

Description of Bullying Behavior in Learning in Elementary School Upgrade Students

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ABSTRACT

Bullying behavior in Senior High School (SHS) and Elementary School (ES) classes is one of the serious problems that still often occurs in the learning process. Bullying behavior harms students, such as preventing students from participating in the learning process and having difficulty socializing with classmates. The purpose of this study was conducted to provide a real picture of bullying behavior by ES seniors. This study uses a qualitative method with a case study approach. The research subjects were students with an average age of 9-11 years. Then the sampling using a purposive random sampling technique. Participants in this study were 6 children, where 3 participants represented victims of bullying and 3 others represented perpetrators of bullying. Then the data collection technique from the research conducted was through observation and reinforced by interviews with 3 teachers as informants where each teacher represented one student who was bullying and one student who was a victim of bullying. The results of the study showed that there were students who became victims of bullying behavior and were victims of bullying in the three forms of bullying behavior that occurred, namely physical, verbal, and psychological bullying behavior.

Keywords: Bullying behavior, Learning, Elementary School.



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INTRODUCTION

Law Number 20/2003 concerning the "National Education System" which states that national education functions to develop capabilities and shape character and national and dignified civilization in the framework of educating the nation's life, aims to develop the potential of students to become individuals of faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Samsudi & Muhid, 2020).

The main characteristic of fun learning is the emergence of high interest and motivation in learning. Enjoyable learning characteristics include students being involved in experiences and assignments directly, synchronized thoughts between the teacher and students, the emergence of a sense of common interests and goals, and the presence of meaningful interactions between students' abilities and learning content. All of these characteristics can be created by the teacher through careful, active, and collaborative planning to create a pleasant climate in learning (Syahid, 2019).

Students at the upper-grade level of ES have several characteristics, including 1) an interest in concrete, practical daily life; 2) very realistic, curious, and eager to learn; 3) towards the end of this period there is an interest to matters and special subjects; 4) until

about the age of 11 years children need teachers or other adults; and 5) students at this time like to form peer groups, usually to be able to play together. In this game students are usually no longer bound by traditional game rules, they make their own rules (Astini & Purwati, 2020).

Characteristics of ES students in the upper class. According to Erik Erikson's theory of development, it is included in the 4th stage of human psychosocial development, namely the competence stage. At this stage, humans begin to try to actualize with their friends, with the aim that they get recognition for their abilities. They will begin to compare their abilities with the abilities of their friends and discriminate between the abilities that everyone has. If you encounter a failure in this development, the human being concerned will become more inferior. At the stage where children begin to learn to get along and seek recognition from their peers (Chandra et al., 2013).

The social interactions of upper-grade students take various forms, ranging from imitation, namely upper-grade students imitating what their teacher does. Upper-class students in the age range of 9-11 years are vulnerable to becoming perpetrators and victims of bullying, where in this period students begin to be directed out of the family group and begin to interact with the social environment that will interact with peers (Wakhid et al., 2019). Learning in basic education is the foundation for the next level of education and must play a role in forming a solid foundation related to the character and personality of students. However, if the foundation for laying the foundations of education which has an impact on the formation of a student's character and personality is not strong, deviant behavior such as bullying will occur later (Dewi, 2020).

Bullying (in Indonesian known as suppression/bullying) is any form of oppression or violence that is carried out intentionally by one person or group of people who are stronger or have power over other people, to hurt and do it continuously. The word bullying comes from English, namely from the word bull which means a bull who likes to duck here and there. In Indonesian, etymologically the word bully means bully, a person who bullies weak people (Sofyan et al., 2022). The incidence of bullying in Indonesia is one of the largest in the world, Indonesia is ranked fifth for the incidence of bullying among students. Based on research data from the Program for International Students Assessment (PISA) in 2018. As many as 41.1% of students in Indonesia have been victims of bullying. This figure is very high when compared to the average of other countries which is 23%. According to (KPAI) Indonesian children experience forms of violence that are often experienced, 43.5% physical violence, and 41.3% verbal (Soetrisno et al., 2020).

The forms of bullying are physical, verbal, and psychological bullying. Physical bullying includes punching, pushing, hitting, kicking, and biting. Verbal bullying includes hurting, satirizing, making fun of, insulting, and threatening. And Psychological bullying, including intimidating, glaring, and looking cynically (Arumsari, 2017). Seeing the breadth of problems regarding bullying behavior as described above, researchers are interested in conducting research on the description of bullying behavior during the learning process in the upper grades of ES.

METHODS

The method used in this study is a qualitative method using a case study approach. This qualitative method was chosen because the researcher will enter directly into the intended object to be able to reveal the problem being researched in a broad, thorough, and in-depth research environment. The case study approach in this research is also intended to further explore a particular case in more depth by involving several sources of information (Candra et al., 2023).

The subjects in this study were students of grades IV, V, and VI at one of the ES in Indragiri Hilir Regency-Riau. Retrieval of data in the Thematic and Mathematical learning process, Then sampling was carried out using a purposive random sampling technique with criteria for bullying students, namely: having unstable emotions, being angry, isolating friends, mocking, pushing, shoving, intimidating, inciting, having no sense guilty. Students who are victims of bullying with the following criteria: like to be alone, gloomy, quiet, easily anxious, and afraid to come to school.

