



Bullying As a Joke: A Mixed Method Study Among Senior High School Students in Kupang City

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ABSTRACT

Bullying cases still often occur in the world of education, from elementary school to university level. Compared to other levels of education, bullying is more common among high school students. This type of research is a mixed method research. This type of quantitative research uses descriptive analytical method with cross sectional design while the qualitative approach is with an exploratory design and a phenomenological approach. The research was conducted in six selected senior high schools (SMA) in July-September 2020. The total sample was 310 respondents. Meanwhile, for qualitative research, the number of informants was 12 informants. Quantitative analysis was carried out in 2 stages, namely: descriptive analysis and inferential analysis to prove the correlation between variables, using the Chi Square test. Meanwhile, qualitative data analysis was carried out using phenomenological analysis. The results showed that there was a correlation between knowledge and bullying behavior ($0.029 < 0.05$), attitudes with bullying behavior ($0.028 < 0.05$) and the social environment with bullying behavior ($0.001 < 0.05$). In addition, students also assess or think that bullying is common among them, and it is considered a joke and can familiarize one another. Lack of understanding and awareness of bullying and its effects causes bullying behavior to occur frequently. It is necessary to establish clear rules and sanctions in schools to prevent bullying among students.

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Bullying Sebagai Candaan: Studi mixed method pada Siswa SMA Kota Kupang

ABSTRAK

Kasus Bullying masih sering terjadi di dunia pendidikan, baik itu dari tingkat sekolah dasar sampai ke perguruan tinggi. Dibandingkan dengan tingkat pendidikan yang lain, kasus *bullying* lebih banyak terjadi di kalangan siswa SMA. Jenis penelitian ini adalah penelitian *mixed method*. Jenis penelitian kuantitatif dengan menggunakan metode deskriptif analitik dengan rancang bangun *cross sectional study* sedangkan pendekatan kualitatif dengan rancangan eksplorasi dan pendekatan *fenomenologi*. Penelitian dilakukan di 6 Sekolah Menengah Atas (SMA) yang terpilih pada bulan Juli-September 2020. Jumlah sampel sebanyak 310 responden. Sedangkan untuk penelitian kualitatif jumlah informan sebanyak 12 informan. Analisis kuantitatif dilakukan dengan 2 tahap, yaitu : analisis deskriptif dan analisis inferensial untuk membuktikan hubungan antar variabel, menggunakan uji *Chi Square*. Sedangkan analisis data kualitatif dilakukan dengan menggunakan analisis fenomenologi. Hasil penelitian menunjukkan bahwa ada hubungan antara pengetahuan dengan perilaku bullying ($0.029 < 0,05$), sikap dengan perilaku bullying ($0,028 < 0,05$) dan lingkungan sosial dengan perilaku bullying ($0,001 < 0,05$). Selain itu, Siswa juga menilai atau beranggapan bahwa *bullying* merupakan hal biasa di kalangan mereka, dan dianggap merupakan candaan serta dapat

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mengakrabkan satu dengan lain. Kurangnya pemahaman dan kesadaran akan bullying dan dampaknya menyebabkan perilaku bullying masih sering terjadi. Pembuatan aturan dan sanksi yang jelas di dalam sekolah perlu dilakukan untuk mencegah perilaku bullying di kalangan siswa.

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INTRODUCTION

Bullying is action or it is repeated to hurt others who are considered weak. Harmful behavior in this case can be in the form of: physically or verbally attacking and isolating others. Bullying can also be defined as the act of using power to hurt a person or group of people either verbally, physically or psychologically. Victims of bullying can feel depressed, traumatized, and helpless as a result of the bullying they receive (Sejiwa 2008). In general, bullying behavior can be divided into 3 types, namely verbal bullying, physical bullying and cyber bullying.

The results of the study (Octavia, Puspita, and Yan 2020) show that the majority of teenagers have engaged in physical bullying. A small proportion of them always took action hitting, as many as 32 children (48.5%) followed by throwing actions, some were sometimes followed by fighting. For verbal bullying dominated by harsh words and mental bullying, most often with threatening words, as many as 9 children (13.6%).

The results of the study (Soedjatmiko et al. 2014) show that during the last 2 months, 89.5% of research subjects (elementary school students) have been involved in behaviors that can be categorized as bullying, both as victims and perpetrators. The victims of bullying are as many as 85.6% of students (victims and victims as well as perpetrators) at least 2-3 times a month. The most common bullying behavior is physical bullying. Physical actions received by bullying victim elementary school students are: beaten, pushed, bitten, grabbed, kicked, locked in class, pinched, taken items, and scratched. Locations where bullying often occurs are classrooms, rest areas, canteens, bathrooms and when going to school (Arif and Novrianda 2019).

