

Phenomena of bullying behaviour on adolescents in boarding school

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ABSTRACT

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Background: A large number of bullying cases occurred on adolescents in boarding schools can impact on physical and psychological conditions that make them inconvenient in their schools and boarding schools. Boarding schools are more prone of bullying incidents than public schools because their students interact each other more often, either in their schools or dorms.

Objective: This study aims to observe bullying behaviour of adolescents in a boarding school in Yogyakarta.

Methods: This study was a qualitative method with a phenomenological approach. Its data collection technique was conducted by interviewing. There were 11 participants in this study consisting of eight adolescents and three boarding school teachers who were determined by a purposive sampling. To validating its data, this study used a source triangulation, peer debriefing, and thick description. Then, its data analysis applied the Open Code 4.03.

Results: This study showed that bullying behaviour occurred in the boarding school were physical bullying, verbal bullying and relational bullying. Factors that contributed for the bullying behaviour were physical forms, social intercourses of adolescent, emotional attitudes, histories of bullying, seniority, and bullying punishment that are applied ineffectively. Responding to the bullying incidents, the boarding school made policies by making rules about bullying, intervening by advice, applying school punishment, and initiating preventative efforts

Conclusion: Bullying behaviour of the adolescent occurred in the boarding school includes physical bullying, verbal bullying, and relational bullying that requires attention from all parties, including schools. Schools are expected to provide socialization related to the bullying and to cooperate with all school members to prevent repetitive incidents of bullying.

Latar Belakang: Banyaknya kasus bullying yang terjadi pada remaja boarding school menimbulkan dampak pada fisik dan psikologi sehingga membuat remaja tidak betah di sekolah dan asrama. Boarding school rentan insiden bullying daripada sekolah umum karena siswanya lebih sering berinteraksi satu sama lain baik di asrama maupun sekolah.

Tujuan: Tujuan penelitian untuk mengetahui gambaran perilaku bullying pada remaja di boarding school di Yogyakarta.

Metode: Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Teknik pengumpulan data dilakukan dengan wawancara. Partisipan penelitian ini berjumlah 11 orang yang terdiri dari 8 remaja dan 3 guru boarding school yang ditentukan dengan purposive sampling. Keabsahan data menggunakan triangulasi sumber, peer debriefing & thick description. Analisa data menggunakan

Open Code 4.03.

Hasil: Hasil penelitian ini menunjukkan bentuk perilaku bullying yang terjadi di boarding school adalah bullying fisik, verbal, dan relasional. Faktor-faktor yang menyebabkan terjadinya bullying pada remaja ini diantaranya bentuk fisik remaja, pergaulan remaja, sikap emosional remaja, riwayat bullying, senioritas, dan hukuman bullying yang diterapkan dinilai tidak efektif. Dalam menyikapi kejadian bullying, sekolah membuat kebijakan dengan cara membuat peraturan sekolah tentang bullying, pembinaan sekolah, hukuman sekolah, dan upaya pencegahan bullying di sekolah.

Kesimpulan: Gangguan siklus menstruasi merupakan faktor risiko DM tipe 2, terutama pada wanita usia subur yang obesitas.

INTRODUCTION

Bullying is repetitive aggressive behaviour of a person or group to oppress a weaker person or group aimed to hurt them physically or mentally.¹ A result of study, conducted by the International Centre for Research on Women on Adolescents observing adolescents by age of 12-17 years old, reported that Indonesia had the highest bullying cases of 84% compared to four Asian countries.² The Indonesian Child Protection Commission noted that reported cases of bullying in 2018 increased by 21%; in senior high school was 34.7% and in junior high school was 17.3%. One of regions with the most incidents of bullying is Yogyakarta.³ A study in Yogyakarta focused on junior high and high school Adolescents found that forms of bullying behaviour were physical bullying (hitting, kicking, pulling ear), verbal bullying (teasing, calling people with other names), relational bullying (isolating, intimidating), and cyberbullying (negative comments on social media, upload photos, and stories).⁴ Bullying occurred at school also occurs in the boarding school environment.⁵

