Peer Bullying in Elementary Schools: A Case Study on Teachers' Perceptions in Toili, Luwuk Banggai Regency, Indonesia

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Abstract

Bullying in schools is a growing global problem, and Indonesia has not been spared. Bullying can give adverse outcome to the victim such us confusion, anger, fear, self-doubt, and weaknesses in their academic and social competencies. The study conducted in Elementary Schools in Toili, Luwuk Banggai regency, Indonesia. The purpose of this study to find out the common types of bullying based on their perceptions, and how teachers deal with them based on their experience. The study guided by Albert Bandura's Social Learning theory and Vygotsky's Social Constructivist theory. One hundred twenty-eight participants from 18 elementary schools were enrolled in this study. Mixed method design used in this study, Sequential Explanatory Design, Quantitative data collected first to drive the qualitative portion of the study. The result of the study mention that Verbal bullying was the highest and cyberbullying was the least frequencies happened among the student. Intervene to stop the Bullying behaviour as the standard measurement against bullying among student. Bullying as disrespectful behaviour and give Malignant Impact consist of Individual body, school culture and society. Some strategy against bullying such us advise trough religion approach, discussion Both Teacher and parent, Educating Punishment, Restricting on using online media in school. Moreover, create a friendly environment, No specific rule consent on bullying issue, hope the findings of this study help policymakers organise program related to anti-bullying program so with this program can reduce the number of bullying issue in elementary schools in Luwuk Banggai, Indonesia.

Keywords

Bullying, Teachers' Perceptions, Elementary Schools; Indonesia

1. Introduction

Bullying is intentionally aggressive behaviour that is showing power rights and is repeated over a long period (Masseni, 2014). There are three dimensions of bullying: physical; verbal; and relational. Traditional bullying is included in the form of physical contact, verbal and it is linked to bullying that targets the victim's background such as a comment on culture, gender, and appearance, the thing is usually done in groups and addressed to the minority race, (Vitoroulis & Vaillancourt, 2015); an additional explanation by Toomey & Russell (2016) says that gender and cultural background influence the behaviour of bullying. Stephens (2011) observes that the behavior of bullying is done intentionally with a continuous duration. Several other impacts are academically and socially felt by victims of bullying such as depression, low self-esteem, health problems and suicidal thoughts (Roland, 2002).

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A. Purpose of the study

The purpose of this study was to explore teacher's experiences and their perceptions on peer bullying in Toili Regency, Luwuk Banggai Indonesia in order to find out the common of types bullying that happened among students and the measures taken by teachers to address them.

B. Importance of the study

The *Indonesian Child Protection Commission* (KPAI, 2016) observes that bullying cases reported from 2011 to 2016 were about 1,106 cases, but no specific study explores the type of bullying in Indonesia. The findings of this study will help policymakers organize anti-bullying programs to reduce the number of bullying issue in elementary schools in Luwuk Banggai, Indonesia and also can contribute to existing literature on peer bullying in Indonesia.

2. Review of related literature

Olweus (1993) and Smith *et al.,* (2005) classify bullying into two categories namely direct and indirect. According to them, direct bullying is a series of intimidation conducted openly against the victim, and aberrant bullying behavior is social isolation or excommunicates the victims of a group. Furthermore, direct forms of bullying can be a normal physical attack on the target (Boulton et al. 2002) that is conducted by face to face (Lee, 2004). Meanwhile, (Boulton et al. 2002) again commented that indirect bullying is less direct and include bullying such as separate and exclude from the group.

A. Type of bullying

Physical bullying characterized by beating, kicking, beating. Etc. This kind of bullying can be severe for students, These actions may consist of pushing, shoving, throwing objects, kicking, beating someone up, spitting, stabbing, tripping, choking, poking, or punching (Olweus, 1978). **Verbal Bullying** considered as immediate intimidation. Another study conducted by (Berger, 2007), Verbal bullying consists of ridiculing, humiliating, spreading rumors, making up stories about others, swearing, screaming, whispering, or mimicking (Mysilk, 2008). Any repetitive use of language meant to hurt someone else would qualify as verbal bullying. **Relational bullying,** also known as social bullying is a form of intimidation that intends to stop mutual relationships. It can be categorized into direct and indirect bullying behavior (Crick et al., 2001). According to (Lee, 2004) describes the behavior of relational intimidation as done by excluding victims from one group so that the victim feels alienated. **Cyberbullying** is defined as 'an aggressive act or behavior that is carried out using electronic means by a group or an individual repeatedly and overtime against a victim who cannot easily defend him or herself' (Smith et al., 2008). Patchin and Hinduja (2006, 2015) also included repetition in time and extended the means a cyber-bully can use: computers, mobile phones, and other electronic devices.

