

## Bullying Behavior among College Students in the Nusa Cendana University

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**Abstract.** Bullying is a phenomenon that still occurs in the education world, including in higher education institutions. The research objective was to identify the bullying behavior and the types of bullying and how it felt by students at Nusa Cendana University. This type of research uses quantitative research with the Man-Whitney U analysis design. The number of samples is 335 students from the University of Nusa Cendana. The results showed that the bullies mostly came from students aged 22-24 years old and students aged 18-19 years old are more often bullied. Male students were more likely to be bullied and be victims of bullying than females. Students who were on the committee during the student orientation period do have a higher physical bullying rate than those who have never been on the committee, raising some questions for the evaluation of the student orientation implementation. If the level of bullying experienced by students increases, the higher the level of bullying they do, thus prolonging the cycle of bullying in students.

**Keywords:** *bullying, students, gender, student orientation committee*

**Abstrak.** Perundungan merupakan fenomena yang masih terjadi di dunia pendidikan seperti di tingkat peguruan tinggi. Tujuan penelitian untuk mengetahui perilaku perundungan dan bentuk perundungan yang dilakukan dan dirasakan oleh mahasiswa Universitas Nusa Cendana. Jenis penelitian ini menggunakan penelitian kuantitatif dengan desain analisis *mann-whitney-u*. Jumlah sampel adalah 335 mahasiswa Universitas Nusa Cendana. Teknik pengambilan sampel yang digunakan adalah dengan tabel penentuan jumlah sampel dengan taraf kesalahan 10% dengan populasi sebanyak 40.000 subjek. Hasil penelitian menunjukkan bahwa perilaku perundungan lebih banyak dilakukan oleh mahasiswa yang berusia 22-24 dan mahasiswa berusia 18-19 tahun lebih sering mengalami perundungan. Mahasiswa laki-laki lebih sering melakukan perilaku perundungan dan menjadi korban perundungan. Tidak ada perbedaan menjadi panitia masa bimbingan dengan menjadi korban perundungan. Namun yang menjadi panitia masa bimbingan lebih sering melakukan perundungan secara fisik dibanding yang tidak pernah menjadi panitia masa bimbingan.

**Kata Kunci:** *Perundungan, Mahasiswa, Gender, Masa Bimbingan*

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## **Introduction**

Bullying is a phenomenon that still occurs in the education world, for example in a higher education institution. At the university level, there are many cases of bullying that even lead to loss of life. However, only a few of them show on the surface because they are considered as a joke or are not taken seriously by the university. This is evidenced by several cases of bullying reported in the newspaper. In Indonesia, there was a case at Gunadarma University on a student with the initial MF (Liputan6.com, 2017). Cases of bullying in the Kupang city occurred in several universities, but to a lesser extent in faculties or courses. This is rarely published as it is considered something normal for both bullies and victims.

Some students who have been bullied rarely fight back because there is a culture of seniority and juniority without realizing that these acts disrupt the victim's mentality. One of the cases that happened in the Kupang city, but there are still many mysteries about the cause, is the Liliba Bridge suicide case of AK (24), a nursing student at Kupang Health Engineering Poly. According to news in media, AK did it because he had a mild depression after he knows that his illness could not be recovered (Tribunnews.com, 2020). However, based on an interview the researcher conducted with AK's cousin on January 29, 2020, the researcher received a surprising fact that AK often gets verbal bullying behavior from his friends in college by making him look like a more feminine male. The researcher also interviewed his friend from high school on January 25, 2020. It turned out that AK was taking medicine since he is in grade XII and was verbally abused during senior high school.

Based on the results of interviews with several students, those are TK, HP, and YK, conducted on January 9, 2020, it is known that there are treatments on student orientation period from some older students that made them feel uncomfortable. Even student orientation period has finished, TK always avoided the two seniors who had done unpleasant things to him.

