such as often being anxious, often alone, not confident, or having physical bruises on their bodies (Fu et al., 2018). If you see such signs, approach the victim to find out more details of the bullying. After that, provide support so that they can rise up against the bullying experienced.

c. Making policies related to bullying

The rise of bullying that ends peacefully and the lack of consideration for the psychological effects of the victims, education units must be able to make policies, rules, and also strict sanctions related to bullying in the school environment. One of them is by establishing an appropriate case handling mechanism in schools. In addition, education units are also required to be firm and indiscriminate in taking action against bullying perpetrators (Manzano-Sánchez et al., 2021; Villardon-Gallego et al., 2018). This is to make potential bullies think twice about committing these cowardly acts.

d. Ensure open lines of communication for case reporting

When bullying occurs, schools are often too late to find out or respond. Therefore, education units need to have a system of mechanisms for reporting bullying cases in their environment (Han et al., 2017; VanZooeren & Weisz, 2018). The establishment of mechanisms and operational standards for safe and sensitive reporting communication channels is one way that bullying cases can be more exposed. It is not uncommon for victims or other school residents to be reluctant to report because they are afraid of being the target of further bullying.

CONCLUSION

Bullying or bullying results in various adverse effects on the physical and mental health of the victim. Some types of bullying are verbal bullying, cyber bullying, physical bullying, and sexual bullying. Bullying can have an impact on the victim's mentality resulting in depression, stress, mental disorders, and suicide. So whatever the type, bullying is not justified. Therefore, efforts are needed to prevent bullying, cooperation between school residents is needed, including: socialization of understanding of bullying in the school environment, sensitivity to the situation and needs of victims, making policies related to bullying, ensuring open communication channels for case reporting.

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