A previous study noted that non-formal educational institutions such as boarding schools could have 61-73% incidents of bullying in forms of violence, extortion, intimidation, and taking things.⁶ Adolescents in boarding schools have more time to interact with friends than general schools, so risks of bullying behaviour in dormitories and schools are vulnerable.⁷ Bullying

that occurs in the boarding school environment has psychological and physical impacts. Some impacts of bullying experienced by victims can be worries, loneliness, insecureness, and thinking about suicide.⁸ The physical effects of bullying can include headache, abdominal pain, and sleep disorder.⁹

A preliminary study conducted by the authors at boarding school-based schools in Yogyakarta showed that frequently occurred forms of bullying were mocking, calling friends by other names, speaking harshly, yelling, and being blamed by seniors. The seniors, however, considered this as a tradition and a habit to mentally train juniors to be strong. The impact of this bullying behaviour was that the adolescents would feel afraid, cry more often, feel the dormitory not like home, and run away from the dormitory. Based on this background, the bullying cases occur not only in schools but also in boarding schools that will influence the adolescents physically and psychologically. Therefore, the authors focus to observe how bullying behaviour among adolescents in boarding schools is.

METHODS

This study was a qualitative method with a phenomenological approach. The phenomenological approach was used to observe participants' experiences of bullying behaviour when at boarding schools. This study was conducted at two boarding schools in Yogyakarta in February 2020. Its participants were 11 people consisting of 8 adolescents and 3 counsellor teachers determined by a purposive sampling. Participant criteria of this study were as below:

Table 1. Inclusion criteria

Students	Teacher
1. Students who study at boarding schools in Yogyakarta	1. A counselling teacher or a homeroom teacher that work in boarding schools in Yogyakarta
2. Students are victims of bullying, perpetrators of bullying, or perpetrators and victims of bullying.	2. They are willing to be participants
3. They are willing to be participants.	

A technique of collecting data in this study used in-depth interviews with research instruments, namely interview guides. In-depth interviews were conducted to 8 adolescents who were perpetrators, victims, or perpetrators and victims of bullying, and to 3 counselling teacher of the students. The Interviews was about 45-60 minutes or according to contracts of time with participants who had previously been asked to fill out an informed consent sheet as documentation. In-depth interviews with adolescents were conducted face-to-face in classrooms and in boarding school library rooms, and in-depth interviews with teachers were conducted by phone because it was not possible to meet face-to-face. During the interview process, the authors used voice recorders as supporting tools and data storage.

The obtained data were transcribed and written. Its data analysis method was performed by generating small themes in synthesis 1, big themes in synthesis 2, drawing conclusions, and presenting data in forms of narration. A validity

test of the data applied a source triangulation, peer debriefing, and thick description. Then, it data analysis used the open code 4.03.

The authors conducted this study after obtaining an ethics certificate with No. 015/EC-KEPK FKIK UMY/I/2020 from Ethics Commission of the Faculty of Medicine and Health Sciences, Universitas Muhammadiyah Yogyakarta. During this study, the author also considered ethical principles of autonomy, confidentiality, justice, and beneficence.

The strength in this study was reviewed from its used research methodology in the forms of data collection techniques from several sources, namely adolescents and teachers, as the obtained data were more varied.

RESULTS

The of participants in this study consisted of 11 people who eight of them were adolescents and three of them were teachers in the two boarding schools that can be seen in the following tables:

Table 2. Characteristics of adolescent participants.

No.	Characteristics
P1	Male student, 17 years old, Senior High School, who was a victim and a perpetrator of bullying
P2	Male student, 14 years old, Junior High School, who was a perpetrator of bullying
P3	Male student, 17 years old, Senior High School, who was a perpetrator of bullying
P4	Female student, 17 years old, Senior High School, who was perpetrator of bullying
P5	Female student, 18 years old, Senior High School, who was a victim & a perpetrator of bullying
P6	Male student, 18 years old, Senior High School, who was a victim of bullying
P7	Male student, 15 years old, Junior High School, who was a victim of bullying
P8	Male student, 17 years old, Senior High School, who was a victim of bullying

Table 3. Characteristics of teacher participants.

