

Universitas Negeri Padang & Ikatan Konselor Indonesia

Editorial Office: Jurusan Bimbingan dan Konseling I Faculty of Education I Universitas Negeri Padang

Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.

☎ +62 (0754) 41650; Website: <http://pps.fip.unp.ac.id/>; ✉ jk@konselor.org / info@konselor.org

Volume 13 Number 2 2024



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Nilma Zola

Publication details, including author guidelines

URL: <https://counselor.pjj.unp.ac.id/index.php/konselor/about/submissions>

Identification of Bullying Behaviour Tendencies among Senior High School Students

Elisabeth Christiana

Universitas Negeri Surabaya, Indonesia

Article History

Received: Wednesday, April 24, 2024

Revised: Monday, May 27, 2024

Accepted: Sunday, June 30, 2024

How to cite this article (APA)

Christiana, E. (2024). Identification of bullying behaviour tendencies among senior high school students. *KONSELOR*, 13(2), 222–226. <https://doi.org/10.24036/0202413276-0-86>

The readers can link to article via <https://doi.org/10.24036/0202413276-0-86>

Correspondence regarding this article should be addressed to:

Elisabeth Christiana. Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Surabaya. Jl. Lidah Wetan, Surabaya (60213), Jawa Timur, Indonesia. Email: elisabethchristiana@unesa.ac.id

SCROLL DOWN TO READ THIS ARTICLE



Universitas Negeri Padang (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Universitas Negeri Padang. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Universitas Negeri Padang shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

KONSELOR is published by Universitas Negeri Padang comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. KONSELOR also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Christiana, E. (2024).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Identification of Bullying Behaviour Tendencies among Senior High School Students



Elisabeth Christiana[♦]

Universiats Negeri Surabaya, Indonesia

Abstract: Bullying constitutes a form of violent conduct involving psychological or physical aggression directed towards individuals or groups perceived as weaker, through words, physical actions, or direct contact, which occurs recurrently. Such behaviour appears to be an enduring issue that considerably unsettles students. This is attributable to the potential long-term effects, including fear, diminished confidence, emotional regulation difficulties, persistent sadness, and trauma. Bullying manifests in various modalities, such as verbal, physical, relational, and cyberbullying. The research methodology employed in this study adopts qualitative approaches, primarily through observation. In the course of these observations, the researcher directly engaged with the subjects, monitoring their behaviours and interactions within the peer environment at school. The participants of this study were high school students enrolled at SMAN 1 Driyorejo Gresik. Data collected from research conducted among students at SMAN 1 Driyorejo indicate that 35.7% of students tend to engage in bullying behaviour, notably cyberbullying. Furthermore, 28.7% of students demonstrate tendencies towards verbal bullying, 18.9% towards relational bullying, and 16.5% towards physical bullying.

Keywords: Tendencies, Behavioural Patterns, Bullying

INTRODUCTION

Bullying derives from the English term (bully), which signifies to intimidate or harass. It encompasses physical or verbal assaults deliberately executed by an individual or group perceiving themselves as powerful, with the intent to cause harm to those who feel helpless, or manifests as acts of psychological violence. (Bulu et al., 2019). Bullying constitutes a significant concern globally, particularly within educational and social contexts. It is characterised as repeated, intentional, and injurious aggressive behaviour perpetrated by one or more individuals against others who are physically, emotionally, or socially weaker. Early recognition of bullying behaviours is crucial for identifying the various evolving patterns. This phenomenon may occur across diverse environments, including educational institutions, workplaces, cyberspace, and local communities. Schools, as primary providers of formal education, are also environments where bullying is prevalent. Multiple research studies have demonstrated that schools, which function as centres of learning, are also affected by various forms of bullying.

Bullying is a structured behaviour often carried out by an individual or group to intimidate, humiliate, hurt, or threaten others, which can lead to trauma (Yanti, 2019). Students frequently exhibit the behaviours described above. However, they do not fully understand what constitutes good bullying. Learners' motives for their actions are often driven by a desire to make a joke. Behind these jokes, other

[♦]**Corresponding author:** Elisabeth Christiana. Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Surabaya. Jl. Lidah Wetan, Surabaya (60213), Jawa Timur, Indonesia. Email: elisabethchristiana@unesa.ac.id

students may feel uncomfortable, distressed, or even afraid. A limited understanding of bullying behaviour can cause learners to become perpetrators of bullying.

Bullying behaviour is a problem that consistently causes fear among students. This is because such issues can have long-lasting effects, including fear, lack of confidence, difficulty managing emotions, ongoing sadness, and trauma. Identifying bullying is challenging since victims often hesitate to report what has happened. A situation is considered bullying if the victim perceives themselves as being bullied. Conversely, there are also various tendencies where the perpetrator engages in actions or behaviours that lean towards bullying.