B. Effect of bullying

Mahmud (2014) explains that bullying has adverse effects not only on the victims but also the bullies themselves. In general, the adverse effects of bullying, as literature reveals, falls into physical, psychological, social skill, and criminal problems. For example, Nansel et al. (2001) found that the victims of bullying experience negative physical symptoms and negative psychological

symptoms such as anxiety, loneliness, physical and mental disorders, and low level of self-esteem. Also, a study by Jansen et al. (2004) revealed that bullying victims might experience psychological disorder such as anxiety, depression, or phobia, social skill disorder such as family dysfunction and a physical problem such as obesity. Moreover, a study by Roberts and Morotti, (2000) revealed that in addition to psychological and physical effects bullying might also impede student academic achievement both bullies and the victims Like the victimized children the bullies experience negative impact of bullying as well.

C. Teachers perceptions

The way a teacher perceives the gravity of a bullying incident will determine how and when the teacher will intervene (Craig et al., 2000). For example, teachers may not recognize relational bullying, or they may perceive physical bullying as more important than verbal attacks. Some teachers believe that bullying is part of the normal developmental process, and they expect victims to handle it on their own (Dake et al., 2004). Action research by Jasdeep (2013) was conducted to determine the relationship between middle school teachers' perception of their empathy and their likelihood of intervening in a bullying situation. Ayas and Horzum (2011) on their study stated that teachers' perceptions could be change. Moreover, their knowledge of bullying behaviors measured by those perceptions. Knowledge and experience become an important factor in constructing the perceptions, with this idea the researcher believes that the teachers' perception essential to explore in this study because of their perception effect the strategy to against bullying among the student.

3. Methodology

In order to explore peer bullying from the teachers' perspective, the researcher used a mixed methods approach (qualitative and quantitative methods). The purpose of quantitative methods was to identify the types of bullying and measures taken by teachers to address bullying in elementary schools in Luwuk Banggai, Indonesia. A survey instrument was used to collect data for the first and second research questions "What types of peer bullying frequently identified by teachers, and what measures were taken by teachers to against bullying with their School in Elementary Schools in Toili Regency, Luwuk Banggai Indonesia."

The purpose of qualitative methods (details of the semi-structured interview and open-ended questions in the questionnaire) was to identify and analyze teachers' perceptions and measures they take to address bullying in school. It answered the third research question "How do teachers perceive their participation to against bullying in their School." Related with this study, Creswell .J.W (2014) explained that mixed research design is a methodology for conducting research that involves collecting, analyzing and integrating (or mixing) quantitative and qualitative research data in a single study or a program of inquiry.

A. Sample

There 160 Participants were chosen randomly in this study; complete questionnaires distributed among teacher consist of 18 elementary schools in Toili, Luwuk Banggai, Indonesia. However during data collection some of the teachers who enroll in this study have school activity in another province, some other was ill, with this issue only one hundred twenty-eight (128) returned the

questionnaires and this used for examining the study.

Specific information of participant mentioned that 29% were males and% were female from 18 Elementary schools. Another specific result of data is 66% were from public schools, and 34 % were Private school, and also 48 %% were from urban area and 52 % were from rural area, The respondents also divided into four categories of years teaching experience; 1-10 Years were 20%, 11-20 years were 38%, 21-30 Years were 28%, and 31-40 Years was 15%.

B. The research instrument

The Questionnaire adapted from School Climate Bullying Survey (SCBS), and Dewey Cornell developed it (2011), the questionnaires used as an instrument in this study, after comparing background the place where the study before conducted by using the School Climate Bullying Survey (SCBS). Open-ended section the researcher took references from School peer bullying by Phillip. T Slee 2017, the question elaborate with the picture, refer to model of teaching, the picture-word inductive model by Joyce .B, Weil, M. and Calhoun, E (2014), by using the picture participant will understand more about the purpose of the question.

C. Method of analysis

The researcher continues for data analyzing. Checking the questionnaire either the participant fill completely the questionnaire, and during that time there eight questionnaires rejected because incomplete necessary information and another part in the questionnaire, after checking to continue grouping by school name and categorize by school location and finalize then the researcher impute all of the data to Statistical Package for the Social Science (SPSS version 21). Comparing mean analysis with Independent Sample t-test to compare the measurement taken by the teacher from the public and private school either same or different. Multivariate Analysis of Variance (MANOVA) was applied to examine whether there was a significant difference between dimensions.