No.	Characteristics
P9	Male teacher, 25 years old, diploma
P10	Male teacher, 27 years old, bachelor
P11	Male teacher, 30 years old, bachelor

Bullying factors

Results of this study found that factors contributing to bullying behaviour of adolescents in the boarding schools were physical forms

of adolescents, social intercourse, emotional attitudes of adolescents, bullying history, seniority, and bullying punishment applied ineffectively. This can be seen in the picture below:

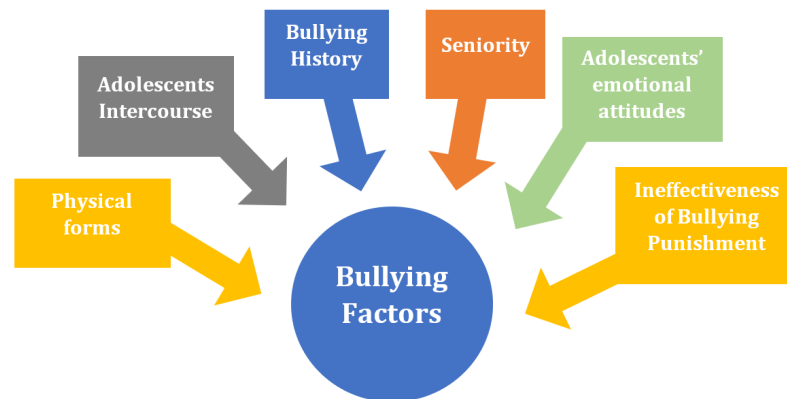


Figure 1. Bullying factors

Physical forms

Different physical forms with other friends, such as big, short, or frizzy forms, were trigger factors of bullying. A sub-theme of family expectations towards patients.

"... I usually often get bullied by other friends. They ridiculed me by saying my parents name and physically teased me by saying that my small body was called 'tuyul (bald draft)'." (a male adolescent, 14 years)

Adolescent intercourse

The results of their interview stated that bullying was caused by a grouping activity of adolescents when they interacted each other more often so that bullying was considered only as a joke. They also did bullying by inviting their friends who were in one group/gang.

"... So that, I invited my friends, and we just executed. I had never done the bullying alone. I would definitely invite friends. At most I would say, 'I got angry with that person, let's bully him/her.'" (a male adolescent, 14 years old)

Bullying history

A history of bullying could make adolescents committed bullying because they had ever been treated such this way, so they would like to revenge.

"... They had a fight against their friend in class because of their earlier bad experience. Sometimes they got rubbed it into a fight ..." (a male teacher, 27 years old)

Seniority

The next factor was seniority. The seniors felt that they were higher in rank than other juniors, so they could treat them whatever they want.

P: *"So who did it, sir?"*

N: *"They were the seniors. The juniors did not have a courage to bullying haha... anyway the seniors often bullied them." (a male teacher, 30 years old)*

Emotional attitudes of adolescents

The Adolescents got angry as the perpetrators' attitudes who were annoying and disrespecting the others. The teacher also revealed that the perpetrator felt him/herself dominant and powerful.

"... There were those who were typically dominant in school. They belonged to the dominant children, who control the weak." (a male teacher, 25 years old)

Ineffectiveness of bullying punishment

The punishment applied by the boarding schools to overcome the bullying was considered ineffective by the adolescents, causing bullying behaviour repetition.

"In my opinion, it was only 'warning-letter.' Although they would get the second letter, it would not effective. It will be better if they get a warning-letter, they also will get punishment. Therefore, the punishment will be effective and equal." (a male student, 14 years old)