Bullying cases are a phenomenon that often occurs in the field of education, especially from elementary school to the college level. According to a study conducted by the International Student Assessment Program, Indonesia is the country where students experience the most bullying, with a victimisation rate of 41.1%, the fifth highest out of 78 countries. In addition to bullying, Indonesian students admit that up to 22% of students have been insulted and had their property stolen. In addition, 18% received pressure from friends, 15% were threatened, 19% were ostracised, 14% of Indonesian students admitted to receiving threats, and 20% of students reported receiving bad news from bullies (Ramadhanti & Hidayat, 2022).

Based on data from KPAI or the Indonesian Child Protection Commission, 58 children were victims of violence from January to April 2023. The perpetrators varied, both adults and children. Cumulatively, 1,665 cases of physical/emotional violence against children were recorded in the SIMFONI PPA (Online Information System for the Protection of Women and Children) data in 2022. The forms of violence reported against children are also very diverse, including bullying or sexual abuse, beatings, maltreatment, and sexual violence. (KPAI, 2023). These various forms of violence against children cause suffering for victims, which is not only physical but also psychological, economic, and social, and which has an immediate impact on victims when violence occurs, and can also leave long-term impacts on victims. Therefore, violence causes significant harm to the victim, the victim's family, even society and the state. That is, when violence causes a permanent impact on the victim and prevents the victim from achieving their future, as well as depriving the victim of the opportunity to contribute positively to the life of society and the state.

Due to the aforementioned issues, bullying within the school environment is a serious problem that requires further investigation. Beyond the apparent physical effects, the psychological impact also influences children's social lives. The psychological effects on children who are victims of bullying include being lazy at school, feeling inferior to their peers, adopting a closed attitude, and losing a sense of security when interacting within the school environment (Hopeman, 2020). Furthermore, according to research conducted by Jelita et al., the results indicate that all forms of bullying, especially verbal bullying, cause children to feel inferior, lose self-confidence, become moody, and prefer to be alone. Non-verbal bullying hampers children's concentration during lessons, diminishes their academic performance, instils fear of attending school, and causes pain due to intentional or unintentional physical violence from peers, sometimes even leading to bleeding (Jelita et al., 2021).

The impact of bullying can be divided into three types, namely perpetrators, victims, and students who watch. Abusers tend to have very high levels of self-confidence and self-esteem, resulting in an abusive personality, lack of empathy, and uncontrollable emotions. For the victim, it is a constant state of fear and anxiety that impacts their ability to concentrate at school and, in the long run, impacts their self-confidence, causing them to drop out of school or withdraw from their social environment. Anyone watching assumes that bullying is socially acceptable behaviour. In situations like this, some students may join the perpetrator out of fear of being the next target, while others may simply sit back and do nothing. Worse, the student feels there is no reason to stop it (Kharis, 2019).

Bullying occurs at all school levels, from primary to secondary. Bullying behaviour can take various forms, including verbal, physical, relational, and cyberbullying. These types include direct aggression (physical or verbal violence) and indirect aggression (spreading insults or rumours, manipulation, or social exclusion). However, in this age of modern communication technology, a form called cyberbullying has emerged among adolescents (Agisyaputri et al., 2023).

Forms of bullying behaviour can be found in the educational environment, particularly at the senior high school level. At SMAN 1 Driyorejo, Gresik, a bullying phenomenon occurs among students. The most common form of bullying identified was verbal, including mocking, insulting, nicknaming,

cheering, cursing, sarcasm, demeaning, and intimidating. This was confirmed by several students who had experienced similar incidents. They reported that these acts were often carried out by friends, which made them feel uncomfortable. The incident often started as a joke, but what the perpetrators may not realise is that, when repeated, it can disturb and upset their friends. Teachers of teaching and counselling also mentioned that students frequently shout in class, mock peers who are different, or nickname and disturb others. Therefore, it is essential to identify the types of bullying behaviour present in the school environment to enable the implementation of preventive measures.

METHOD

The research method used in this study employs qualitative approaches, primarily through observation. During these observations, the researcher was directly involved with the subjects and observed the behaviour and interactions of students with their peer environment at school. Additionally, data were gathered using a bullying behaviour tendency questionnaire to obtain systematic information from various individuals, enabling researchers to gather a broader and more diverse perspective on the identified types of bullying. Furthermore, a literature review was conducted, incorporating the theoretical framework through an analysis of various literature sources. The combination of these three methods strengthens data triangulation, enhances the validity and reliability of the research findings, and offers a more holistic and in-depth understanding of the relationship between the data and the identification of forms of bullying behaviour. The subjects of this study were high school students at SMAN 1 Driyorejo Gresik. A limitation of this research is that it is restricted to the identification of visible forms of bullying.

