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Bullying Risk Survey in Elementary Schools

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Article Info	ABSTRACT
	This study aims to determine the act of bullying and how to prevent it at SAI Palembang. This research uses quantitative descriptive research with a survey approach. This research was conducted by conducting observations using questionnaires, interviews, and documentation conducted at SAI Palembang in September 2022-February 2023. The questionnaire used is a list of 8 questions and observation there are 14 questions that have been tested previously on other students. The sample of this study was 18 SAI Palembang students from grades 3-6. The data analysis used was descriptive statistical analysis with data presentation using the percentage of bullying actions. Bullying carried out by students, namely mocking and hitting, which is 83%, and the smallest percentage is that the treatment is carried out repeatedly, which is 22%. From the results of the questionnaire on 18 students in grades 3 to 6, it can be concluded that indications of bullying actions exist in SAI Palembang, but this cannot be said to be a bullying incident because the main characteristics of bullying in the form of actions carried out intentionally by someone on another person repeatedly were not found. Bullying is disruptive in nature to other people because of the impact of negative behavior which is now popular among society, causing discomfort to other people or victims of bullying. Knowing the factors that support bullying behavior needs to be considered.

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1. INTRODUCTION

Bullying is a behavior that oppresses weak victims and hurts victims [1]. This bullying case has become a worldwide conversation. It is not surprising that people consider this a common thing. Because it may be frequent or very frequent in their environment. This behavior involves aggressive actions on the part of the perpetrator so that it can hurt, degrade, or threaten the opponent physically, words or deeds [2].

Bullying is common in a variety of environments including schools where it can have serious long-term effects on the physical and mental well-being of the individuals involved (seneleleterio et al., 2023). Almost one in three (32%) students had been bullied by their peers at school on one or more days in the past month. The proportion of students reporting that they had been bullied was highest in the Middle East, North Africa and Sub-Saharan Africa and lowest in Central America, the Caribbean and Europe (GSHS, HBSC). More than one in three (36%) students had been in a physical fight with another student at least once and 32.4% had been physically attacked at least once in 12 months [3]. Bullying incidents are increasing in Indonesia, with 41% of 15-year-old students having experienced bullying at least several times a month and 2 out of 3 children aged 13-15 having experienced at least one type of bullying in their lifetime [4]. Nowadays, there are many cases of bullying in elementary school children, but very few or not too many people care about this case. Bullying that occurs in the school environment is actually not new, both in Indonesia and globally. The problem of words or violence in schools is an incident that has not found a way out instead of diminishing. Increasingly, this kind of treatment has even reached a level that is quite alarming [5].

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One type of bullying is words that are unpleasant to hear or demeaning, and this often happens in the midst of student life, but is considered very normal in their environment [6]. The results of a survey in the school environment, which I conducted in December 2023, several actions classified as verbal bullying have occurred, in the form of demeaning words when students joke or fight, and the perpetrators consider it normal. Meanwhile, bullying in the form of actions rarely occurs because the school will immediately take action if this happens. This bullying action takes the form of teasing other children during recess. But unfortunately, even though this bullying incident was witnessed by many other students, those who witnessed it remained silent and did not report it to the teacher.

It is important to provide an understanding of bullying and its impact if these actions occur frequently. Without realizing it, bullying behavior can have short-term and long-term impacts, especially for the victims of bullying. The most severe risk is if this bullying behavior happens to children, because they will be more at risk of experiencing various health problems, both physically and mentally such as anxiety, depression that may be difficult to forget until they grow up and even more worrying is that it is not uncommon for those who are initially victims, one day can become perpetrators, so that it has a chain effect that is difficult to break [7].

Sekolah Alam Indonesia Palembang is one of the schools at the kindergarten and elementary school levels, where students interact without class boundaries, and very intensely, because of the open learning conditions and many activities involving students from pre-school level, kindergarten to grade 6 elementary school. This condition is built so that students can learn and understand each other, but there is a negative side that will very likely occur, where children with very distant ages, face different developmental tasks, so that sometimes it becomes an inevitable conflict, and this is where bullying is inevitable. The results of research on bullying at SDN Semarang using questionnaires and interviews with 78 students in grades 3 to 6 showed that 37.55% of students were victims of bullying. 42.5% of students experienced physical bullying and 34.06% of students experienced non-physical bullying [8].

