

Conference Paper

The Relation of School Environments to Bullying Behaviours Amongst Elementary School Students

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The survey findings released in *The Cross-cultural Psychology Journal* (2017) reported that Indonesia was in the 21st position with a score of 3.62, leaving it far behind its neighbouring country Malaysia (in 11th position globally). This study aims to identify the role of school environment with regards to bullying behaviour amongst elementary school students in Jambi city. A cross-sectional research design was performed with 214 elementary school students at SDN 116/IV Kota Jambi, Indonesia. Purposive sampling was used in this study. The questionnaires by Olweus Bully Questionnaire (OBQ) Goncalves *et al.* (2016) were used to collect data. Chi-square test was used in this study. The results indicate 112 (52.3%) respondents had mild bullying behaviour and suggest there is a significant relationship between bullying behaviour and the role of the school environment ($p\text{-value} = 0.001 > 0.05$).

Keywords: Bullying, Elementary School, Environment

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1. Introduction

Bullying occurs at all age levels. However, based on KPAI 2019 stated that it starts increasing at the end of elementary school, peaks in middle school, and generally decreases in high school. Bullying affects both boys and girls. Boys are more often involved in physical aggression [1]. Research by Ida & Komang (2014). shows that 70% of the phenomenon of bullying is susceptible to school-age children. Whereas in Indonesia the frequency of violence reached 84% occurred in the school environment [2]. This condition is increasingly common and becomes a serious problem. Many case of violence reported on KPAI 2019. The bullying case such as physical bullying, verbal bullying on cyber that toward to traditional bullying (KPAI, 2019). The bullying can caused decreasing of learning chieivement in school, deprision that can lead to suicide.

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According to Menesini & Salmivali Syed (2017) states that one of the factors causing bullying behavior is a school situation that is not harmonious or discriminatory. The phenomenon of bullying that occurs in schools is not realized by the school and parents [3]. Most parents and school authorities consider the habit of disrupting friends, fighting, and mocking each other as common behavior among school children and not threatening [4]. Several previous studies found that bullying became an iceberg phenomenon and became 10 health problems that threatened the formation of student character in the school environment [5]. The results of a survey conducted by Rew, Horne & Faouladi (2018) also found that 94.9% of participants stated that bullying was included in the category of problems with incidents often found among school-age children in Developing countries including Indonesia [6].

The impact of bullying among Indonesian children includes both psychological and physical, ranging from anxiety and depression to attempt self-abuse. Indonesia noticed that the impact of bullying is very hard impact for children's mentality. The children who are twice potentially to experience depression as much as 12.3%, anxiety 16% and 19% are likely to hurt themselves [7]. The previous study show that the effect of bullying can be prevented through several approaches such as: can be prevented by making early prevention efforts and promoting anti-bullying activities within the school and community. However, many schools still do not know aware about the bullying problem and how to deal with that case.

Indonesian Child Protection Commission recorded the prevalence of violence among children was 15% and the risk of violence increase among children who experiences as victims and subsequent perpetrators of violence [7]. Initial identification is necessary to prevent the cycle of violence. Parents and teachers shall increase their awareness of the increase in cases of violence among school-age children. Realizing that most cases of bullying begin with mocking, insulting, threatening, beating, and direct attacks from perpetrators or victims [8]. Bullying can occur at any time in the home, school and community [9]. Nowadays, bullying is often found in school environments. This is contrary to the function of schools as a place for character building and receiving good education. Research by Dieter, Suzet & Lereya (2015) found that school environments that were not conducive triggered bullying in schools such as lack of supervision, weak in giving sanctions and the concern of the school parties toward the bullying in school [10].

The data of preliminary survey conducted at elementary school shows that teachers say bullying is not unusual thing and that events often occur secretly without the school knowing. Usually the victims are afraid to report the perpetrators' actions to the school

because they feel threatened. As many as 8 out of 15 children said that they often imitate the bully scene from watching television, such as watching boxing shows, and seeing their friends often bullying other friends such as ridiculing and teasing other friends, parents do not prohibit playing outside the house with their friends, while 7 children have pinched their classmates according to the scenes they have watched on television. Based on these problems, a study was conducted to identify the phenomenon of bullying in elementary school level.

General comments: rearrange the paragraph in the introduction section. The authors haven't emphasize adequately why environment related bullying become an important variable to studies, and the role of school that supposed to be performed to prevent bullying.

