

## Prevalence follow Bullying Students in Schools and Their Prevention: A Literature Review

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**Abstract:** The bullying of teenagers is a concern of mine as it can have negative impacts on the victim such as anxiety, loneliness, low self-esteem, low levels of competition, depression, escapism, and substance abuse. The aim of this research is to identify bullying in schools and ways to prevent it. This study uses a qualitative approach with a literature review method. In this research, the data sources used are articles that can be obtained from various sources, such as reputable scientific journal databases, libraries, or the internet within the range of 2019-2022. The data set is then analyzed through inclusion and exclusion criteria stages. There were 24 articles relevant to the topic from a total of 120 analyzed articles. The results of this research found that the phenomenon of bullying has led to horrific acts of sexual harassment such as victims being forced to have sex with animals, being beaten, even forced to kiss the perpetrator's feet, crushed by a motorbike, being set on fire with cigarettes, and kicked in the genitals. Prevention methods that can be implemented include socialization to parents and the school community to increase awareness of bullying.

**Keywords:** Bullying; Prevalence; Prevention

### Introduction

Bullying still seems to be a particular problem in schools. Subject Teacher Consultation (MGMP) Guidance and Counseling Surabaya after collecting data in 115 public and private junior high schools. As a result, verbal bullying occupies the first position with an average incidence rate of above 40 percent. Whether done face to face or through social media (Ginjar, 2022). The figures presented in the report are quite large, although efforts to reduce them continue every year. Meanwhile, Muhadjir Effendy, Coordinating Minister for Human Development and Culture (Menko PMK) in writing Ardiansyah (2022) said that based on UNICEF data for 2020, the incidence of bullying that befell children aged 14 to 24 years in Indonesia is in the form of disturbances in cyberspace or *cyber bullying* with a percentage of 45% and 20% in the form of acts of bullying at school, at home, and in their surroundings. Bullying at school is often experienced by children aged 13-17 years.

The same thing was also reported by Pahlevi (2022) that the number of complaints of victims of violence at school in 2016 was 122 children, in 2017 there were 129 cases, in 2018 there were 107 cases, in 2019 there were 46 cases and in 2020 there were 76 cases. Likewise, the KPAI (2020) in its release stated that in a span of 9 years, from 2011 to 2019 there were 37,381 complaints of child abuse which of these figures is bullying in the education sector or on social media totaling up to 2,473 reports. The high number of reports was triggered by the absence of social control by the community, changes in the attitude of children who became aggressive and the existence of negative behavior models that were imitated by children. Furthermore, in the release it was stated that there were cases involving students whose fingers had to be amputated and there were even students who were beaten to death due to physical abuse and intimidation.

Nugroho (2022) reported that there was a case of bullying where an 11-year-old victim with the initials FH was bullied in the Singaparna area, Tasikmalaya, West Java. Even that case, in the opinion of the Indonesian Child Welfare Commission, is included in the serious and complicated category because the victim received sexual, physical violence, and experienced psychological pressure. The act of bullying that occurred in this case involved threats by means of which the victim would be stripped naked by the perpetrator and the victim

was forced to have sex with the cat by his friends. So that victims experience anxiety disorders due to traumatic experiences. The victim didn't even want to eat and his condition worsened. Finally the victim FH died after being treated at the hospital. From research results he suffered from depression due to typhoid, encephalopathy, and encephalitis. He also had complications of typhus and episodes of suspected depression or psychotic encephalopathy due to internal factors. Based on that, KPAI further believes that the incident must be submitted to the court so that it does not happen again in the future because this case refers to children who can be referred to by KPAI as "ultimate imitators" which means he will imitate the events around him. It is known that this terrible bullying incident was the result of being exposed to pornographic videos on social media.

The results of research conducted by Man, Liu, and Xue (2022) provide a clearer picture that the most common level of bullying is verbal bullying with the highest prevalence of 66.36%, physical bullying of 24.02% and neglect has the lowest prevalence of 9.62%. Throughout the world, the highest prevalence of physical bullying is in Africa (28.98%) and the lowest is in America (18.84%), verbal bullying is the opposite of physical intimidation with the highest prevalence rate in America (71.09%) and lowest in Africa (61%). Abandonment is highest in Southeast Asia (11.10%) and lowest in the Eastern Mediterranean with 0.75%.