The thematic analysis used to explore the idea of each participant. After transcribing continue to give coding. There three step star from open coding, with this step researcher print out all of the scrip from each participant and star to compare the idea that related to answering the research question coloring the idea with different color helpful to organize the result. Axial coding, in this step the researcher, categorizes or grouping the statement with the same idea, labeling into different column was useful, because it helped the reader to understand the critical point from the interview result. Next step was selective coding, in this step the researcher connect the relation from each participant and with the result, the selecting statement can explain how to answer the research question and also can explore more profound about teacher perception related bullying phenomena in their school

4. Results

General findings showed that verbal bullying had the highest frequency happened among the student, with the reason verbal bullying was easy to occur among the students, and it quickly identified by the teachers rather others type of bullying. Continuing with the measurements, most of the teachers chose to intervene to stop when bullying happened among the student suggestion and advice were given to not repeat that kind of bullying from teachers' perceptions about the bullying issue.

The study also investigates whether any significant difference in Bullying issue that grouped by type of school, the location of school and bullying experience. Since the bullying issue used to tn, the study was a combination of several dimension, Multivariate Analysis of Variance (MANOVA). The test was applied to examine whether there was a significant difference between dimension (Field, 2013), Pallant,2011). Sample size (N= 128) used to conduct MANOVA. Mahalanobis Distance test result (9.533) was smaller than the critical value for three dependent variables (16.27). This concludes that data had no outliers (Pallant,2011). The dimension was positively correlated as stated the person correlation coefficient, and they were not more than seven since MANOVA unable to apply as high correlated variables.

	1	2	3
1 . Teacher perceptions	-	-. 158	-.378**
2 . Bullying frequently	-. 158	-	. 229**
3 . Dealing strategy	-.378**	. 229**	-

** Correlation is significant at the 0.01 level (2-tailed).

Graphic   01: Correlation Information

There was statistically significant, negative, the medioum correlation between teacher perception on bullying and strategy, r = -.378, n = 128, p < .05, with the high level of teacher perception associated with low level of the solution.
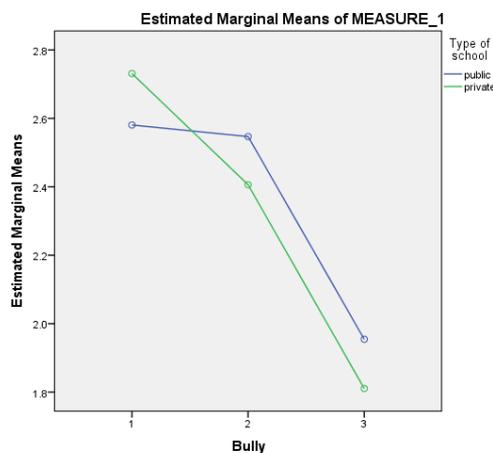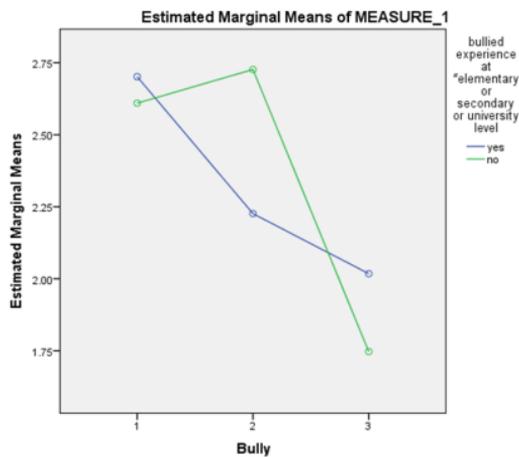

Graphic   02: Bullying issue related to the type of schools

Based on Graphic 02 showed that teacher in private school more applied the strategy instead of the teacher in public school. And the teacher public school more perceive bullying as a problem instead than a teacher in private school, bullying frequently more happened in public school rather than in private school.
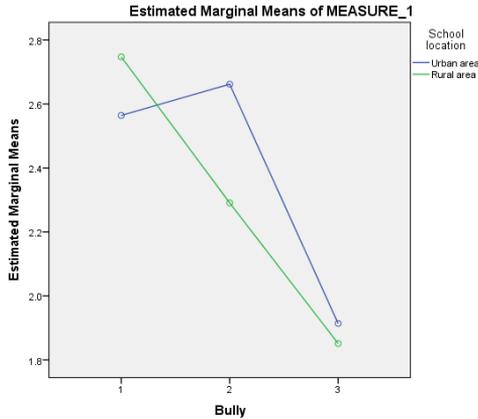
Graphic   03: Bullying issue related to the school locations

