

Bullying of adolescent in Yogyakarta: Responses and impacts

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ABSTRACT

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Background: Phenomena of bullying for adolescents in Indonesia require a serious concern from the government, schools and parents. A high number of bullying incidents on adolescents can have negative impact physically and psychologically for actors and victims. Adolescent responses on bullying can be indicated as self-defence of a victim when being bullied.

Objective: This research aimed to identify adolescent responses on bullying and its impacts for the adolescents in Yogyakarta.

Methods: This study used a qualitative method of phenomenology. Data in this study were collected through observation and in-depth interviews. Participants included in this study were 14 people who consists of parents, adolescents, and teachers, and they were determined by purposive sampling. Validating of the data was conducted by using methodological triangulation, data triangulation and peer debriefing. Thematic data analysis was conducted by using the open code software 4.02.

Results: This study found that the responses of adolescents to the bullying included resistance, avoidance, silence, and fear. Then impacts of the bullying could make the victims have avoidant personality disorder or shift them as actors. For actors, they would feared by his friend at school and get punishment from the school.

Conclusion: Prevention of bullying of adolescents is urgently needed to overcome the impacts for the adolescents. The results of this study could be used as basic data to deal with bullying of the adolescents.

Latar Belakang: Fenomena bullying pada remaja di Indonesia membutuhkan perhatian serius dari pemerintah, sekolah dan juga orang tua. Banyaknya insiden bullying pada remaja memberikan dampak negatif baik secara fisik maupun psikologis bagi pelaku dan korban. Respon yang dilakukan remaja saat menerima perilaku bullying diindikasikan sebagai bentuk pertahanan diri korban ketika menerima perilaku bullying.

Tujuan: Penelitian ini bertujuan untuk mengidentifikasi respon dan dampak bullying terhadap remaja di Yogyakarta.

Metode: Penelitian ini menggunakan metode pendekatan kualitatif fenomenologi. Pengambilan data dilakukan melalui observasi dan wawancara mendalam. Partisipan dalam penelitian berjumlah 14 orang, yang terdiri dari orang tua, remaja, dan guru yang ditentukan secara purposive sampling. Validitas data dilakukan dengan menggunakan triangulasi metode, triangulasi sumber, dan peer debriefing. Analisis data dilakukan menggunakan software open code 4.02.

Hasil: Hasil penelitian menunjukkan bahwa respon yang diberikan remaja terhadap perilaku bullying diantaranya adalah dengan melakukan perlawanan, menghindari dari perilaku bullying, tidak merespon perilaku bullying, dan merasa takut dengan bullying. Bullying terhadap remaja mengakibatkan korban

menjadi tidak mau bergaul, bahkan dapat menjadi pelaku bullying, sedangkan pelaku bisa mendapatkan hukuman dari sekolah dan juga ditakuti oleh temannya di sekolah.

Kesimpulan: Pencegahan perilaku bullying pada remaja sangat diperlukan untuk mengurangi efek yang ditimbulkan. Hasil penelitian ini dapat digunakan sebagai data dasar untuk pengembangan program pencegahan intimidasi pada remaja.

INTRODUCTION

Bullying is actions of an individual or a group of people that cause other people to feel persecuted, intimidated, frightened, and it makes its victims powerless to prevent such actions.¹ The actions are inseparable from a gap of power between actors and victims so that the victims feel disadvantaged, oppressed, or pain.² The bullying can also happen either directly or indirectly like through social medias.³ Research on bullying in five Asian countries by ICRW mentioned that Indonesia was on the first ranks of bullying incidents in schools with a percentage of 83%.⁴ A survey also reported that numbers of reported bullying in schools reached 40% and 32%, and they told they experienced physical violence.⁵ High rates of bullying of adolescents make them vulnerable to do violent actions, intimidation, abuses, exclusion and oppression.⁴

When being bullied, the victims usually show resistance to the actors. The resistance can be realized verbally, physically, or both. However, the bullying is often perpetrated in a group so that a victim feel oppressed and cannot resist because the group is higher in numbers than the victim.¹ Victims who are oppressed tend to surrender

and not resist. Victims who surrender usually experience fear and even trauma. In addition, the victims can also experience severe physical injuries due to bad actions of the actors who feel more powerful than the helpless victims.⁶

Other impacts that can be experienced by the victims are the emergence of feelings of inferiority, fear, pressure and severe depression. This can affect concentration of the adolescents in learning, so their academic activities in school are disturbed. In addition, the victims tend to isolate themselves from their environment, limit their communication, and be introverted. This condition can worsen physical conditions of the victims.⁷ Fujikawa stated that 30% of the victims could experience major depression and half of the number of the victims have thought to end their lives.⁸ UNICEF reported that bullying is one of the highest causes of suicide for adolescents in Indonesia with 40% incidents.⁵ Therefore, the bullying has negative impacts on growth and development of the adolescents. Preventive actions are necessary to overcome problems of the bullying. This study aims to observe adolescent responses to the bullying and its impacts for them, especially in Yogyakarta.