Based on the data and facts above, I am interested in conducting research on the incidence of bullying at school. It is necessary to conduct a survey to identify acts of bullying in students to be the basis for providing an understanding of the impact of these actions, with a deeper understanding of bullying cases that exist in Indonesian natural schools, so as to develop a more comprehensive approach in dealing with this issue and creating a safer environment in the school environment and inclusive for all individuals. In addition, as a material to build a more effective strategy in the prevention of bullying in schools, especially at Sekolah Alam Indonesia Palembang. This study aims to determine the act of bullying and how to prevent it at SAI Palembang.

2. RESEARCH METHOD

This research uses quantitative descriptive research with a survey approach. Survey research is research in which there is no special treatment or no change in the variables studied [9]. In general, survey research is conducted to draw a generalization on the sample studied from a large or small population. So that it is usually only aimed at variables that are the focus of attention. In addition, survey research usually uses a questionnaire containing structured questions that will be given to respondents to measure variables, opinions or experiences of respondents [10].

This research was conducted by conducting observations using questionnaires, interviews, and documentation conducted at SAI Palembang in September 2022-February 2023. The questionnaire used is a list of 8 questions and observation there are 14 questions that have been tested previously on other students. The sample of this study was 18 SAI Palembang students from grades 3-6. The data analysis used was descriptive statistical analysis with data presentation using the percentage of bullying actions.

3. RESULTS AND ANALYSIS

Based on observations made by researchers on students of SD Alam Indonesia Palembang that indications of bullying in natural schools do not occur, this conclusion is obtained from the results of observations where actions that are indicators of bullying such as kicking or hitting, mocking, demeaning to others and it does exist, but not repeatedly done and not done by one person alone, but it happens because of the association and habits of each child.

The results of observations were also obtained, there were no students who experienced symptoms of being a victim of bullying: behavioral changes such as becoming more introverted, withdrawing from social activities, or showing unusual signs of depression or anxiety; Decreased academic performance, due to difficulty in focus or concentration; experiencing unexplained physical injury or loss of personal belongings; experiencing changes in eating or sleeping patterns. showing signs of anxiety or depression, difficulty in social relationships, only students who withdraw from social or school activities. Signs of trauma: such as having nightmares or flashbacks about the bullying experience.

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3.1. Result

3.1.1. Questionnaire Results

Table 4. Bullying behavior at Alam Indonesia Palembang school

No	Item	Act of Bullying	
		Total	**Persentage**
1	Physical mistreatment such as kicking or hitting your friend	9	50%
2	Verbal mistreatment (verbally) such as mocking, belittling others	10	0,55%
3	Committing physical abuse such as hitting and kicking repeatedly to the same person	4	0,22%
4	Verbally abusive such as taunting and demeaning repeatedly to the same person	6	0,4%
5	Getting mistreated by your friends such as being teased or hit	15	0,83%
6	Getting mistreatment from your friends such as being teased or hit repeatedly from the same person	13	0,72%
7	Witnessing bad behavior such as taunting and hitting around you	13	0,72%
8	Witnessing bad behavior such as mocking and bullying around you repeatedly with the same person.	10	0,55%