Until now, cases of bullying still often occur in the world of education, from elementary school to university level, whether it is physical bullying, verbal bullying, or cyber bullying. Compared to other levels of education, bullying is more common among high school students. High school students are the group that feels and experiences violence at school the most. The results showed that about 67.9% of high school students felt that there was violence in their school (Irel 2017). This can also be seen from the cases of bullying in schools that have occurred in Indonesia. Many cases of bullying occur to students at the high school level, including high school students in Kupang City.

The impact of bullying is very big for the health of students. Students can experience psychological problems, physical injuries and even death due to bullying. Bullying is considered a public health threat that affects individuals both mentally and physically (Menesini and Salmivalli 2017). The social impact of bullying will lead to a lack of self-confidence in students, a desire not to socialize with friends and prefer to be alone (Novalia 2016).

Based on the results of the preliminary study, it is known that bullying has become a habit for high school students in

Kupang City, especially verbal bullying. Mutual abuse and harassment often occur among students. Lack of knowledge and understanding of bullying and the social environment can be a contributing factor so that high school students ridicule and abuse each other. Bullying behavior is also interesting to explore in depth. So far there have not been many studies examining bullying in NTT specifically in Kupang City. In addition, not many mixed method studies have been conducted regarding bullying behavior.

METHOD

This type of research is a mixed method research (quantitative and qualitative). This type of quantitative research uses descriptive analytical method with cross sectional design while the qualitative approach is with an exploratory design and a phenomenological approach to multiplying bullying behavior. This research was conducted in SMA Kupang city, both public and private, with a total of six selected schools. The research was conducted on July up to September 2020.

The population in this research were all high school students in Kupang City. The sample consists of 2 categories, namely respondents for quantitative research and informants for qualitative research. The number of samples was 310 respondents. Meanwhile, for qualitative research, the number of informants was 12 informants. The main informants in this study were high school students. Supporting informants are the principal, subject teachers and student sections. The main informants will be selected using purposive sampling technique, which is selecting informants based on certain objectives. The measuring instrument used is a questionnaire made in the form of google form. Meanwhile, qualitative research uses in-depth interview guides and Focus Group Discussion guides. Quantitative analysis was carried out in 2 stages, namely: descriptive analysis and inferential analysis to prove the correlation between variables, using the Chi Square test. Meanwhile, qualitative data analysis was carried out using phenomenological analysis.

RESULT

Table 1 shows that the highest number of respondents is students aged 16 years, as many as 123 people (39.7%) and the smallest is 20 years old as many as 2 people (0.6%). The percentage of female respondents was greater than that of men, as many as 220 people (71.0%), and the percentage of respondents in class XI was greater, namely as many as 157 people (50.6%).

Table 1
Characteristics of Respondents (N=310)

Characteristics of Respondents	Total	Percentage (%)
Age		
15 Year	38	12.3
16 Year	123	39.7
17 Year	118	38.1
18 Year	23	7.4
19 Year	6	1.9
20 Year	2	0.6
Gender		
Male	90	29.0
Female	220	71.0
Grade		
Grade XI	157	50.6
Grade XII	153	49.4

Source: Primer Data, 2020

Table 2
Distribution of Frequency Variables (N=310)

Variables	Total	Percentage (%)
Knowledge		
Good	189	61.0
Enough	72	23.2
Less	49	15.8
Attitude		
Positive	33	10.6
Negative	277	89.4
Social Environment		
Yes	200	64.5
No	110	35.5
Bullying		
Yes	195	62.9
NO	115	37.1

Source: Primer Data, 2020

Based on table 2, it shows that most students have good knowledge about bullying, as many as 189 people (61.0%). Students also have the most negative attitudes (not supporting bullying behavior), as many as 277 people (89.4%). The most social environment is yes with 200 people

(64.5%), where students often see bullying behavior among them, and also experience family problems. The percentage of students who did bullying was greater than students who did bullying, namely 195 students (62.9%).

Table 3
Bivariate Analysis

Variables	Bullying				Total		P value
	Yes		No		n	%	
	n	%	n	%	n	%	
Knowledge							
Good	81	42.9	108	57.1	189	61.0	0.029
Enough	19	26.4	53	73.6	72	23.2	
Less	15	30.6	34	69.4	49	15.8	
Attitude							
Positive	18	54.5	15	45.5	33	10.6	0.028
Negative	97	35.0	180	65.0	277	89.4	
Social Environment							
Yes	74	67.3	36	32.7	110	35.5	0.0001
No	41	20.5	159	79.5	200	64.5	

Source: Primer Data, 2020

DISCUSSION

Based on table 3, it shows that most of the respondents have good knowledge about bullying. The results of this study are in line with research (Ola 2020) in which 30 respondents (100%) of the students studied had knowledge

of good bullying behavior in junior high school students. Knowledge is influenced by many factors such as environmental factors, educational factors, socio-cultural factors, access to information media and experience factors. According to researchers, good student knowledge is due to the current openness of information systems, where

students can already know and access information about bullying via the internet. In addition, from the research results it is known that bullying behavior has also been taught in subjects, especially Guidance and Counseling, so that students can know and understand well about bullying behavior.