The term bullying refers to aggressive behavior by a student or group of students who have the power to be easily offended against other students or students who are weaker, and unable to defend themselves, intending to harm that person (Shavreni & Beta, 2017). According to the Big Indonesian Dictionary, bullying is a process, a method, an act of

bullying. The word bullying itself has the meaning of worrying, constantly harassing, hurting physically and psychologically, repetitive in the form of verbal, social, or physical violence, and from time to time, hitting, pushing, spreading rumors, threatening or, undermining. Bullying is a situation in which there is an abuse of power by a person or group. The strong point here is not just physical but also mental. Victims of bullying cannot defend themselves or defend themselves because they are physically and/or mentally weak (Semai Jiwa Foundation Team Amini, 2008).

According to Coloroso, there are 4 types of bullying which are verbal bullying, psychological bullying, relational bullying, and cyberbullying. Sullivan and Clearly also suggested several forms of bullying, namely physical and non-physical, which were further subdivided, namely verbal and non-verbal (Putri & Silalahi, 2017). The SEJIWA Foundation also divides bullying into physical bullying, non-physical bullying, mental or psychological bullying. Bullying can be influenced by several factors, namely differences in economic class, seniority, seniority traditions, families that do not get along, the situation of educational institutions that are not harmonious or discriminatory, individual or group characteristics such as revenge or jealousy, and the wrong perception of values for that Behavior of the victim.

Putri and Silalahi (2017) carried out studies on the subject of bullying among students on students of the teacher training program for early childhood education at the Muslim Nusantara Al Washliyah University with 102 research subjects, the middle category with a share of 74.5%. Besides that, the bullying behavior was verbal with a share of 73.5% and predominantly by students in the seventh semester with a share of 83.9%. A similar study was carried out by Sartana and Afriyeni (2017) on the subject of cyber-bullying among early adolescents, which found that the number of teenage girls who were bullied was higher than that of boys. The number of female victims was 99 respondents (58%), while the male victims were only 73 respondents (44%).

Based on the above problems, the researcher would like to describe the bullying behavior that occurs among students at Nusa Cendana University. Students at Nusa Cendana University Kupang were chosen by researchers as research topics as Nusa Cendana University is one of the largest universities in East Nusa Tenggara. Nusa Cendana

University is also a very sought-after university, so many students come from different regions with different personalities and sociocultural.

## **Method**

This study uses quantitative research, where analysis uses numerical data processing with statistical methods to test hypotheses (Azwar, 2012). The type of research used is quantitative research with Spearman and Mann-Whitney-U analysis designs to test hypotheses. The sampling process in this study is to use a table to determine the number of samples with a 10% margin of error from a population of 40,000 subjects with a target sample of 270 subjects. The number of subjects in this study was 335 students when looking at the sample determination table (Sugiyono, 2014).

**Table 1. Reliability Statistics of APRI**

No	Scale Score	McDonald's $\omega$	Cronbach's $\alpha$
1	Bully Subscale	0.833	0.812
2	Target Subscale	0.774	0.767
3	Verbal Bully	0.801	0.795
4	Physical Bully	0.619	0.580
5	Social Bully	0.738	0.710
6	Verbal Target	0.684	0.687
7	Physical Target	0.602	0.526
8	Social Target	0.735	0.724

Collecting data in this study used a bullying behavior scale that was adapted to the Adolescent Peer Relations Instrument (APRI) scale published in 2008, as it can measure both bullying behavior and victims of bullying. This scale was composed by Finger, Yeung, Craven, Parada, and Newey. The bullying behavior scale is divided into 3 types, those are physical bullying (6 items), verbal bullying (6 items), and social bullying (6 items). The APRI consists of 36 items, 18 items for bullies and 18 items for victims of bullying. The items needed in this study are 36 items to measure the bullying behavior of students at Nusa Cendana University, Kupang. The reliability of the Adolescent Peer Relations Instrument can be seen in table 1.