Bullying is a phenomenon that occurs throughout the world where family, school and environmental factors can play a role in leading to child abuse (deLara, 2019). This results in feeling uncomfortable, unhappy, lonely and afraid of the child. So that victims of bullying often blame themselves for their powerlessness and are even reluctant to go to school because they experience acute self-doubt.

occurrence of bullying in schools or education can take the form of violence in the form of physical, sexual, verbal and even emotional (Nazir & Piskin, 2015). In a different research result, Armitage (2021) explains that there are 3 types of bullying, namely traditional bullying, verbal bullying, and intimidation. Traditional bullying is bullying that occurs in the form of physical actions such as pushing, punching or kicking. Bullying in the form of direct verbal actions can include teasing, ridiculing, threatening physical appearance, undermining individual abilities, family, culture, customs or race and even religion. Meanwhile, bullying in the form of intimidation can range from behavior that damages peer relations, makes offensive graffiti, soils and damages personal property, isolates and insults to harassment, such as touching sensitive things to victims that are inappropriate and unwanted, using sex language and pressure others to act recklessly.

Violence at the age of children and adolescents often occurs because of circumstances where children can witness violence as a solution to solving problems. Especially for those who are not taught to solve problems rationally at home, they often see violence as the best solution to solving problems. The situation that continues to occur as described above has prompted researchers to examine more deeply the acts of bullying against children and adolescents.

## **Method**

Study this use qualitative approach with method studies library. Library Studies conducted by reading and interpreting the results of collection and processing of library data. Study this aims to describe in detail the results of previous studies and phenomena latest related bullying to enhance and support reader understanding. Data collection techniques are carried out by exploring and analyzing data sources from reviews, scientific articles, articles, and books that are relevant to the research direction. In this study, the data sources used were articles that could be obtained from various sources, such as scientific journal databases reputable, library, or internet in the range of 2019 – 2022 who can accessed in a manner open

or *open access* with site addresses <http://garuda.ristekdikti.go.id> , <http://scholar.google.com>, and <http://www.google.com> with the keyword " follow bullying " and "bullying at school ". After analysis, it was found 120 articles.

Next , summaries of the research were analyzed to determine accordance with the objectives of the research to be carried out with how to write down key points relevant to the research study and include sources of information through stages *inclusion* and *exclusion criteria* with criteria: (1) Data used in range time 2019-2022; (2) data obtained via the sites <http://garuda.ristekdikti.go.id/>, <http://scholar.google.com>, and <https://www.google.com>; (3)related with variety follow perpetrator experienced bullying \_ children age school. Based on criteria such, then There are 24 articles analyzed in study this.

## Results and Discussion

Bully literally comes from the English word "bull", which means a bull who likes to butt here and there (Wahyuni & Setyaningsih, 2021). Meanwhile, in the perspective of Indonesian etymology, bully has a close meaning with the word tyrant, which means that the weak like to intervene (Fadillah et al., 2022). Bullying is often feared by its victims because it will have negative impacts such as victims experiencing anxiety, feelings of loneliness, low self-esteem, reluctance to compete, depression, running away, trapped in drinking alcohol and drug abuse, experiencing health problems, and decreasing school attendance rates (Primasari, Rizka Alhaq, & Kebidanan Poltekkes Kemenkes Jakarta III, 2022).

In the education sector, cases of children who were perpetrators of bullying and violence accounted for the most of the total cases, namely 161, of which 41 were due to bullying and violence (KPAI, 2020). Cases of violence and bullying in a total of 31 cases or 19.3 percent describe children as victims of bullying. Meanwhile, 36 other cases of violence or 22.4 percent were perpetrators of violence. Victims of extortion, expulsion, prohibition of examinations and dropping out of education were 30 cases or 18.7%. The results of another study conducted by Primasari (2022) showed that a total of 54 respondents from DKI Jakarta Province experienced bullying as much as 35.2% with respondents aged 17 to 19 (55.2.6% years), with female gender (81.5%), attend high school/MA/SMK/equivalent (61.1%), live outside West Jakarta (63%) and live with their parents (92.6%). On average, adolescents have good knowledge (72.2%), have negative behavior from friends (53.7%), negative behavior from their teachers (55.6%) and have good parental role models.

In another case, Rahmawati (2022) explained that the bullying behavior of children at Primary school of Carangrejo 02 Kesamben Jombang had an average bullying behavior of 54.2%. They committed harassment through direct contact with a total of 42 respondents. With authoritative parenting, 13 respondents had mild bullying behavior and 6 respondents had severe bullying behavior. There were 2 respondents with mild bullying behavior and 13 respondents with severe bullying behavior. The final obligation, for parents with democratic parenting, there are 7 respondents with mild bullying behavior and 7 respondents with severe bullying behavior. Furthermore, Butar Butar & Karneli (2021) explained that the results of bullying students with insulting humor were very high, especially verbal harassment, which was 85.74 percent. Relational and social types of bullying were 83.89% and physical bullying was 70.17%. This shows that jokes meant for humor are more likely to lead to bullying.