METHODS

This study used a qualitative method with a phenomenological approach. Participants in this study were 14 people consisting of 6 parents, 7 teenagers and 1 counsellor who were determined by purposive sampling. The participants should include in criteria as below:

Tabel 1. Participant Criteria

Parents	Student	Teacher
Parents whose children attend at vocational high schools in Yogyakarta: grade 10, or grade 11, or grade 12.	Actors of bullying, or victims of bullying, or actors and victims of bullying.	Teacher as a counsellor or homeroom teacher at grade 10, or 11, or 12 at vocational high school in Yogyakarta.
Parents who live in the same house with their children.	Students who study at vocational high schools in Yogyakarta: grade 10, or grade 11, or grade 12.	
Able to communicate well		

The data were collected through in-depth interviews and observation. The in-depth interviews were conducted to determine factors that influence bullying of the adolescents. The observation was conducted for a week by observing actions of bullying of the adolescents at the school. The observation was handled by teachers who taught in the classes: grade 10, 11, and 12, to reduce subjectivity of the researchers. Every teacher who participated in the observation had to make apperception first. Validating the data was conducted by using methodological triangulation, data triangulation and peer breeding. Data analysis was conducted by the open code 4.02.

The obtained data were transcribed and written. The researchers then classified the transcript according to important statements. The classified data were labelled based on meaning of the statements. Then the researchers conducted a textural description or developing the meaning.

Researchers developed a structural description of the statements in order to obtain several major themes. Furthermore, researchers combined the textural and structural descriptions into a form of narration. The researcher explained about essence of these phenomena, and presented in tabular form and discussion.

The researchers considered ethical principles of confidentiality, autonomy, and informed consent. In addition, this study received ethical approval from the Ethics Commission of the Faculty of Medicine and Health Sciences, Universitas Muhammadiyah Yogyakarta with No. 659/EP-FKIK-UMY/XII/2017.

RESULTS

Responses of the adolescents to bullying

This study found that responses given by the adolescents to the bullying included resistance, avoidance, silence and fear. This could be seen in a picture below (Figure 1):

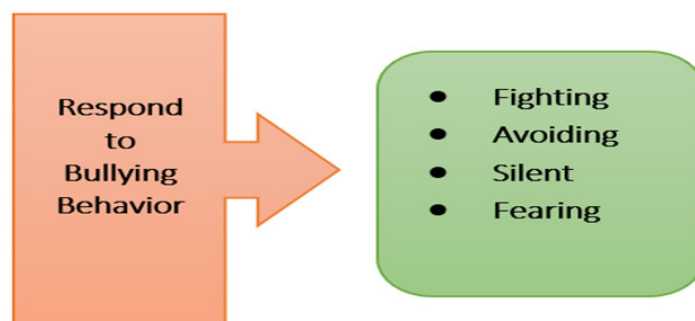


Figure 1. Responses to Bullying

The first response was resistance. An adolescent said that if he were ridiculed, he would revenge who had ridiculed him/her by beating him/her. The response can be seen in the participant's statement below:

Interviewees: "he insulted my parents and I did not accept this action."

Interviewer: "If he insults your parents, what do you do?"

Interviewees: "Fighting, Ma'am."

(Adolescent, male, 17 years old)

The next response was that they did not care

about the bullying. Some of the adolescents chose not to care about the bullying. They felt useless if they were separated from students who like to bully because they will not listen to their friend who were not from their group. They felt safer when they did not care about the bullying. This can be seen in the participant's statement below:

"I let him do it, and I ignored him. If he is good, I am sorry. However, if it is bad, I will leave it. If I advise him, he will reward me."

(Adolescent, male, 17 years old)

One of the adolescents explained that he

preferred to be silent or not to provide any responses although other students disturbed him. He said that if he responded to actors of the bullying, they would be more intense to bully. Therefore, he felt that silence was the best choice to respond them. This can be seen in the participant's statement as below:

Interviewees: "Sometimes I just keep quiet miss. If I react, I will be more mocked or bullied."

Interviewer: "Do you mean that you will fight back (mocking)?"

Interviewees: "No, I am better to be silent than being ridiculed by them."

(Adolescent, male, 17 years old)

Another response of the adolescents was fear. One parent said that the adolescents were afraid to report their experienced bullying to their

parents. They felt threatened by the bullying. In addition, they also felt afraid to experience bullying again, so sometimes they did not want to go to school. In addition, some of them chose to be silent or did not resist when they were bullied. This can be seen in the participant's statement below:

"... If an adolescent feels threatened, so he is afraid, isn't he? He is afraid to say this.Do not let you tell your parents or teacher. He feels threatened. So he feels scared ..."