## **Results**

Participants in this study were people of late adolescence who were participants and committee members for the student orientation period aged 18 to 24 years, male and female, a total of 335 people, who are described as follows:

**Table 2. Description of respondent characteristics**

Characteristic	Category	Frequency	%
Gender	Female	233	69,55%
	Male	102	30,45%
Age	18 Years	11	3,28%
	19 Years	42	12,54%
	20 Years	89	26,57%
	21 Years	73	21,79%
	22 Years	58	17,31%
	23 Years	52	15,52%
	24 Years	10	2,99%
Participants of the Student Orientation Period	Have been Participants of the New Student Orientation Period	328	97,91%
	Orientation Period	7	2,09%
Committee Student Orientation Period	Has been a committee for the New Student Orientation Period	145	43,28%
	Orientation Period	190	56,72%

Based on the data in the table above, out of a total of 335 respondents, 233 respondents (69.55%) were female and 102 respondents (30.45%) were male. The age of the respondents at the age of 18 was 11 respondents (3.28%), 19 years old were 42 respondents (12.54%), 20 years old were 89 respondents (26.57%), 21 years old were 73 respondents (21.79%), 22 years old are 58 respondents (17.31%), 23 years old are 52 respondents (15.52%) and 24 years old are 10 respondents (2.99%). When viewed based on participation in the new student orientation period, there were 328 respondents (97.91%) who took part in the orientation phase and 7 respondents (2.09%) did not take part in the orientation phase. There are also 145 respondents (43.28%) who have been committee members of the student orientation period and 190 respondents (56.72%) who haven't been on the committee for the guidance period.

**Table 3. Age Category**

Age	Score Mean	
	Victim	Actor
18-19 Years Old	26,4151	23,3774
20-21 Years Old	25,0679	22,8025
22-24 Years Old	25,9167	23,8833

Based on the table above, it was found that more students aged 18-19 years old were victims of bullying, and more students aged 22-24 years old were bullies.

**Table 4. The Relationship Between Students Who Become Victims of Bullying and Bullying Behavior**

Spearman Correlations			Bullies
Spearman's rho	Victim	Correlation Coeficient	0.526**
		Sig. (2-tailed)	0.000
		N	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the correlation coefficient between the variable victim of bullying and bullying behavior is 0.526. Using the above criteria, it can be seen that the correlation of the two variables is significant since the significance number is 0.000 <0.05. The higher the level of bullying experienced by students, the higher the rate of bullying that they do.

**Tabel 5. Hypothesis Testing**

	Mann-Whitney							
	Victim of Bullying	Bullies	Victim of Verbal Bullying	Victim of Physical Bullying	Victim of Social Bullying	Actor of Verbal Bullying	Actor of Physical Bullying	Actor of Social Bullying
Mann-Whitney U	9.716E <sup>3</sup>	9.377E3	12492.000	13087.500	13555.500	13338.000	12340.500	13087.500
Wilcoxon	3.698E <sup>4</sup>	3.664E4	30637.000	31232.500	24140.500	31483.000	30485.500	23672.500
Z	-2.668	-3.080	-1.471	-1.039	-.255	-.502	-2.342	-.819
Sig.	0.008	0.002	0.141	0.299	0.799	0.615	0.019	0.413

Grouping Variable: Student Orientation Committee

The table above shows that the bullies and victim variables are significant as they have a value of 0.008 <0.05 and 0.0002 <0.05. This means that there are differences in behavior and bullying victims between male and female students.

The table above shows that there is no difference between victims of verbal, physical, and social bullying between students who were on the committee during the student orientation period and those who were never on the committee. However, there are differences in physical bullies ( $p= 0.019 <0.05$ ) between members and nonmembers of the Student Orientation Committee. Members of the Student Orientation Committee have a higher rate of bullying than non-member students.

**Table 6. Differences between Bullies and Victims of Bullying by Gender**

Rank				
	Gender	N	Mean Rank	Sum of Rank
Bullies	Female	233	158.70	36977.00
	Male	102	189.25	19303.00
	Total	335		
Victim	Female	233	157.24	36638.00
	Male	102	192.57	19642.00
	Total	335		

The table above shows that in the actor variable the mean rank for the female category is 158.70 and the male variable is 189.25. This means that the bullying behavior of men is higher than that of women. While the victim variable is, the mean rank for the female category is 157.24 and the male variable is 192.57. This means that male students are more likely to experience bullying behavior than female students.