Related to the Graphic 03, showed that teacher in rural area more applied the strategy instead of the teacher in the urban area, and the teacher urban area more perceives bullying as a problem instead than a teacher in the rural area, bullying frequently more happened in urban area instead than in an urban area.
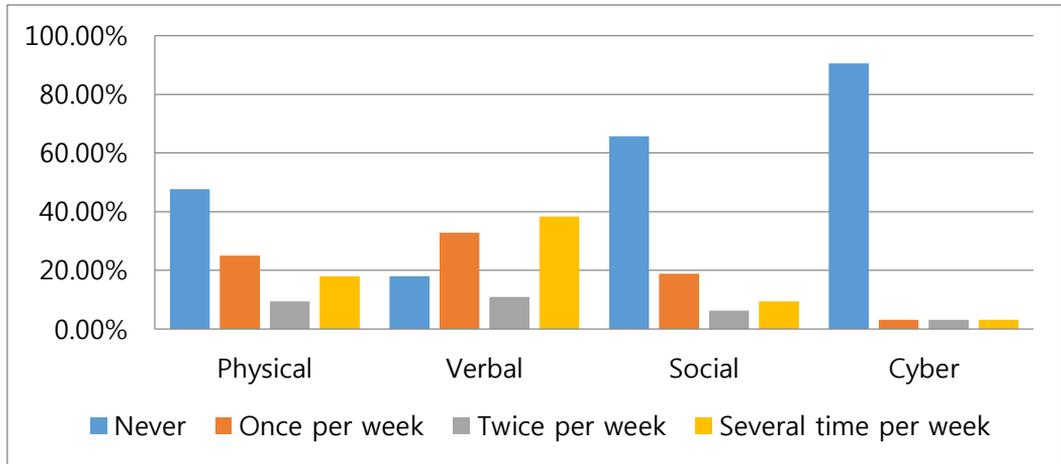

Graphic   04: Bullying issue related to the teacher experience been bullied

Based on Graphic 04 showed that teacher who has bullied experience more applied the strategy rather than the teacher not have bullying experience and the teacher with no bullying experience more perceive bullying as a problem instead then teacher who have bullying experience, a teacher with bullying experience service the bullying frequently most more happened I rather than teacher who has not bullied experience.

A. Types of bullying identified by the teachers

This study found there four types of bullying happened among student in Luwuk Banggai, Indonesia. They are verbal bullying, physical bullying, relational bullying, and cyberbullying. This part the researcher compare each bullying with focus on the most frequently happened from four types of bullying, when the

researcher focus to the percentage results of optional choice (Several times per week) the researcher can see the results form each type of bullying: 1) Physical bullying 18%, 2) Verbal bullying 38.30%, 3) Social bullying 9.40%, 4) Cyberbullying 3.10 %. Based on data analysis the researcher argues that verbal bullying was the highest type of bullying ware happened among student. cyberbullying was the less frequently happened among student with the percentage of 91.30% never identified by the teachers.

Graphic 05: The overall frequency of responding to the bullying type

B. Measures to address bullying by the teachers

This paragraft explained the percentage of measurements that chosen by the teachers to deal with the bullying issue. The highest percentage of results "intervening bullying behaviour" showed 39 %, and following by dealing with the student involved at the later time 29 %. Send the students involved to the office with 18%, the next results dealing with bullying victim at a later time 17 %, and reporting to a counsellor about the behaviour at a later time by 7%, talking administrator about the behaviour at the later time 6%, and the lowest by 0% percentage was not intervening.
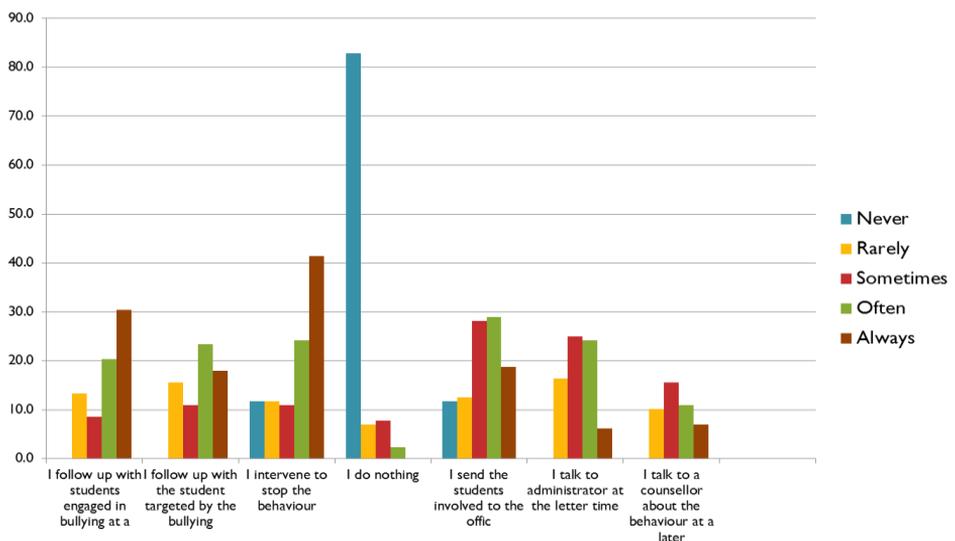
Graphic 06: The overall frequency of responding to Measurements that applied