Figure 1: Graph of Bullying Behavior at SAI Palembang
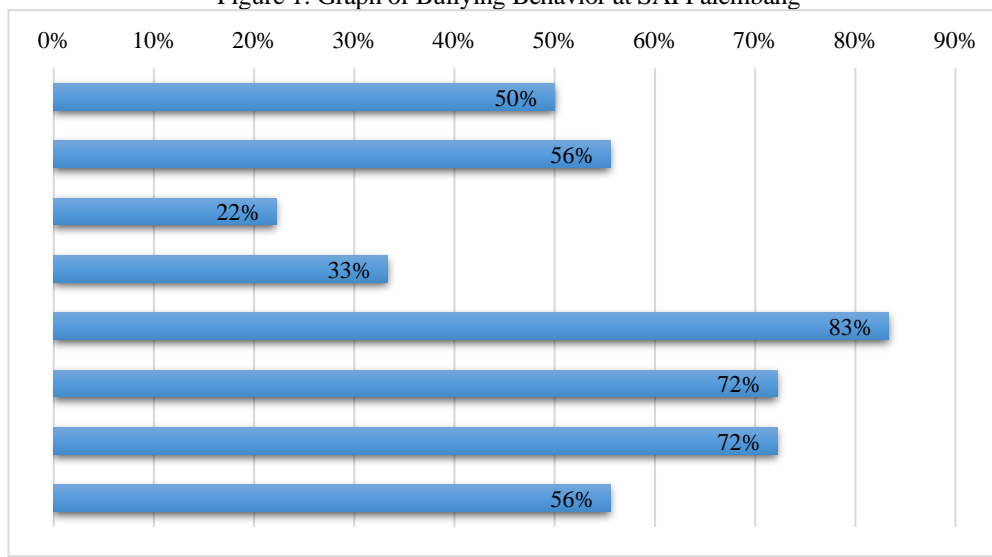
Based on the results of the data analysis obtained, it was found that there were no incidents of bullying in natural environments at the time of the research. However, there are behaviors that are indicative of bullying carried out by students, namely mocking and hitting, which is 83%, and the smallest percentage is that the treatment is carried out repeatedly, which is 22%. From the results of the questionnaire on 18 students in grades 3 to 6, it can be concluded that indications of bullying actions exist in SAI Palembang, but this cannot be said to be a bullying incident because the main characteristics of bullying in the form of actions carried out intentionally by someone on another person repeatedly were not found.

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3.1.2. Interview results

Table 5: Nature School Teacher Interview Results

Tanggal	Informan	Deskripsi Wawancara
December 15 2023	Ny. F	1. To keep students from verbal bullying, such as saying harsh words. 2. To avoid verbal bullying by building positive habits with words, for example, bad words become good words. 3. Words that were originally for mocking such as how ugly you are, are changed to words of praise such as words that begin with "MasyaAllah" and when saying bad words are asked to "Istighfar" in the sense of changing their word habits. 4. Character building is very important because people who are bullied and bullying need character assistance and build children's character. 5. The child bullies because there are things he doesn't like, he is jealous, well the building is there, the child is asked to be grateful for the conditions he has
January 5, 2024	Ny. D	1. It is important to build character, first look at the causes of why children become bullies, whether they have been victims. 2. The experience of being a victim, can become a perpetrator, because he finds people who are weaker.

3.2. Disscussion

Bullying is a negative action that occurs continuously by a group of people with the aim of hurting. Not only physical, bullying can also occur in various types. Bullying is the act of hurting others, both physically and psychologically, in the form of verbal, social, or physical violence repeatedly and over time. For example, calling someone names with inappropriate or unwelcome nicknames, hitting, pushing, spreading rumors, threatening, or undermining.

The results of this study show that there are behaviors that can trigger bullying with more than half of the respondents, but these behaviors are not carried out on the same person and not often. This is in accordance with [11] that many behaviors trigger bullying in students such as using harsh words or students who are vulnerable to being influenced by friends. So that even though there are many behaviors that trigger the incidence of bullying, at SAI Palembang, bullying does not occur.

3.2.1. Behaviors that indicate the risk of bullying

Bullying involves behavior, victims and witnesses. All three components in bullying behavior will experience psychological and traumatic impacts that affect mental and physical health conditions, even to the point of trauma and suicide. Victims of bullying are prone to mental problems, including suicidal thoughts. Someone who starts to have careful, sensitive, and quiet behavior[12].

Bullying perpetrators can vary depending on individual characteristics and the type of bullying committed. In this study, students were surveyed using a questionnaire containing questions that indicate bullying behavior. Children's behavior describes a person's personality characteristics, some behaviors can cause someone to become a bully [13]. Personality characteristics are obtained from adopting from parents.

Personality characteristics are obtained from adopting from parents.