**Tabel 7. Differences in Victims of Verbal, Physical, and Social Bullying Based on Participation in the Student Orientation Period Committee**

Rank				
	Committee Member	N	Mean Rank	Sum of Rank
VICTIM OF VERBAL BULLYING	Committee Member	145	176.85	25643.00
	Non-Committee Member	190	161.25	30637.00
	Total	335		
VICTIM OF PHYSICAL BULLYING	Committee Member	145	172.74	25047.50
	Non-Committee Member	190	164.38	31232.50
	Total	335		
VICTIM OF SOCIAL BULLYING	Committee Member	145	166.49	24140.50
	Non-Committee Member	190	169.16	32139.50
	Total	335		
ACTOR OF VERBAL BULLYING	Committee Member	145	171.01	24797.00
	Non-Committee Member	190	165.70	31483.00
	Total	335		
ACTOR OF PHYSICAL BULLYING	Committee Member	145	177.89	25794.50
	Non-Committee Member	190	160.45	30485.50
	Total	335		
ACTOR OF SOCIAL BULLYING	Committee Member	145	163.26	23672.50
	Non-Committee Member	190	171.62	32607.50
	Total	335		

The table above shows that in the category of victims of verbal, physical, and social bullying, the middle rank for the category committee member of student orientation period was 176.85, 172.74, and 166.49 and in the Category never to be a committee member of the student orientation period. New student counseling is 161.25, 164, 38, and 169.16. This

means that most of the victims of verbal and physical bullying are felt by the students who were on the committee member of the student orientation period. And most of the victims of social bullying are students who have never been on the committee. However, since there are no differences between the variables, it can be concluded that there is no difference between victims of verbal, physical, and social bullying between students who are on the committee member of student orientation period and those who have never attended the committee of the student orientation period. The table above shows that in the Verbal and Social Bullying Category, the average rank for the category of students who served on the New Student Orientation Committee was 171.01 and 163.26. It was 165.70 and 171.62. This means that verbal bullying behavior is mostly carried out by students who have been on the committee of the student orientation period, and social bullying behavior is mostly carried out by those who have never been on the committee of the student orientation period. However, since there are no differences between the variables, it can be concluded that there is no difference in verbal and social bullying behavior between students who were on the committee during the new course counseling phase and those who were never on the committee during the student orientation period.

In the category of bullying bullies in the table above, the mean rank for the category of students who were on the committee of the student orientation period is 177.89 and for the category who never served on the committee of the student, the orientation period is 160.45. This means that the most physical bullying behavior is carried out by students who were on the committee of the student orientation period.

## **Discussion**

The purpose of this study was to describe the bullying behavior of students at Nusa Cendana University, identified by the presence of victims and bullies of bullying at Nusa Cendana University, including ages, gender, and seniority factors in educational institutions. Based on the breakdown of the ages of students at the Nusa Cendana University, it was found that bullying was mostly experienced by students aged 18-19 years old and bullying behavior was mostly done by students aged 22-24 years old. Coloroso (in Zakiyah et al, 2017) states that victims of bullying are usually newcomers in a neighborhood

and the youngest student in school. This is in line with this study where at the age of 18-19 years is the age at which adolescents have just entered higher education institutions. Moffit states that aggressive, antisocial, especially serious and violent behavior increases in adolescence. The same thing was expressed by Blumstern that serious violence, anti-social behavior increased in adolescents (Sandri, 2015).

Based on the results of the data analysis, the correlation coefficient between the variable victim of bullying and bullying behavior is 0.526 with a significance value of 0.000 <0.05, which indicates a connection between bullying victims and bullying behavior. Rangkutti and Sulistyawati (2014) said that social influence reflects the results of communication and interaction with other people, which influence can change a person's attitudes or behavior. In this case, bullying behavior arises from interactions with other people, namely being a victim of bullying in the past as an experience. Consistent with what Carney & Merrell found in Sandri (2015), victims of bullying are also more likely to have thoughts of suicide and revenge. Victims of bullying who have experienced bullying will instill a sense of vengeance on other students.

The existence of a new student orientation period makes it a forum or opportunity for students who have been bullied to seek revenge. This is in line with research by Amiirohana Mayasari, Syamsul Hadi, and Dedi Kuswadi (2019), which found that another cause of bullying is the presence of students who feel empowered to order other students to comply with their requests, e.g. Buy food in the canteen. Bullies feel powerful, so they can arbitrarily treat others as if they were being bullied. According to Astuti (in Zakiyah et al, 2017) bullies tend to be verbally and physically aggressive, want to be popular, often cause trouble, find faults in others, are vengeful, jealous, live in groups, and dominate social life in theirs Educational institutions. The new study counseling time becomes a field for bullies to criticize and dominate others.