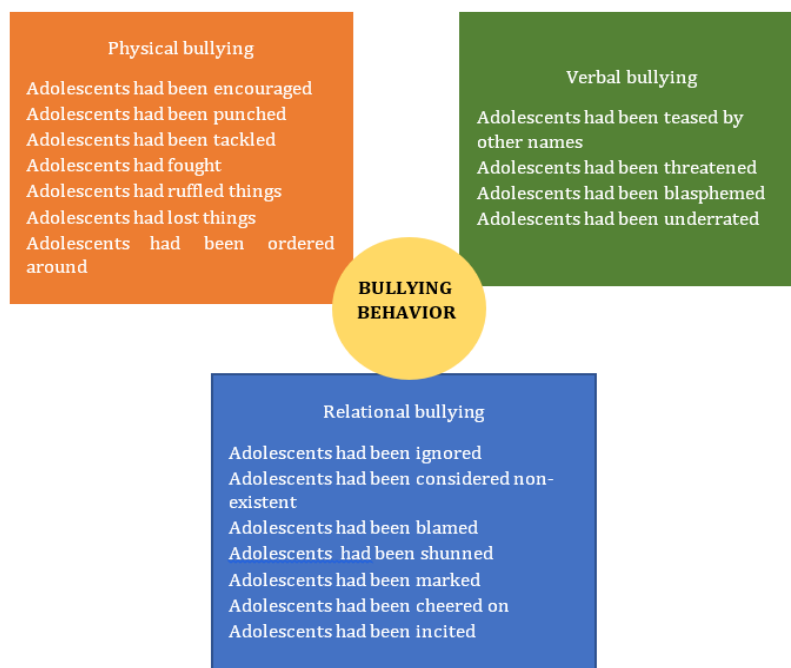


Figure 2. Bullying behavior

Bullying behaviour

The results showed that physical bullying by adolescents in the boarding schools appeared in a lot of forms, such as that they got pushed, punched, tackled, fought, ruffled, loss of things, and ordered by the perpetrators to do anything. Furthermore, they also admitted that they often lost their uniforms, sandals, and money in the dorms.

P: *"Besides sandals, is there anything else lost?"*

N: *"Money and uniform."*
(a male adolescent, 17 years old)

Verbal bullying often occurred at the boarding schools was that they were had been teased by calling them by their parents' names, 'fat', 'sissy', 'stupid', 'deaf', 'weird', and other slanders. Apart from that, they were also threatened, blasphemed and belittled.

P: *"What the verbal form is like?"*

N: *"They call me 'stupid', 'deaf' (laugh),..."* (a male adolescent, 17 years old)

The next form was relational bullying. The adolescents admitted that they were often ignored, considered non-existent, blamed,

shunned, marked, cheered during presentations, and incited by their friends. The teacher told that the adolescents were sometimes cheered on when they answered the teacher's questions incorrectly.

"... He kept moving forward, and his answer was not related to the question. In fact, when someone behaved strangely, there were almost a whole class who had been shouting to him/her..." (a male teacher, 30 years old)

Bullying responses on the perpetrator and the victim

The results showed that responses of adolescents as a perpetrator of bullying were be able to vent their emotions, feel happy, feel satisfied, and feel guilty. The adolescents said that their emotions could have been vented after fighting out of revenge. They also were delighted after bullying their friend. A teacher at one of the schools revealed that the adolescents got their own satisfaction after bullying their friend. However, on the other hand, they confessed that they felt guilty and sorry after causing the victim to cry. They also admitted feeling guilty despite initially being upset. This was supported by the following participant statement:

P: "What did you feel when you fought back?"
N: "It tastes good as I can release all of my emotions. Let's me say I have a grudge, and I can let it all go through my hands..." (a male Adolescent, 14 years old)

"...Those who like to bully actually get its own satisfaction..." (a male teacher, 30 years old)

"... It depends on the emotional condition haha (laughs). Sometimes I get satisfied after bullying him, but after that I feel guilty and sorry for him." (a male Adolescent, 17 years old).

One of responses of adolescents who experienced the first act of bullying was they would fight back. The adolescent explained that if he was beaten, he would fight back in form of punching, and if he mocked by another name or the name of their parent, they would reply with the same. They responded by such actions because they felt unfair and angry after being bullied. They also felt vengeful and tended to resist to the bullying perpetrators in the future. In addition, they said they felt angry and hate when ridiculed by their friend. However, some chose to be silent when getting bullied. Reasons that they remained silent was they didn't dare to fight back, the perpetrators were seniors, and they were used to it. They also said that they sometimes cried in quiet place like in school bathrooms or dormitories. This was evidenced by some their statements as follows:

". It is simply because I don't accept it, for example when someone called me by another name or mocking me, so I will do the same haha (laughs)." (a male Adolescent 15 years old).