RESULTS AND DISCUSSION

Bullying behaviour is a visible and observable act. Research based on observation shows that the most common forms of bullying are verbal and relational. Verbal bullying includes mocking, insulting, nicknaming, cheering, cursing, sarcasm, demeaning, and intimidating. Several students who experienced similar incidents confirmed this. They said it was often done by their friends, which made them uncomfortable. The incidents were usually framed as jokes. In reality, the perpetrator may not realise that repeated actions cause friends to feel disturbed and uncomfortable. Teaching and counselling staff also reported that students frequently shout in class, mock classmates who are different, or nickname peers, disrupting the learning environment. These actions are often considered jokes, without recognising their potential negative impact, as highlighted by research from Afriani & Afrinaldi (2023), on the harmful effects of verbal bullying. The consequences for the perpetrator include irritability, difficulty using polite language, a lack of empathy, habitual use of foul or abusive language, and a sense of satisfaction with their own speech. Victims, on the other hand, may feel embarrassed and humiliated, experience fear of further bullying, suffer from low social confidence, lack initiative, and perform poorly academically due to verbal harassment.

Furthermore, relational bullying occurs in some individuals within certain classes who do not seem to have close relationships with their classmates. There appears to be a distance and differentiation in relationships that tend to be less intense or occur less frequently than those within the leading group. The impact of relational bullying on victims is that individuals often seem aloof, depressed, or excluded from the majority group. Thus, this marks the beginning of their development as a distinct person. Individuals also tend to have an excessive fear of their social environment. Risyda et al. (2024) also explained that some of the effects of relational bullying include decreased self-efficacy, increased suicide attempts, higher levels of stress and depression, and adverse outcomes such as withdrawal, anxiety, fear, school rejection, isolation, and low self-esteem.

Then, data collection was conducted by distributing questionnaires on bullying behaviour tendencies to gather broader research results with diverse data. The bullying behaviour tendency questionnaire included identification of various forms of bullying, such as verbal, physical, relational, and cyberbullying. The data indicate that 35.7% of students tend to engage in cyberbullying behaviour.

Additionally, 28.7% of students display verbal bullying tendencies. Relational bullying tendencies are observed in 18.9% of students, while 16.5% show tendencies towards physical bullying. The forms of cyberbullying identified through the questionnaire include behaviours such as using social media to harm others, posting hate comments, expressing sarcasm via social media, sharing embarrassing photos or content about friends, spreading gossip online, and creating fake accounts to intimidate others. Interestingly, behavioural forms of cyberbullying not previously seen in field studies have emerged from this data, likely because cyberbullying often cannot be directly observed during fieldwork; instead, it requires review of digital footprints or social media monitoring. Nonetheless, the questionnaire results show that 35% of students tend to participate in cyberbullying behaviours.

Verbal bullying includes behaviours such as giving friends nicknames, mocking, threatening, speaking about friends in a demeaning way, cursing, laughing at friends' mistakes, mocking those seen as strange or different, and intimidating others. According to the questionnaire results, verbal bullying is the second most common type of bullying, at 28.7%. The forms of relational bullying identified in the questionnaire include avoiding friends, steering clear of friends who are not liked, showing indifference towards friends outside their group, and influencing others to distance themselves from disliked friends. Data shows that relational bullying is the third most common form, at 18.9%. The least common type of bullying is physical bullying, at 16.5%. Observed behaviours include pushing or elbowing friends when upset or angry. However, there is no physical bullying that is excessive, severe, or causes physical injury or harm.

Based on research data collected through observation, questionnaires, and literature review, the findings are summarised above. Field observations revealed that bullying behaviours were mainly limited to verbal and relational types. However, the questionnaire results uncovered additional forms of bullying not previously reported. This indicates that bullying remains prevalent and is deeply rooted in the school social environment, whether students are consciously aware of it or not. The research shows that 35.7% of students at SMAN 1 Driyorejo tend to engage in bullying behaviours, especially cyberbullying. Moreover, 28.7% tend to exhibit verbal bullying, 18.9% participate in relational bullying, and 16.5% are prone to physical bullying.

CONCLUSIONS

Based on the research findings, it can be concluded that 35.7% of students at SMAN 1 Driyorejo display tendencies towards bullying behaviour, particularly in the form of cyberbullying. Additionally, 28.7% of students tend to engage in verbal bullying. Furthermore, 18.9% of students are inclined towards relational bullying, and 16.5% towards physical bullying. We recommend conducting more in-depth research after identifying the visible forms of bullying tendencies. Future studies could focus on efforts to prevent or address the forms of bullying uncovered. Hopefully, the results of this research will serve as valuable reading material and provide new insights for both researchers and readers.