At the secondary school level, as reported by Iqbal (2022) that there were acts of intimidation and harassment at SMP N 6 Cilegon which started with ridiculing each other. In the release it was reported that a high school student in a tracksuit slapped and kicked a classmate in a white and blue outfit. A similar incident was also experienced by junior high school students in Malang. Victims were forced to smoke and drink alcohol (Midaada, 2022). The victim was forced to buy cigarettes and alcoholic beverages under the threat of physical

violence. In other areas, bullying among high school students has even led to abuse and torture (Sarasa, 2022), experienced by children with disabilities (Handayani, 2022), and even resulted in the death of victims (Kurnia, 2022).

Even though bullying is no longer a new thing, there are cases that keep popping up as is known to be spreading on social media, namely a student from Bekasi with the initials DS who suffered trauma due to bullying from fellow students. The perpetrator committed the bullying with the victim crouching and being forced to kiss the perpetrator's feet and the perpetrator threatened the victim with dirty words. The important role of psychologists in the educational environment, given the prevalence of bullying that occurs today, deserves special attention. Bullying makes victims feel angry, ashamed, and don't want to talk about the bullying they have received because no one cares about them (Binus University, 2021). The impact of bullying on victims is very deep and leads to traumatic experiences (Husein, 2022). Whereas for perpetrators of bullying, this behavior is carried out because of low self-esteem and is a way for perpetrators to attract the attention of the people around them because when bullied, they feel satisfied and strong, powerful and become dominant.

Bullying is also a case of major concern to education in various countries. This is according to the results of research by Man, Liu and Xue (2022) who conducted a survey of students, teachers and staff from four secondary schools in England and had a total of 1,302 participants. As a result, bullying is the most common and dangerous for students. The research was also conducted by taking two samples in secondary schools in Taiwan (consisting of 605 students) and China (consisting of 869 students). They found that relationship bullying such as gossip and cyberbullying was more harmful than verbal, physical and threats. Furthermore, research he conducted in Victoria, Australia involving 10,273 high school students in a youth health survey found that neglect (neglect-rejection) has the strongest relationship with mental health of the four forms of bullying such as teasing or name-calling, spreading rumours, ignoring and make physical threats. Meanwhile, a similar study conducted in a German state involving 10,638 grade 9 students found that psychological cyber bullying is an act of bullying that greatly affects the mental health of both girls and boys.

Bullying and cyberbullying are two interrelated topics and are problems that are often faced by many people, especially in today's digital era. Bullying is an act of violence or intimidation perpetrated by a person or group of people against another individual with the aim of hurting, humiliating or harming the victim. Meanwhile, cyberbullying is an act of violence or intimidation that is carried out through electronic media or the internet, such as social media, chat applications, or websites. These two topics have several similarities, namely both are acts of violence or intimidation committed against other individuals, both can cause negative consequences for victims, and both can occur in the school environment and in other social environments. However, the main difference between bullying and cyberbullying is the medium used. Bullying often occurs in person and is limited to the environment in which the individual is located, whereas cyberbullying can occur online and can spread quickly to various places.

There have been several studies that support the negative effects of bullying on individuals. A study conducted by Kwan (2020) found that bullying victims were more likely to report experiencing anxiety, depression, and suicidal thoughts than non-victims. Similarly, a study by Moyano and Fuentes (2020) found that students who reported being bullied were at a higher risk of experiencing mental health problems and engaging in risky behaviors, such as substance abuse. Regarding cyberbullying, a study conducted by Ansary (2020) found that cyberbullying victims were more likely to experience depression, anxiety, and low self-esteem than non-victims. In terms of prevention, a study by Kowalsky (2019) found that school-based interventions that focus on creating a positive school environment, increasing adult supervision, and implementing rules against bullying can be effective in reducing bullying.



Overall, these studies highlight the negative effects of bullying and cyberbullying on individuals and the importance of implementing effective prevention strategies to address these issues.

One such example of cyberbullying was reported in 2020. An Indian TikTok celebrity named Siya Kakkar was found dead in New Delhi, India. The management of the deceased confirmed that the cause of death was suicide (Untari, 2020). Depression leading up to his death was a contributing factor in his decision to take his own life. Victims are subjected to online harassment in the form of threats and malicious comments, which in turn makes the victim feel sad. The same incident that occurred in Indonesia in 2021 also occurred in 2021, a high school student almost committed suicide because he was afraid that his immoral film would be shown to others (AsykarulHaq, 2022). This shows how dangerous cyberbullying is and the importance of taking preventive measures to reduce the risk of this problem occurring.