"...It feels 'ssss,huh!!' (clenching fingers) like immediately want to punch him but I hold it. I feel so annoyed and irritated, especially if the perpetrator is smaller than me...." (a male adolescent, 14 years old)

"...I usually remain silent to someone who

likes to mocking me because he's older than me and if I avenge him, I am afraid he'll rampage." (a female adolescent, 17 years old)

Coping mechanism of bullying victims

The results indicated that coping mechanism in the boarding schools of bullying victims were by avoiding their perpetrators and reporting them to teachers. One of the teachers explained that the adolescents tended to avoid friends who often bullying them because they don't want to be ridiculed anymore. On the other hand, they chose to report about their problems to their teachers or friends for advice. This was supported by a teacher's statement at one of the schools that they received a report from adolescents who claimed to be frequently bullied by his friend. This was evidenced by the participant's statement as follows:

"...But if they meet with a friend who often bullied them, they intended to avoid him/her, for example 'we don't want to join with them sir, because there is he/she.'" (a male teacher, 25 years-old)

"... The student went back and forth to us, and we were wondering if he had done something we had advised. Sometimes I asked them to remember first why you were bullied by your friend...." (a male teacher, 27 years old)

Boarding school regulations

School rules

The results found that the schools had rules in dealing with the bullying, including giving points and warning letters to Adolescents. The assessment of these points had already been available in the student rule book. These points would be accumulated with a maximum number of points of 100. In addition, the teacher also explained that there was a warning letter I, II, and III. Warning letter II was issued if the number of points was in a 50-60 range, by calling the bullying perpetrators' parents. Adolescents who had received warning letter III will be considered for expelling of school or not.

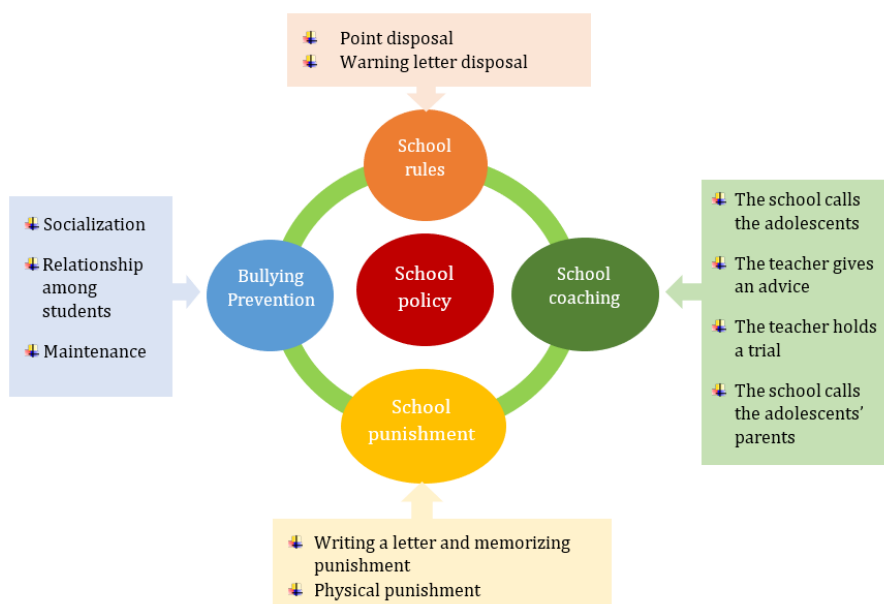


Figure 3. The school regulations

".. If he bullied his friend, he would get points in accordance with the rule book. If he often arrives at the points, for example 50-60, he would have the warning letter II, that we call the perpetrator's parents..."(a male teacher, 25 years old)

repeated violations, the school would call the parents regarding the problem of bullying.