2. Methodology

A quantitative study with cross-sectional design was employed to identify relationship between school environment roles with bullying behavior among elementary school students. Two hundred and fourteen elementary school students participated in this study. A simple random sampling technique was used to collect samples by drawing each child's name. This research was placed at SDN 116 / IV Jambi City in 2019. The population of this research is all students of elementary school in Jambi City. The number of research samples were calculated based on the formula Lameshow (2010) to obtain a total sample of 214 students. A total of 214 elementary school students were selected based on purposive sampling techniques which used inclusion and exclusion criteria. The inclusion criteria are male or female students in grades 3rd, 4th, 5th, 6th, who have been willing to become respondents during the research voluntarily, are able to be invited to communicate well and cooperatively with research activities. Whereas the exclusion criteria are for, negligence, or permission, they were not chosen as research respondents.

Research data collection was began after obtaining permission from the school and an informed consent letter from the students. A closed ended survey and questionnaire was gathered to collect data. The data of students related to characteristics of students such as age, gender, ethnic and students grade. In this study used three questionnaires, it was developed from literature review and discussion with three experts in the field (two pediatricians and two healths' professional who were working in mental health hospital). This research instrument was adapted in Bahasa with reliability test also (Cronbach alpha 0.812). The ethical consideration reviewed by the Ethical Review Committee for

Human Research of The Jambi University, Indonesia and it's approved at Decree No. B/274UN21.B / PT.01.04 / 2019.

The bullying questionnaires used 23 item of the Olweus Bully Questionnaire (OBQ) to assess the frequency of physical, verbalism, mental bullied action at school. Respondents were asked how often in often in the past 30 days they did the following to other students at school hurt a friend such as terrorizing, hitting, kicking, pinching and mocking, saying harshly. Response options includes 4 point of Likert's scale ("never=0" "1 or 2 times=1," "3 or 4 times=2," "5 or more times=3"). Then, its categorized by the mean (mild bullying < 34.5 and moderate to severe \geq 34.5). The Cronbach alpha coefficient in the bullying behavior was 0.843. Whereas, in the role of school environment section is defined as the environmental conditions in and around the school that are at risk of bullying behavior. The role of negative environment (score 12-17) and positive (score 18-20) (Bauman, Rigby & Hoppa, 2008). The Cronbach alpha in this questionnaire was 0.812.

Statistical analysis was performed by using by using Statistical Packages for the Social Science (SPSS). Chi-square test was to examine the association between the role of school environment and bullying behavior. The inferential statistics with a 95% confidence interval level and significance level of 0.05. Descriptive statistics was employed to general data into the form of percentage tables and frequency tables related to the characteristics of respondents, the environment around the school and the phenomenon of bullying behavior. All output is presented in Table 1 and Table 2.

3. Results

The results of the research describe the characteristics of respondents and bullying behavior in elementary school students (Table 1)

Based on table 1 it is find out of a total of 214 participants, 55% (n= 118) were female students and the median score is female, 31,3 % (n=67) were the median of age is 10 years old, 31,3 %(n=67) were the Batak ethnic, 52,3 % (n=112) were the median of bullying behavior is mild category, and 60,3% (n=129) were the negative role of the environment around the school with the median is negavite category.

Statistical test results show that there was a significant relationship between bullying behavior and the role of the surrounding environment (p-value = 0,001). This means that all forms of environmental conditions around the school play a role in trigerring bullying behavior among elementary school students.

TABLE 1: The Descriptive of demographic characteristics, bullying behavior and the role of school environment

Variables	Frequency	Percentage
Gender		
Male	96	44.9
Female	118	55.1
Median=2 and SD= 0.499		
Age		
7 years	1	5
8 years	20	9.3
9 years	58	27.1
10 years	67	31.3
11 years	48	22.4
12 years	19	8.9
14 years	1	5
Median=10 and SD= 1,157		
Etnic		
Javanese	34	15.8
Melayu	55	25.7
Batak	67	31.3
Minang	58	27.2
Bullying Behavior		
Mild	112	52.3
Moderate to Severe	102	47.7
Median= 1 and SD=0,501		
Physical Bullying Behavior		
Mild	122	57
Moderate to severe	97	43
Median=1 adn SD= 0,496		
Verbal Bullying Behavior		
Mild	137	64
Moderate	77	36
Median=1 and SD= 0.481		
Mental Bullying Behavior		
Mild	113	51,9
Moderate to severe	103	48,1
Median=1 and SD=0,501		
The Role of School Environment		
Negative	129	60.3
Positive	85	39.7
Median=1 and SD=0,490		

TABLE 2: the relationship between The Environment around the school and Bullying behaviours