The prevalence which is quite large and continues to occur every year as stated above encourages further studies to find the root causes and prevention efforts that must be carried out. An in-depth study conducted by the KPAI team (2020) revealed that the cause of bullying is the absence of social control from society, the many negative behavior models that tend to be imitated a lot such as violence which is a negative impact of social media. The ease of access to social media that children and adolescents experience without any assistance from parents or teachers contributes greatly to bullying behavior both on social media itself and bullying that is carried out at school and in the neighborhood where they live. Furthermore, Febriani (2022) reports as delivered by a Lecturer at the Faculty of Psychology, University of Padjadjaran, stating that bullying occurs in the school environment due to 2 conditions, namely children who are introverted or have a tendency to get angry easily with their peers. The second is that the victim's personality behavior is different, prominent and disliked by his peers.

Armitage (2021) explains in detail that the factors that influence bullying are (1) Gender differences. In general, sexual relations between women and men both have the opportunity to be harassed. Boys will be bullied directly physically and girls will be bullied verbally and indirectly. Both girls and boys can be bullied because of how they look. Boys can be direct bullies, while girls can be indirect and verbal bullies. Girls can become bullies when bullied online through digital messages on social media; (2) Age difference. As children get older, they are less likely to be bullied by their peers. However, older children are more vulnerable to cyberbullying on social media; (3) Discrepancies between gender and norms. Children who are perceived as gender non-conforming are at higher risk of being bullied; (4) Physical and learning disabilities to be associated with an increased risk of bullying; (5) Race, nationality or skin color. The bully may commit intimidation based on race, nationality or skin color; (6) Religion. Children with certain religious beliefs are less in number than the number of children who adhere to a different religion are vulnerable to bullying; (7) Socioeconomic status. Low socioeconomic status is associated with an increased risk of bullying; (8) Migration status. Immigrant children are more susceptible to bullying than homegrown children; (9) A positive school environment can reduce bullying; (10) The level of education is a protective factor or protection against threats of bullying; (11) Friends and family support, family support, and communication can be important protective factors.

Furthermore, Armitage (2021) explains that there are consequences of childhood bullying which can be grouped into 3 broad categories, namely the consequences of education in childhood and youth, health consequences during childhood and adolescence and all consequences during childhood. mature. First, the consequences of education for children and adolescents. The consequences are that you will feel like someone outside the community (or left out at school), feel anxious about exams even though they are well prepared, skipping school at least 3-4 days in the previous 2 weeks. Second, the health consequences during childhood and adolescence. Health consequences during childhood and adolescence can be

physical health outcomes such as unspecified psychosomatic symptoms, feeling tired, poor appetite, stomach pain, trouble sleeping, headache, back pain, dizziness. Other mental health consequences of experiencing bullying can include depression, anxiety, psychotic symptoms, self-harm, suicidal thoughts, substance abuse, alcohol abuse, smoking, panic disorder, loneliness, low self-esteem, hyperactivity, disturbed personality. Meanwhile, social health consequences can include isolation, poor school adjustment, poor social adjustment, poor school adjustment, externalization problems, risky sexual behavior, carrying weapons, breaking up with parents. Third, the consequences of bullying on children during adulthood. The consequences of bullying on children throughout adulthood include mental illness, depression, anxiety, panic disorders, personality disorders, suicide, crime, violent crime, drug addiction.

By paying attention to the prevalence and consequences of bullying, it is necessary to find prevention efforts. In this case, the research results of Armitage (2021) can be one of the considerations. He explained that bullying prevention can be carried out with school-based interventions using a school outreach approach that incorporates multiple disciplines and the involvement of senior staff, providing program-based training and targeted social skills creation. The most widely adopted approach is the OBPP (Olweus Bullying Prevention Program), a comprehensive school-wide program designed to reduce bullying and build better peer relationships among preschoolers. Whereas in the learning process cooperative learning can be applied, which is able to provide opportunities for teachers to increase positive interaction between students and peers through structured group learning activities at school. It has been shown to be effective in reducing emotional problems and bullying as it increases student engagement and learning achievement.

From this study, the necessary efforts can be made to improve children's health through prevention of bullying, including (1) promoting the importance of parental and peer support in preventing bullying both at home and in learning schools; (2) Educate health professionals about the consequences of childhood bullying and provide training and resources to enable appropriate action in identifying, managing; (3) Develop and disseminate bullying prevention interventions to address sibling bullying; (4) Create and implement collaborative learning across schools to reduce bullying in Ministry of Education institutions; (5) Addressing cyber bullying with evidence-based interventions also addresses traditional forms of bullying; (6) Educate primary health nursing professionals on the presentation and impact of bullying on children's health.