One of the bullying actions is verbally or physically aggressive: bullies tend to show aggressive behavior both verbally (for example, insulting, threatening, or verbally harassing) [14] and physically (for example, elbowing, pushing, or hitting [15]. Often intimidate others to gain power or satisfaction over others' weaknesses. Tend to blame the victim or others for their own behavior, avoiding responsibility for their actions. Bullying perpetrators also have low control over emotions, have difficulty controlling emotions and tend to react impulsively to certain situations, even trivial ones.

Bullying perpetrators lack empathy for the feelings and experiences of others, so they do not pay attention to the negative impact of their behavior. Bullying perpetrators also often seek attention or power by demeaning or hurting others, so that they feel more powerful or respected [12]. Bullying perpetrators have low levels of self-confidence, despite appearing aggressive, some bullies actually have low self-confidence and use bullying behavior as a way to overcome their inferiority [12]. involved in conflict or behavioral problems. Understanding the symptoms of bullying is important to

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identify and address such behaviors early on and provide appropriate interventions to prevent more cases of bullying in the future.

3.2.2. Incidence of Bullying in schools

Bullying in schools is a serious problem that can have long-lasting effects on the physical, emotional and academic well-being of the victims. Bullying in schools has serious impacts, both for the victims and for the perpetrators and the surrounding environment [3]. Among the psychological impacts, victims of bullying often experience stress, anxiety, depression and low self-esteem. They may feel isolated, unsafe and uncomfortable in the school environment. Some even develop eating disorders, insomnia, or have suicidal thoughts.

School students who are victims of bullying will experience academic disruption, as it disrupts the victim's concentration and focus on learning. They may be absent from school or avoid situations where they could potentially encounter the bully, which negatively impacts their academic performance [16]. They often struggle to build healthy social relationships, as they lack the confidence to interact with peers, which can impact their social development.

Negative behaviors of both victims and perpetrators of bullying are at risk of developing negative behaviors in the future. Victims may become more likely to seek revenge or develop hostile attitudes towards others. Meanwhile, bullies may have difficulty building healthy relationships and behave aggressively in other situations. Bullying can even have an impact on the victim's physical health, such as indigestion, headaches, sleep disorders, and other health problems as a result of the chronic stress they experience [12].

Bullying leads to an unsafe and uncomfortable school climate for all students. It can disrupt the teaching-learning process and create tension among students and school staff [16]. Therefore, it is important to combat bullying in schools by promoting awareness of its negative impact, strengthening anti-bullying policies, providing support for victims, and helping bullies to change the behavior of students who are enablers of bullying.

3.2.3. Character building by teachers

Preventing bullying incidents in schools is an important agenda for schools, one of which is by building student character. The process of building student character involves a series of steps that aim to shape attitudes and values that encourage healthy relationships and respect for diversity [17]. Some ways to build student character include increasing students' understanding of bullying, this is supported by research that good student knowledge of the concept of bullying in schools reduces the incidence of bullying [16].

Next, teachers can guide students to understand students' feelings and perspectives on others, so they tend to treat others with respect even though they are different [18]. Enhancing a positive personality, by engaging in various volunteer activities, or community service projects. Sekolah Alam Indonesia Palembang has many activities that provide soft skills for students to develop positive attitudes such as sharing with the poor, nurturing nature by planting trees and so on. Activities like this, are a vehicle to shape a person's personality, so that they always think positively in their daily activities wherever they are.

Students need to be taught basic social skills, such as how to communicate well, resolve conflicts peacefully, and work together in teams. Good social skills can help students build healthy relationships and avoid conflicts that can lead to bullying [19]. Appreciating diversity in all its forms is also an ability that must be developed, whether it is differences in culture, religion, gender, sexual orientation, or special needs. Encouraging acceptance and inclusiveness can help prevent discriminatory behavior and bullying [20]. The ability to socialize and appreciate diversity is an important component in the formation of children's character [21].

Schools can contribute directly by strengthening supervision and arranging interventions against bullying risks or if bullying has already occurred. Students should feel that they can report bullying behavior without fear of punishment or retaliation. Teachers and school staff should set a good example for students in terms of how to behave properly and respect others. Modeling inclusive attitudes, effective communication, and peaceful conflict resolution can set a positive example for students is an effective strategy to create a healthy climate in schools [22].