"... I said that you are not allowed to insult others. You must not bully like that, the others could be better than you"(a male teacher, 27 years old)

School guidance

The results showed that the schools' actions in dealing with the bullying included calling the adolescents, teacher advising to the students, holding a penalty which have been given by the teacher, and calling the adolescents' parents. The adolescents explained that when the schools received reports of bullying at school and dormitory, usually the teacher immediately called the adolescents who concerned with. The teacher would asked the chronology of how bullying could happen to those adolescents. Subsequently, the teacher would provide advice and guides s in order to not bully each other. Also, the teacher also provided solutions of problems experienced by the adolescents. The teacher said that sometimes it was necessary to held a penalty for the students to provide guidance and to understand about bullying for the them, for example in cases of lost items. In addition, the teacher explained that if they still committed

School penalty

The results found that the schools gave punishment to adolescents who were involved in bullying problems in a form of writing Juz of Koran , memorizing letters Surah of Koran , or physical sanctions. The adolescents told that students who were involved in the bullying would be given punishments such as writing or memorizing Surah of Koran . In addition, They who still committed to bullying violations would be given physical sanctions in a form of helping officers, cleaning the mosque, pushing-up, squatting, or getting their hair shaved. These punishments were conducted based on the consent of the adolescents and the teacher who gave sanctions. This was evidenced by the participant's statement as follows:

"... When the fight was stop by the management. Then, they were sentenced to write some Juz of Koran, usually 1-2 Juz."(a male adolescent, 18 years)

Efforts of bullying prevention in the boarding schools

The results of this study indicated that there were efforts to prevent bullying in schools including socialization related to bullying, relational approaches of teachers to students, and supervision of student activities. The teacher explained that there was socialization to prevent bullying at the boarding schools by presenting bullying material during the student orientation period. The teacher also suggested how to prevent bullying at the boarding school by keeping closer relationship between the teachers and the students, so they would feel more comfortable and open when the students want to share their problems with the teachers. In addition, the school also assigned responsibilities for the homeroom teachers to supervise or monitor students' activities.

"... To prevent the bullying usually at the time of student orientation, we explain about bullying material or prevention of bullying. We first tell them what bullying is or what its effects is ..." (a male teacher, 27 years)

DISCUSSION

Bullying factors

Physical form

The results showed that different physical forms of the adolescents was can trigger bullying behaviour such as fat body, frizzy hair, black skin, etc. According to Sari & Azwar, differences that an individual has, such as differences in skin, hair shape, and ugliness, become a source of ridicule.¹⁰ Garcia-Hermoso et al. also mentioned in their study that adolescents with overweight (obese) were at risk of verbal teasing.¹¹

Adolescents intercourse

The results found that bullying behaviour could be influenced by the relationship association of the adolescents. This adolescent association referred to who frequently interact each other in their friendship zone could increase the risks of bullying behaviour. A majority of the adolescents who committed to bullying admitted that their target is their classmates.¹² Aini

explained in her study that teachers assumed bullying behaviour was just a joke and as a game among them. In addition, the adolescents said that they were bullying others by inviting their friends who were in one group/gang.¹³ Erika, Pertiwi, & Seniwati told that adolescents who had groups tended to bully others.¹⁴

Bullying history

Participants in this study revealed that they engaged in bullying behaviour because they previously had mocked each other, had challenged each other, had their things hidden, and had punched each other. Walters & Espelage stated that most of bullying perpetrators had been victims.¹⁵ People who are bullied assume themselves to be victims of bullying which makes them angry and eager to create hostility. This encourages them to engage in the bullying in the future. Adolescents tend to repeat bullying behaviour if they have succeeded in becoming perpetrators in order they are no longer become a target of bullying.¹⁰

Seniority

The results indicated that bullying behaviour was done by the seniors who were at the boarding schools. This could happen because the older adolescents tended to show their superiority.¹⁶ Seniors think that they have power and authority to manage younger friends so that they often control the younger to prove their excellence and existence in the boarding schools.¹⁷

Adolescents emotional attitudes

The results showed that emotional attitudes of the victims could be a triggering factor of the bullying behaviour because they felt emotional with the others who have annoying attitude, who have exaggerated confidence, and who do not respect others. The victims provided an unpleasant stimulus to the perpetrators in a form of being unkind or impolite so that the perpetrators felt hurt.¹⁰ The adolescents also revealed that characteristics of the preparator were those who feel that they were dominant, powerful, or prominent in their friendship at

the schools. The existence of bullying behaviour occurred in schools can be influenced by a social hierarchical system as the perpetrators are adolescents who are popular and popular among them.¹⁸