Based on statistical tests using the Chi-square test, it shows that there is a correlation between the knowledge factor and bullying behavior with a p value of $0.029 < 0.05$. The results of this research are in line with research (A'ini and Reny H 2020) which shows that there is a correlation between knowledge and bullying behavior in adolescents. Knowledge about bullying can be obtained through experience, attending school, reading, looking for information about bullying from books and the internet so that students' knowledge can

be good. The better the level of adolescent knowledge about bullying, the more it will be able to minimize or eliminate bullying behavior, conversely, the lower the level of adolescent knowledge about bullying, the higher the level of bullying (Livana, Susanti, and Silviani 2018). However, this is not something absolute because there are factors outside the individual that also have a strong influence, namely those related to the social environment. Based on the research results, it is known that the better students' knowledge about bullying does not mean that students do not bully. From the research results, it is known that although in terms of knowledge it is good, students still do bullying, especially verbal bullying.

Good knowledge about bullying does not absolutely prevent bullying behavior among students. It is proven that there are still many students who bully. Based on the results of qualitative research, it is known that students often do bullying, especially verbal bullying. In addition, it is also known that there are students who sometimes get into fights with each other in the classroom. Bully behavior also causes students to reciprocate in class. Verbal bullying that occurs can lead to physical bullying and violence between fellow students. Fights can occur because of mutual bullying between high school students. The victim is bully and becomes the perpetrator because the perpetrator is also bullying with the aim of getting his revenge, this is because the perpetrator has been a victim. The revenge is in the form of imitating the treatment he received (Sari and Azwar 2018).

The results of the research also showed that there were students who did verbal bullying by cursing and calling friends with pseudonyms / animals. If there are friends who do not like, they will be called by the name of an animal, or a pseudonym, even with a curse. This was stated by the students during the FGD. Students also revealed that bullying behavior was only a joke with other friends. The results of the study (Utariningtyas 2019) show that the forms of bullying that occur in SMPN 15 Malang are in the form of physical and verbal bullying. Verbal bullying cases that often occur at school include giving unpleasant nicknames or nicknames, misappropriating names, calling by their parents' names, insulting, and cursing. This form of verbal bullying behavior is often the beginning of other bullying behavior because it is easy to do. Verbal bullying is carried out with the aim of cornering someone by means of sarcasm and ridicule.

The results showed that most students had negative attitudes towards bullying, namely 277 people (89.4%) and positive attitudes as many as 33 people (10.6%). A positive attitude means supporting and approving bullying behavior, while a negative attitude means not supporting and

approving bullying behavior. Based on statistical tests, it is known that there is a correlation between attitudes and bullying behavior among high school students in Kupang City with a p value = $0.028 (p < 0.05)$. Attitude is a readiness or willingness to act, and not an implementation of a particular motive. Attitude is not yet an action or activity, but it is a predisposition to the action of a behavior. This attitude is still a closed reaction, not an open reaction or open behavior (Notoatmodjo 2010).

The results of this research are not in line with research (Trevi and Respati 2014) which has been conducted that the attitudes of class X SMK Y Tangerang students towards bullying tend to be positive (agree with bullying). Although the results of this research indicate that most respondents have negative attitudes towards bullying, the results of the analysis of the questions indicate that most (65%) students answered agree that interfering with each other is part of jokes and can familiarize themselves. This has been related to the habits that exist among students / adolescents. Making fun of each other, disturbing each other, shouting at each other is considered normal and are part of friendship. Even though students' knowledge is good, students still think that interfering with each other is part of jokes among students, interrupting each other every day with friends can increase intimacy and it doesn't matter if you push each other. Most students think that the understanding of bullying is only more about things that smell of violence, especially about actions that are physically hurtful. Meanwhile, matters related to verbal bullying such as using bad nicknames, harsh words in socializing are only considered as jokes and a way to make a child's mental strength (Livana, Susanti, and Silviani 2018).

Based on the research results, it is known that there is a significant correlation between the social environment and bullying behavior among students. with p value = $0.0001 (p < 0.05)$. The social environment is related to peer influence and family factors. Students who often see their friends bully each other will cause the desire to bully too. Likewise, students who experience family problems (broken home, disturbing each other and fighting in the house) will create a desire to bully their friends at school. Peer factors, social media, and social environment have a significant effect on bullying behavior in early adolescents (Bulu, Maemunah, and Sulasmini 2019).