Bandura also showed that people behave by imitating models or other people (Olson, 2008). Bullying behavior by Nusa Cendana University students occurs due to the impersonation of other students in the Nusa Cendana University Kupang area. Astuti (Lolla, 2016) states that one of the factors influencing the incidence of bullying is gender differences. Differences (especially if the differences are extreme) between individuals and a

group, if there is no tolerance on the part of group members, are the cause of bullying. The results of the statistical analysis show that men are more prone to bullying and are more likely to be victims of the bullying behavior itself. This is in line with Olweus' finding that more boys than girls commit violence against others and Kim et al. mentioned that male students generally exhibit more physical bullying behaviors, such as hitting or kicking other classmates (Zakiyah et al., 2017).

Bullying behavior is also often propagated as a common occurrence by the students themselves. As reported by Zakiyah et al. (2017) found that bullying can also occur due to the social influence of students who believe that bullying is a natural thing of the students. Students who become seniors want to continue a tradition and show power, channel revenge, seek envy or popularity by being on the committee for the new student mentoring period. Seniority is misinterpreted and used as an opportunity or reason to harass juniors, in this case, new students do not stop in a period. This often becomes an unwritten rule passed down from generation to generation to the next level (Astuti in Lolla, 2016)

For students at Nusa Cendana Kupang University, it was found that there is no difference between being a committee of student orientation period for new students or a victim of bullying, i.e. being a committee new student orientation period for new students or not as a committee for new student orientation period for new students has not led students to become victims of student bullying. . When it comes to bullying behavior, the students who became the committee for new student orientation period were more likely to be more likely to physically bully other students. There is no difference in bullying behavior when it comes to verbal and social bullying.

Bullying, justified by students, teachers, and university officials, leads to the failure to pursue this behavior by ignoring the negative impact on victims that may arise in the future. Klomek et al. stated that bullying has quite a serious impact on victims. The abuse that victims have suffered in the past has serious long-term consequences. Research has shown that some adult bullying victims experience depression, low self-esteem, and interpersonal relationship difficulties (Sandri, 2015).

It is unfortunate that universities, as educational institutions, have become places of bullying. Universities should play a role in tracking bullying behavior in educational

institutions by overseeing the process of providing appropriate guidance for new students on induction into the university environment and by developing bullying guidelines as appropriate. Amelia Hanifa Iswan and Lucia R. M. Royanto (2019) noted that the role of teachers and academics plays an important role in managing educational institutions that can reduce bullying. Educational institutions play a role in preventing bullying. Rangkutti and Sulistyawati (2014) said that social influence reflects the results of communication and interaction with other people, which influence can change a person's attitudes or behavior. In this case, bullying behavior can arise through interactions with other people, namely as an experience of being a victim of bullying in the past. Bandura also revealed that people behave by imitating models or other people. In this case, student bullying behavior may occur by mimicking other students that occurs at Nusa Cendana University, Kupang.

## **Conclusion**

Based on the research carried out, several things can be concluded, that there is a significant connection between the victim of bullying and the behavior of bullying among students at Nusa Cendana University. Bullying is mainly practiced and felt by male students. There is no difference in verbal, physical, and social bullying victims between students who were on the committee of the student orientation period and those who never be the committee of the student orientation period. Furthermore, there is no difference in verbal bullying behavior between students who were on the committee of the student orientation period and those who were never on the committee of the student orientation period.

The researchers hope that from the behavior of the committee in conducting the orientation for new students, the students of Nusa Cendana University can take good classes in accordance with the norms of society. Likewise, students at the University of Nusa Cendana who have become seniors can be role models and behave appropriately as students on the campus. Educational institutions, particularly those at the higher education level, are expected to be able to control the behavior of students who have become seniors by

educating new students about the campus environment. Future researchers are expected to be able to study bullying behavior in school students, particularly in the Kupang.

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