Participants in this study were 6 students, where 3 participants represented the bullies and 3 others represented the victims of bullying. Then the data collection technique from the research conducted was through observation and reinforced by interviews with 3 teachers as informants where each teacher represented one child who was a bully and one child who was a victim of bullying. Then based on the data obtained, the validity test was carried out using time triangulation to obtain accurate data in this study. Then analyzed using thematic analysis techniques. Which thematic analysis technique itself is a way to analyze data that has been collected by researchers with the intent and purpose of identifying patterns to find a theme that is arranged according to the researcher's statement so that it can be referred to in the presentation that is being researched (Maghfiroh & Sugito, 2021).

RESULTS

Based on the results of the research that the researchers have done, three types of bullying can be found, namely physical, verbal, and psychological bullying which will be discussed as follows.

3.1 Physical Bullying

Based on the results of the interviews that the researchers conducted with informants about physical bullying behavior, then the informants stated that there were students in the upper class who did physical bullying behavior. For example, are there students who punch, push, hit, kick, and bite? How often is this behavior performed? what is the cause of this behavior?. "During the Thematic learning process in grade IV there were students with the initials MF, the characteristics of these students were unique and active in class when compared to other students, such as likes to walk around during the learning process, being noisy, chatting and disturbing friends, but academically the MF this is a smart kid. But during the learning process in class, MF likes to poke the ears of his friend next to him, as

a result of this behavior the victim cries and ends in a fight. This incident doesn't happen often. by the informant, at that time the informant asked the other student to come forward in front of the class, when walking to the front of the class, this MF kicked the victim's right toe so that the victim's leg got stuck which resulted in the victim falling and crying, the informant also told the behavior This can happen because the child is an orphan, so he doesn't get love at home" (Quote from an interview with HS informant).

Based on the data obtained, it shows that the upper-class students in the ES are identified with physical bullying behavior. This was revealed from the information from the informant, for the type that was carried out was in a physical form, namely: some students liked to prick the ears of friends who were sitting beside them and liked to kick the toes of their feet until they fell. This incident often occurs in the classroom when the learning process is in class and the cause of this occurs due to a lack of attention and affection from parents.

3.2 Verbal Bullying

Based on the results of the interviews that the researchers conducted with informants about verbal bullying behavior, then the informants stated that there were students in the upper class who did verbal bullying behavior. For example, were there any students who cheered, insulted, or made fun of, then found out what forms of bullying were found? Is it often heard that bullying behavior occurs? and why it can be done. "During the learning process in class V, Si AZ was one of the students who was very active in class and had outstanding abilities in Mathematics. this incident was in Mathematics learning when the informant asked one of the students to come to the front of the class to complete the exercises on the blackboard, but the student could not do it, spontaneously Si AZ cheered and made fun of the victim, saying "uhh just can't do that, weak base" this incident only happened 1 time. this happened because Si AZ often hung out with adults without parental supervision" (excerpt from an interview with DA informant).

Based on the data obtained, it shows that students are carrying out verbal bullying behavior, namely making fun of and ridiculing other students who cannot do math exercises on the blackboard, this incident only happened 1 time based on the informant's statement this happened because they had been associating with people unsupervised adults.

3.3 Psychological Bullying

Based on the results of the interviews that the researchers conducted with informants about psychological bullying behavior, the informants further stated that there were students in the upper class who carried out psychological bullying behavior. For example, were there any students who were found to be cheering, insulting, or making fun of? Is it often heard that bullying behavior occurs? and why it can be done. "In Class VI there are students with the initials FR, who have personal conflicts with other students with the initials SRP, when during the Thematic learning process, there are assignments carried out in groups, students with the initials FR feel that they don't like being in a group with SRP, so they try to intimidate them. left the group and FR tried to incite his friend to hate SRP, which caused the victim to feel afraid to come to school, this incident took a long time after the informant mediated between the two parties. This happened because of the competition between the two groups of students" (excerpt from interview with LHP

informant). The last form of bullying behavior is bullying behavior that is carried out psychologically, according to the information obtained by the informant it is known that perpetrators and victims of psychological bullying were found, namely students intimidating victims and inciting friends to stay away from victims, this incident lasted a long time, after the informant did mediation for both parties. This happened because of the competition between the two groups of students.

CONCLUSIONS

Based on the results of the study, shows that there is a real picture of bullying behavior that occurs in the upper grades of ES, namely there are 3 types of bullying behavior in the form of physical bullying behavior (poking ears and kicking friends' feet), verbal bullying behavior (ridicules and making fun of friends) bullying behavior psychological (incitement, intimidation, not wanting to make friends). The impact of bullying behavior is very detrimental to parties as victims such as feeling afraid, having difficult socializing, liking to be alone, and disturbing students in participating in the learning process in class. It is hoped that the school will be a place of education that aims to educate students as the next generation of the nation and teach noble character. That's why the principal and teacher should play an active role in preventing bullying behavior to create a child-friendly school.

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