ACKNOWLEDGEMENTS

None

REFERENCES

- Adiyono, A., Irvan, I., & Rusanti, R. (2022). Peran Guru Dalam Mengatasi Perilaku Bullying. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(3), 649–658.
- Afriani, E., & Afrinaldi, A. (2023). Dampak Bullying Verbal Terhadap Perilaku Siswa di SMAN 1 Payakumbuh. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora*, 1(1), 72–82.
- Agisyaputri, E., Nadhirah, N., & Saripah, I. (2023). Identifikasi Fenomena Perilaku Bullying Pada Remaja. *Jurnal Bimbingan Konseling dan Psikologi*, 3(1), 19–30.

- Bulu, Y., Maemunah, N., & Sulasmini, S. (2019). Faktor-Faktor yang Mempengaruhi Perilaku Bullying pada Remaja Awal. *Nursing News: Jurnal Ilmiah Keperawatan*, 4(1).
- Darmayanti, K. K. H., Kurniawati, F., & Situmorang, D. D. B. (2019). Bullying di Sekolah: Pengertian, Dampak, Pembagian, dan Cara Menanggulangnya. *Pedagogia*, 17(1), 55–66.
- Fadilah, S. N. (2019). Layanan Bimbingan Kelompok dalam Membentuk Sikap Jujur melalui Pembiasaan. *Islamic Counseling: Jurnal Bimbingan Konseling Islam*, 3(2), 167–178.
- Herlina, U. (2015). Teknik Role Playing dalam Konseling Kelompok. *Sosial Horizon: Jurnal Pendidikan Sosial*, 2(1), 94–107.
- Hopeman, T. A. (2020). Dampak Bullying terhadap Sikap Sosial Anak Sekolah Dasar (Studi Kasus di Sekolah Tunas Bangsa Kodya Denpasar). *Pendasi: Jurnal Pendidikan Dasar Indonesia*, 4(1), 52–63.
- Jelita, N. S. D., Iin, P., & Aniq, K. (2021). Dampak Bullying terhadap Kepercayaan Diri Anak. *Jurnal Ilmiah Kependidikan*, 11(2), 232–240.
- Kharis, A. (2019). Dampak Bullying terhadap Perilaku Remaja (Studi pada SMKN 5 Mataram). *Jiip (Jurnal Ilmu Administrasi Publik)*, 7(1), 44–55.
- Kurniawan, D. E., & Pranowo, T. A. (2018). Bimbingan Kelompok dengan Teknik Sosiodrama sebagai Upaya Mengatasi Perilaku Bullying di Sekolah. *Jurnal Bimbingan dan Konseling Terapan*, 2(1).
- Muhopilah, P., & Tentama, F. (2019). Faktor-Faktor yang Mempengaruhi Perilaku Bullying. *Jurnal Psikologi Terapan dan Pendidikan*, 1(2), 99.
- Priyatna, A. (2013). *Let's End Bullying*. Elex Media Komputindo.
- Ramadhanti, R., & Hidayat, M. T. (2022). Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4566–4573.
- Risyda, M. W., Kara, Z. B. B., Anwar, M. A., & Shobabiya, M. (2024). Pengaruh Psikologis Bullying Relasional terhadap Siswa SMA. *Merdeka: Jurnal Ilmiah Multidisiplin*, 1(3), 122–128.
- Suryani, L. (2017). Upaya Meningkatkan Sopan Santun Berbicara dengan Teman Sebaya melalui Bimbingan Kelompok. *E-Jurnal Mitra Pendidikan*, 1(1), 112–124.
- Trisnani, R. P., & Wardani, S. Y. (2016). Perilaku Bullying di Sekolah. *G-Couns: Jurnal Bimbingan dan Konseling*, 1(1). Usman, I. (2013). Kepribadian, Komunikasi, Kelompok Teman Sebaya, Iklim Sekolah, dan Perilaku Bullying. *Humanitas*, 10(1), 49.
- Wardhana, K. (2014). *Sudah Dong, Stop-Bullying Campaign: Buku Panduan Melawan Bullying*. Edited by M. Suffisant, Jakarta.
- Wibowo, A. P. S. (2019). *Penerapan Hukum Pidana dalam Penanganan Bullying di Sekolah*. Penerbit Unika Atma Jaya Jakarta.
- Yanti, J. (2019). Pengaruh Layanan Informasi dengan Menggunakan Media Audio Visual terhadap Pemahaman Perilaku Bullying pada Peserta Didik Kelas VII SMP Negeri 7 Bandar Lampung. UIN Raden Intan Lampung.
- Zakiyah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Faktor yang Mempengaruhi Remaja dalam Melakukan Bullying. *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 4(2). Manuscript.