The peer factor plays a role in bullying because at adolescence it is the age where adolescents begin to look for self-identity by forming gang groups that have the same age, interests and so on, so that people who are outside the group or not the same as them are considered like people, who are not worthy of being friends (Bulu, Maemunah, and Sulasmini 2019). The results showed that it is related to the social environment that the respondents often saw friends who were bullied by other friends as many as 76 respondents, 19 respondents had self-actualization and experienced problems and family as many as 105 respondents.

The results of research in Yogyakarta show that 77.5% of adolescents commit violence and 68.4% experience physical violence. Peers are a risk factor for adolescents to commit violence (Gustina et al. 2020). Peers play a no less important role in the development and reinforcement of bullying behavior (bladder), anti-social attitudes and other devian behavior among children. The presence of peers as observers indirectly helps the helper to gain power, popularity, and status support. In many cases witnesses or peers who saw them generally took a stand of silence and did not want to interfere (Rita and Rikanda 2020). Peers have an important role in bullying behavior, especially peers who tend to be

negative, such as: They like to gang up and have fun wherever they want. and are less likely to accept the presence of other people in their group. This then creates the desire to bully the person they don't like. It is the influence of peers and the desire to bully that leads to bullying behavior (Lestari 2016).

In addition, according to researchers this is also due to a lack of awareness, so students assume that bullying behavior among friends and friends, especially verbal bullying, will not have any impact on friends, even if it is just a joke or fun. From the research results it is also known that the teacher believes that the factors of advancing information technology and the proliferation of videos, content or soap operas that smell of violence or bullying also contribute to the occurrence of bullying among high school students Soap operas or social media also shape students' understanding and perceptions that bullying is a "natural" act, a common thing and as a form of joking with fellow friends.

The results also showed that the perpetrators of bullying were those who came from broken home families and did not get attention from their families / bad experiences in the past. Bully is done to get attention from others. The results of the literature review show that the factors that influence bullying behavior are family factors, bad experiences in childhood and the school environment (Muhopilah and Tentama 2019) (Gustina et al. 2020).

Families who have experienced broken homes and bad experiences in the past can cause someone to become a bully. bad experiences in childhood are one of the factors influencing bullying. Students who are involved in bullying are very likely students who experience various difficulties during childhood and do not get attention from their parents, the difficulties experienced by children make their psychological development unhealthy so they have the potential to become bullies during adolescence (Muhopilah and Tentama 2019). In addition, the pattern of students also affects the practice of bullying. Indulgent upbringing or parenting patterns, characterized by the use of reasoning and the practice of warmth, can act as a protective factor for real bullying and cyberbullying. Conversely, authoritarian parenting, which is characterized by physical and verbal coercion and privacy practices, will act as a risk factor for cyber bullying and verbal and physical bullying (Martínez et al. 2019).

The results of the qualitative research show that bullying behavior, especially verbal bullying, is considered a common thing among students. Students also think that bullying is a joke and can familiarize one another. Disturbing each other, making fun of each other is considered commonplace and as a joke during empty classes / breaks. The results of the research show that sometimes bullying that is considered a joke can end up in a fight at school. Some informants also stated that there were friends who were mutually satirical on social media and ended up looking for friends at school and hitting each other.

This assessment / attitude is closely related to the social environment. Because there is often mutual disturbance, ridicule, ridicule and even abuse among students, students judge that it has become a habit or something that often happens. In addition, there is a tendency among high school students to communicate and make jokes by interfering with one another, and making fun of each other, which is actually categorized as bullying because of the frequency it is practiced almost every day. Because it often happens and students think that it is normal and as a joke to familiarize themselves with one another. a social context that has its own norms and practices. Groups in which individuals

interact with each other create their own behavior, attitudes, social correlations and identities. It is therefore understandable that bullying is interpreted differently; changing as societies shift; occurs in some groups more than others; and responded to differently by individuals (Mauder and Crafter 2018).

CONCLUSION

Bullying behavior is still common among senior high school students in Kupang City. The results showed that there was a correlation between knowledge and bullying behavior (0.029 <0.05), attitudes with bullying behavior (0.028 <0.05) and the social environment with bullying behavior (0.001 <0.05). In addition, students also assess or think that bullying is common among them.

Bullying is also considered a joke and can familiarize one another. Lack of understanding and correct awareness of bullying and its impact causes bullying behavior to occur frequently. Communication, information and education (IEC) on an ongoing basis needs to be done so that students do not underestimate bullying behavior and have an awareness of the dangers of bullying. The school also needs to make rules related to strict sanctions for bullies as an effort to prevent and handle bullying behavior among students. It is necessary to create a complaint flow for students who are victims so that the bad effects are not experienced by the victims. The election of anti-bullying ambassadors in schools can also be done to help raise students' awareness about the dangers of bullying.

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