Ineffectiveness of bullying punishment

The results found that the adolescents still committed to bully others because the punishment given by the schools did not influence the perpetrators to stop bullying. When the sanctions or penalties given were not in accordance with their violation, it was likely that the bullying behaviour would be repeated.¹⁹

Bullying behavior

Bullying behaviour occurred in the boarding schools was physical bullying, verbal bullying, and relational bullying. Bullying behaviour that had become a habit and a tradition in the boarding school environment was verbal bullying such as teasing, mocking, and calling with other names.¹⁷ Adolescents said they were called by names of parents, 'fat', 'sissy', 'strange' and other names. This case of mocking and calling other names usually contributes to fight among the adolescents.²⁰

Other forms of physical bullying often occurred at the boarding schools were the loss of items.²¹ The adolescents admitted that their uniform, money and sandals were often lost in the dorms. The environment in boarding schools that had been at risk of bullying was at dormitories, canteens, bathrooms, and classrooms.²² One example of bullying occurred in class was that they were cheered on during a presentation or during answering a question incorrectly. This bullying behaviour is intended to reduce self-confidence of the victims.²⁰

Other forms of relational bullying includes being ignored by friends, being shunned by friends, being incited by friends, and being blamed by friends. A study by Waliyanti, Kamilah, and Fitriansyah also showed a form of relational bullying in adolescents in a form of spreading issues to break relationships, to ignore a friend, to isolate a friend, and to provoke bullying.²³

Bullying responses on the perpetrator and the victim

Bullying responses on the perpetrators are such as feeling able to vent their emotions when fighting with friends. The teacher also revealed that the adolescents got his own satisfaction after bullying his friend. Adolescents with less empathy tend to feel happy and satisfied when they see others suffer.¹⁸ On the other hand, adolescents who become perpetrators of bullying feel guilty and regret for causing his/her victim to cry. A study by Aini's also explained that some perpetrators feel regret after committing acts of violence that make their victims feel sad (37.3%), feel normal (37%), and feel satisfied (15,9%).¹²

One of responses of victims of bullying were fighting back. The adolescents responded to this because they felt unfair and angry after treated by bullying. Some adolescent especially bullied in verbal and physical forms chose to revenge so that the perpetrators felt the same. This is as a way to protect their selves and to stop the bullying.²³ Another response of victims when bullied were sad (30.3%), and the rest felt eager to vengeance, hurt, anger, and hate.¹¹ Adolescents who are victims of bullying felt hurt and eager to revenge for what they experienced if there was an opportunity.¹⁹ However, another response of the victims was silent because they did not dare to fight. Adolescents who are victims of bullying usually chose to remain silent because the perpetrators of bullying are stronger than others and they have a group.²⁴ The adolescents also revealed that they cried in a quiet place such as in a school bathroom or dormitory after bullied, so they wouldn't look weak by the perpetrators. This is in accordance with a study Naimie et al. revealing that adolescents who are victims always cry alone.²⁴

Coping mechanism of bullying victim

Adolescents who were victims of bullying chose to avoid their perpetrator and to be silent. One of adolescent ways to avoid bullying situation is to show that it does not disturb victims of bullying.²⁵ In addition, they also chose to report incidents of bullying to their homeroom teachers,

hoping that the perpetrators were followed up.²⁶ This is in accordance with the schools' statements telling about received reports from the adolescents about their lost belongings and bullying incidents by their friend.