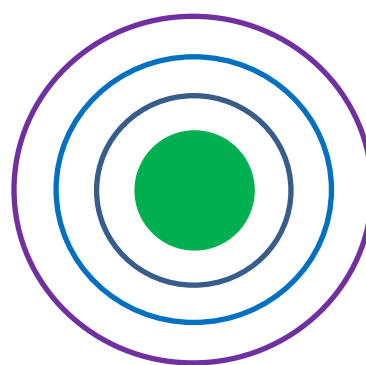
Efforts to prevent bullying have also been formulated by the government based on the 2015 Minister of Education and Culture Regulation Number 82 regarding the Prevention and Management of Violence within the Scope of Educational Institutions. Attention to efforts to prevent bullying is also contained in Article 44 paragraph 1 of the Child Welfare Law which states that the government and regional governments are obliged to facilitate and comprehensive health service efforts for children so that every child in the womb enjoys optimal health", while in paragraph 4 it is stated that comprehensive health efforts as explained in paragraph 1, made in accordance with the Child Protection Act and the Child Abuse Health Law, must be fully implemented. Likewise, Article 9 of the 2014 Child Protection Law Number 35 in paragraph 1a states that every child has the right to protection in educational units from crimes and sexual violence by teachers and other student educators and/or other parties.

In addition to statutory guarantees, efforts to prevent bullying should also be carried out directly by educators at schools. Every school has at least a variety of programs that involve students in various exercises and role-playing assignments that can teach students to engage directly with alternative methods of interacting with bullying behavior. Every school can also involve the role of a psychologist who has a good method for reading child psychology. Psychologists often use drawing, writing, interviewing and taking an individual approach to

describe a child's psychological state. This was done to help schools, teaching staff and parents in an effort to prevent their children from bullying.

The same thing was also reported by Febriani (2022) that the teacher's role is very important in observing and commenting on the personality of each student. Teachers should also assess which students are potential targets for bullying, who have dominant personalities or behaviors, and who are academically problematic. Teachers can raise awareness by paying attention to people who tend to be bullied. Changes in behavior in children will be seen when they experience bullying at school. For example, the child will be calmer and less enthusiastic at school and it can even affect his appetite. Apart from teachers, parents also have an important role in anticipating cases of bullying. This role is played before or during the bullying. Parents should also be educated about the personality of children who are prone to bullying. If the character is owned by their children, parents need to take anticipatory steps to strengthen the child's character. If their child is bullied, how will they react, because often prospective children are bullied because they do not have the ability to defend themselves. Therefore, parents must be aware of the possibility of anticipatory action. Although it is difficult to practice self-defense skills, especially for children who have a tendency to be bullied, good and consistent parenting will be able to improve a child's ability to defend himself.

Taking into account the fact that bullying can occur anywhere, all parties involved must have an active role in monitoring and understanding student progress at school. Schools together with parents are responsible for preventing bullying among students. At school, one of the things that can be applied is to provide space for students to express their feelings and problems. This reminds us of the importance of the presence of psychologists in the school environment. Psychologists can help students reduce psychological stress or trauma. Not only because of the problems that exist at school, but also because of the problems that must be borne by the family for school. With this method students will feel relieved and calm to achieve optimal results in learning at school. A psychologist can help students understand themselves better depending on their stage of development. In addition to the material received from the teacher, students will also be helped to solve the problems they face. Apart from being involved in prevention efforts, the presence of psychologists can also play a role in helping to rehabilitate trauma victims. Furthermore, the findings of the data in this study can be briefly visualized as shown below.



Description: — family layer      — school layer      — community layer

Figure 1. Bullying prevention layer

## Conclusions and Suggestions

Bullying in school is still a pervasive issue that affects both the victims and the perpetrators. The lack of supervision from parents, teachers, and the environment plays a significant role in the occurrence of bullying. Victims are usually shy and unable to defend themselves, which makes them vulnerable to the bullies. The phenomenon of bullying has led to horrifying sexual harassment actions, causing high levels of trauma to the victims. However, the perpetrators of bullying have not been legally punished, and this is suspected to not give a deterrent effect. The impacts felt by the victims can be severe, including depression, anxiety, physical illness, and social isolation. Therefore, it is suggested that schools improve the inclusive and positive school environment by enforcing anti-bullying rules, implementing programs that promote inclusivity, and implementing learning that allows students to work together and achieve their goals according to their abilities. It is also crucial to increase awareness of bullying through socialization to parents and the school environment to prevent it from happening in the first place.

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