By strengthening student character through this approach, schools can create a supportive environment to prevent bullying and promote healthy relationships between students. A study on student character building that can prevent school bullying found positive results [21].

3.2.4. Exploring the causes of bullying in schools

The causes of bullying in schools can be very complex and vary depending on the situation, school culture, and characteristics of the individuals involved. Some common causes of bullying in schools include differences in individual characteristics, such as differences in physical appearance, sexual preference, religion, ethnicity, or physical disability can be targets of bullying. So it is important for schools to instill mutual respect among students despite differences.

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Family problems are factors that greatly influence the formation of children's characteristics and will appear in behavior, children who experience problems in their families, such as lack of attention, domestic violence, or neglect, may be more vulnerable to bullying behavior [23].

Furthermore, there is a power differential, where attackers feel that they have power or dominance over their victims. This condition really requires supervision from the school. Supervision is a shared task and must be synergized between schools, school staff and parents, so as not to provide opportunities to develop in the environment around children, both at home and at school. A well-coordinated supervision system can create a safe environment for children to fulfill their developmental tasks [18].

3.2.5.   Prevention of bullying at school

Preventing bullying in schools is a very important effort to create a safe, inclusive and supportive learning environment for all students [24]. Steps that can be taken include increasing education and awareness through education and awareness programs about bullying for students, teachers and school staff. This includes teaching about what bullying is, the signs to look out for, and how to report cases of bullying. Establish an Anti-Bullying policy that is implemented clearly and firmly regarding bullying, including the definition of bullying, consequences for perpetrators, and procedures for handling cases. This policy must be clearly communicated to all members of the school community.

Carry out effective supervision, provide training for teachers and school staff as well as parents, so they can recognize signs of bullying, handle cases appropriately, and provide support to victims. Promote a positive school culture, including attitudes of tolerance, cooperation, empathy and respect for differences. This can be done through activities such as celebrating culture, lessons on empathy, and other social activities.

Create an easily accessible and anonymous reporting system for students who are victims or witness cases of bullying. Students should feel comfortable and safe reporting these incidents. Providing early intervention by detecting bullying cases early and providing fast and appropriate intervention. This can involve counseling for perpetrators and victims, as well as other steps appropriate to individual needs. Making parental involvement an absolute must, by providing information, advice and support. Parents also need to be involved in handling bullying cases involving their children.

Conducting Anti-Bullying campaigns: Holding anti-bullying campaigns in schools to raise awareness and gather support from the entire school community. Regularly evaluate the effectiveness of bullying prevention programs that have been implemented, and make improvements and adjustments as needed. Building commitment and cooperation from all members of the school community, including students, teachers, school staff and parents. With joint efforts, schools can create a safe and supportive environment for all individuals. Becoming an effective strategy to prevent and overcome bullying requires a holistic approach involving the roles of parents, schools and society as a whole to create an environment that is safe, inclusive and respects differences [5], [15]. Involve the entire school community, including teaching staff, administration, students, and parents, and promote a culture that values diversity, teaches empathy, and emphasizes the importance of respecting one another. Bullying prevention programs that are integrated with education on social skills, conflict resolution, and mental wellbeing support can also help reduce the incidence of bullying in schools.

4.   CONCLUSION

Bullying is a form of negative, aggressive action or behavior such as disturbing, hurting or harassing which is carried out consciously, deliberately, repeatedly by someone for a group of people, causing displeasure or hurting other people repeatedly. Bullying is disruptive in nature to other people because of the impact of negative behavior which is now popular among society, causing discomfort to other people or victims of bullying. Knowing the factors that support bullying behavior needs to be considered.

Community synergy in preventing bullying is something that must be programmed together. It is important to provide a common understanding about preventing bullying at school. Further research that is important to carry out includes what kind of programs are effective in developing children's character and increasing community synergy in preventing bullying at school. Palembang Indonesian Natural School is a community-based school, so it is very possible for this program to be implemented. All individuals involved, parents, teachers and students, work together to reduce bullying in schools, including by "anti-bullying ambassadors".

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