The Environment around the School	Bullying Behavior				Amount		P-value
	Mild		Moderate to Severe		n	%	
	n	%	n	%			
Negative	88	68.2	41	31.8	129	100	0.001
Positive	24	28.2	61	71.8	85	100	
Total	112	52.3	102	47.7	214	100	

4. Discussion

The descriptive’s result in this study was found that female is dominate than male. Although in this reasearch verbal bullying is dominate for mild categoris but it’s can be dominate from female. Other research revealed that male subjects experienced bullying more in physical aspects, whereas for the other three aspects namely the teasing, exclusion and harassment were more dominated by female subjects [11]. The female subject in the study [12], experienced bullying in the form of verbal bullying, exclusion from the social environment, became gossip objects, and disorders or assaults related to sexual problems. Women can consequently become victims as well as perpetrators of repression in order to retaliate and fulfill satisfaction with acts of violence [13].

One of the factors influencing bullying is the age of the students (6-12 years) related to interaction with the social environment that will have an impact on interactions with peers [14]. Elementary school children begin to be exposed to activities that hurt or damage themselves and others Children Victim Foundation investigated that Aggressive behavior including done by the children of this age almost certainly raises the danger in the form of pain that can be experienced by himself or by others. Aggressive behavior, especially aggression that comes out in general also has a characteristic that is not desired by the target organism [15].

The results of this study found that bullying behavior between female and mal. These reasearch are supported by lan et al., 2018 which show that there are indeed differences in bullying behavior experienced by both male and female. Whereas, victims of verbal bullying are dominated by male compared to female [16]. Although the characteristics of respondents in this study based on the grades; 41 students are in grade 4th, 60 students are in grade 5th and 75 students are in grade 6th. The characteristics of respondents when viewed from the gender in each class; male in grade 4th are 21 students, female subjects in grade 4th are 20 students. Male subjects in grade 5th are 28 students, female subjects in grade 5th are 32 people, male subjects in grade 6th are 41 students and female subjects in grade 6th are 34 students. From the data above, it can be seen

that the victims of bullying are dominated by male compared to female, although in grade 5th the victims of bullying are dominated by female. However, in grade 4th and 6th the victims of bullying are dominated by male students.

At respondent behaved a mild bullying category. This happens because bullying behavior is considered as a normal thing, tends to be repeated and is always done by students to classmates or others. Research by [17] also explains the definition of bullying as aggressive behavior that is done intentionally and repeatedly, with a view to do violence and generally carried out by people in power over victims in a permissive environment. The same thing found in research Marcolino et al., 2016 revealed that bullying is an issue or problem that should not be underestimated; even such conditions are often denied [18]. Students who are victims of bullying will spend a lot of time thinking about ways to avoid distractions at school so they have little energy to study. Research by [18] revealed that the bullying incident at school was an aggressive behavior carried out repeatedly by a person or group of students who had power, towards other students who were weaker, with the aim of hurting that person. These conditions indicate that the perpetrators have more power and strength compared to other students to carry out bullying in the school environment.

According to research by [19] identified that bullying perpetrators at school will be shunned and hated by their friends. This is very bad for the development of students' potential in the future. This is supported by research [20] also reveals that students' positive attitudes towards school are influenced by their experiences while at school. The worse their experience at school (being a victim of bullying), the more negative their attitude towards school, on the contrary the better their experience at school (no bullying), and the more positive their attitude towards school.

The results of this study have also identified that the incidence of bullying that occurs among elementary school students is seen in the school environment during recess and after school. According to [20] that Bullying behavior that is received can damage the mental condition and personality of the child, the victim will feel shy, frustrated, depressed, become closed even at a certain level the victim will feel depressed so that the tendency to think about suicide. For this condition, appropriate and quick precautions should be taken because the child is young and his/her emotions are restrained.

The research by [21] reports that the number of bullying incidents has increased as a category of serious health problems that occur among people throughout the world. The case of bullying is hard to find evidence of truth although the impact that is often seen is the disruption of mental conditions, especially for victims to have a significant

impact. The One strategy to detect the phenomenon of bullying in school-age children such as improving parenting and communication.

The general comments: re arrange the discussion sections, be consistent with the results sections. Give your analysis of the finding of study not only compare with previous studies.

5. Conclusion

The phenomenon of bullying behavior often occurs in groups of elementary school-age children, especially boys. Therefore, it is expected that the attention and awareness of the school parties to create a school condition based on anti-bullying climate and enforce punishment in the form of reprimands that give a deterrent effect for students who bullying at school

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