(Parents, woman, 37 years old)

Impacts of bullying for the adolescents

This study revealed that the victims could feel the impacts of the bullying. This can be seen in the picture below:

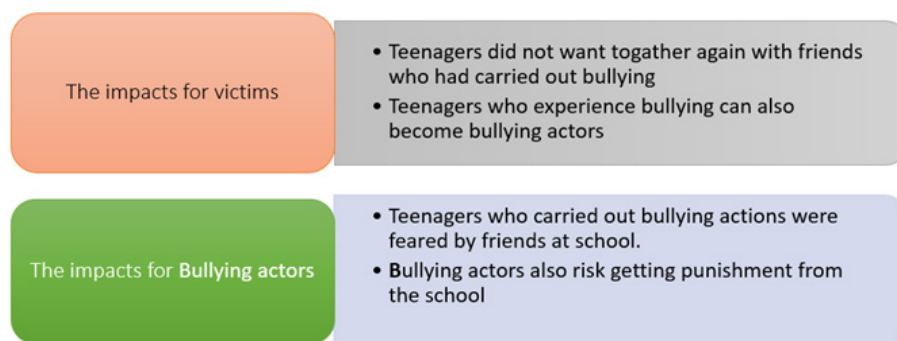


Figure 2. Impacts of Bullying

One of the impacts was experienced by one of the participants, a victim in this study. The participant said that his son did not want to play anymore with his friends who had bullied him. This can be seen in the participant's statement below:

"...he is angry like that. If there is an agenda like youth gathering, my child has never been invited by his friends. However, when there is homework or group task my child is asked to do the work by his friends. Finally, my child does not want to take part in such activities anymore. He never gathers again with those friends."

(Parents, man, 42 years old)

The victim felt intimidated because he was asked to do a lot of things by their friends. In addition, the victims sometimes also shifted to be actors of bullying. This happened because they wanted to revenge. The impacts of bullying were experienced not only by the victims, but also by the actors of bullying. A participant mentioned that the adolescents becoming the actors were feared by their friends at school. This can be seen in the participant's statement below:

"... my child is a hard person. My child in school is feared by his friends. His senior in school is scared of my child. "

(Parents, man, 41 years old)

In addition, the actors could have get

punishment from the school. This can be seen in the participant's statement below:

"... Then the third one goes directly to the perpetrators . Usually if there is a case of bullying, first we provide guidance first. However, if it happens again, we give punishment for the them."

(Counselor, woman)

DISCUSSION

The first response to bullying was resistance. Adolescents who got bullied and felt ridiculed would perform resistance.⁴ The adolescents told that after being bullied they felt resentful and eager to respond it. The resistance could be as a form of self-defence.⁹ One of the self-defence could be in the form of physical or verbal resistance to the actors of the bullying.¹⁰

The next response was that they did not care about to the bullying . ICRW reported that levels of tolerance of adolescents to violence was high because they tended to avoid and allow their friends to be bullied.⁴ The adolescents also tended not to care because they felt safer by not interfering in their friends' affairs of bullying either who bullied or who were bullied.¹¹

Some of them chose to keep silent or did not resist when getting bullying from their friends. Georgiou Stavriniades explained that one of the victims of the bullying tended to be resigned because they were afraid that if they resisted, they would be increasingly oppressed by the actors.¹² The adolescents revealed that they felt safer when they were silent than when they responded to their mocking friends. The bullying also provided responses of fear for the adolescents. They who did nothing when bullied were passive victims.⁷ The passive victims would usually show sadness, anxiety, and fear when being bullied.¹³

One of the impacts of bullying for the victims was that they did not want to gather again with their friends who had bullied them. The Adolescents who experienced bullying can have psychological problems, so they tended to be alone, reluctant to gather with their friends, have low self-esteem. Then the worst impact could

be suicide.⁸ The participants who experienced bullying could also shift to be actors of bullying. They who had been bullied could also bully others in the future.⁴ The bullying could make negative emotions to victims as they didn't feel accepted, wanted to fight, or took revenge.¹⁴

The actors could also experience effects of the bullying, as they could be feared by their friends at school. Kowalski & Limber explained that the actors are usually feared by their friend at school, so that labelling as a naughty or feared student did not have a significant effect to the actors.¹³ The actors used force as a tool to threaten and scare other adolescents.¹⁵ When others saw a bullying incidence, they felt uncomfortable and sympathetic to the victims. This causes the actors to have negative emotional feelings, to be seen as bad person, to be frightened, or even seen as a heartless person.¹⁴ Another impact felt by the actors was bad friendship at their school. The actors tended to be shunned and hated secretly by their friends.¹⁶ They also could get punishment by the school. One of the school actions to prevent bullying was by giving strict punishment to the actors such as giving social work penalties to suspend them from the school.¹⁵

CONCLUSION

Responses of the adolescents on the bullying included resistance, avoidance, silence, and fear. Meanwhile, the impacts of bullying to the adolescents could be experienced either by the victims or by the actors. For the victims, they did not want to gather again with their friends and sometime shifted to be an actor. For the actors, they would be feared by their friends at school and could get punishment from the school. This research can be a basic data to be developed further by using other research methods.

CONFLICT OF INTEREST

There was no conflict of interest in this study.

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