Boarding school policies School regulations

The results showed that the schools had rules in dealing with bullying, for example by giving points and warning letters to the bullying adolescents. The teachers said that the point assessment of punishment had already been available in the student rule book. The student's points would increase if they committed violations such as bullying. The boarding school regulations included forms of verbal bullying such as teasing, taunting, or calling by other names, so it needed to be noted if these behaviour led to fights.¹⁷ The point assessment coincides with the existence of warning letters I, II and III. Usually, if the bullying continues, students will be given a warning letter III, and a letter of moving to another school in accordance with the school regulations.²⁷

School development

The results found that the schools' actions in dealing with bullying, including through coaching or calling the adolescents face to face. The teacher called on the adolescents to discuss to find information about why the bullying happened and to uncover the best solution through discussion.²⁷ Furthermore, the teacher would advise the adolescents. Marthunis & Authar suggested that giving advice to students was the most common strategy in dealing with bullying aimed to build positive communication with the perpetrators to prevent them of repeating their actions.¹⁷ Marthunis & Authar also noted that giving advice and or interviewing them was a shared-concern method as this method was used to get recognition of the perpetrators that someone was experiencing difficulties and feeling stressed because of the bullying.¹⁷ The teachers had been expected to be able to advise the perpetrators privately and deeply in order

to prevent them from corrupt behaviour. In addition, the teachers gave a educational penalty for the students without differentiating between the perpetrators and the victims.

Moreover, the results of Marthunis & Authar's study revealed that teachers intended to accompany the boarding students to provide equal understanding of impacts of bullying and to build awareness that the bullying must be avoided.¹⁷ Another way of coaching of the schools was to call the perpetrators' parents to advise and provide information regarding their children's behaviour at the boarding schools. Marthunis & Authar expressed that this action was intended as a medium for parents to effectively advise their children so that they were aware of the detrimental effects of bullying.¹⁷ This intervention was included in a family-focused intervention to encourage families, especially parents, to provide social supports by providing attention and motivation by establishing good communication with their children to prevent bullying.

School penalties

The results indicated that the schools gave punishment to the adolescents who were involved in bullying problems by asking them to write *Juz* of Koran or memorizing *x* of Koran verses, as well as physical sanctions. The adolescents explained that students who were involved in bullying would be given punishment such as writing *Juz* of Koran or memorizing *Surah* of Koran. In addition, adolescents who commit bullying violations will be given physical sanctions in forms of helping officers, cleaning the mosque, pushing-ups, squatting, shaving the hair of the perpetrators, etc. Marthunis & Authar stated that shaving hair of students was one of the most popular corporal punishment in Islamic boarding schools.¹⁷ This was because shaving one's hair was a symbol of disgrace. Students who were shaved would be labelled as disobedient students in the boarding school environment so that it would embarrass them and were expected to provide a deterrent effect for the students to stop their bad behaviour,

including bullying.

Efforts of bullying prevention efforts at the boarding schools

The results of this study found that there was an effort to prevent bullying in the boarding schools with socialization. The teacher explained that there was socialization to prevent bullying at the boarding schools by presenting bullying material during the student orientation period in the new school year. Socialization aimed to make all students in schools aware that bullying should be avoided in order to create a safe, comfortable and conducive environment.²⁸ Another way to prevent bullying at the boarding schools was building close relationship with the students. By establishing close relationship, the students were expected to be more convenient and open when they want to share their problems with their teachers without feeling awkward and afraid. This could make students feel a strong relationship with school because they received adequate social supports from peers and teachers that would increase their academic scores and reduce the risk of bullying behaviour.²⁹

The last way to prevent bullying behaviour was that the school advised the homeroom teachers to supervise student activities. Boarding schools that had clear rules and often supervised student activities had lower cases of bullying.¹⁹ However, this was not in line with a study by Ertesvåg stating that students who committed bullying did not feel any difference to the teachers who supervised them compared to other friends so that bullying behaviour still continued.³⁰

CONCLUSION

Based on the results of this study, it could be concluded that: 1. Factors contributing for bullying behaviour of adolescents in the boarding schools in Yogyakarta were physical form, adolescent association, adolescent emotional attitudes, history of bullying, seniority, and ineffective bullying penalties; 2. Bullying behaviour of the adolescents at the boarding schools was physical bullying, verbal bullying, and relational bullying; 3. Roles of the schools

in overcoming the bullying behaviour occurred in the boarding schools were making school regulations, providing guidance, and applying punishment to the bullying perpetrators. The school also made efforts to prevent bullying at the boarding school by including socialization, building close relationship among the students, and supervising students' activities.

CONFLICT OF INTEREST

There was no conflict of interest in this study.

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