All of the teachers from public and private school work hard to deal with the bullying issue with their strategy. To conclude the analysis that The most three applied measures are Intervention, Student Involvement, Student Engagement consecutively, while the least measurements are talking to a counsellor and do nothing both in public and Private School.

Measurement	Public School
I intervene to stop the behaviour	3.6
I send the students involved to the office	3.16
I follow up with students engaged in bullying at a later time	3.05
I follow up with the student targeted by the bullying at the later time	2.84
I talk to an administrator about the behavior at the later time	2.45
I talk to a counsellor about the behaviour at a later time	2.05
I do nothing	1.32

Measurement	Private School
I intervene to stop the behaviour	3.95
I send the students involved to the office	3.58
I follow up with students engaged in bullying at a later time	3.30
I talk to an administrator about the behavior at the later time	3.02
I follow up with the student targeted by the bullying at the later time	2.72
I talk to a counsellor about the behaviour at a later time	1.98
I do nothing	1.26

Graphic 07: The overall frequency of responding to Measurements that applied from Public and private school.

C. Teachers participation to against bullying issue

Teachers participation

In this part the researcher explored necessary information about teachers perceptions and explained from functional data analysis such us; Punching, kicking, and "beating up" someone regularly is bullying, Teasing, name-calling, and spreading rumours about another person are forms of bullying. Getting others repeatedly to ignore or leave someone out on purpose is a form of bullying, Using technology (cell phone, email, internet chat and posting, etc.) to tease or put down someone was a form of bullying, bullying happened at break time, is necessary to discuss bullying in classroom, and bullying was a huge problem at school. The following graphic showed necessary information on teachers perception about the bullying issue in elementary school.
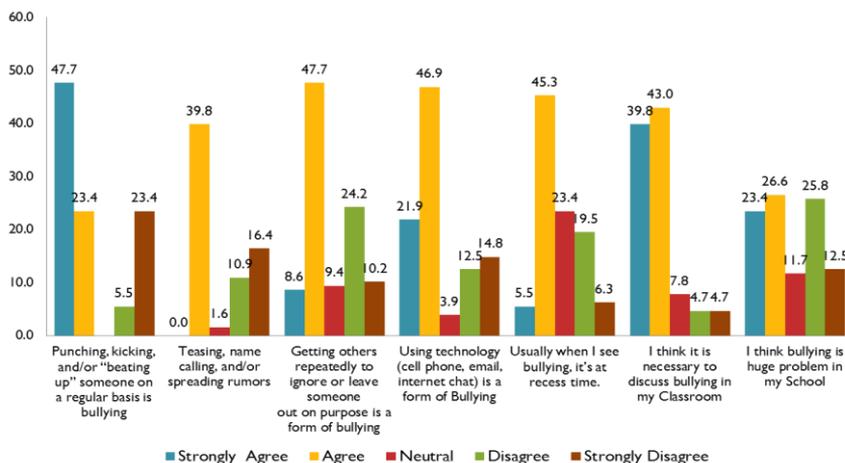
Graphic 08: Teachers' Perceptions of Peer Bullying

Open-ended analysis

Open-ended questions are an essential part of this study because the results explored deeper about teachers perception about bullying, and what strategy they chose to against bullying issue among the students. Dealing strategy with the bullying issue, as an essential factor to discuss in this part. Four types of bullying "verbal, physical, relational/social, and cyberbullying" have been dealing it with different strategies. Most of the teachers more care to verbal bullying rather to relational bullying and most of the teachers less knowledge about that cyberbullying and most of the teachers rigorous to physical bullying rather another type of bullying.The following table 01 explored more about the results from the open-ended analysis:

No	Bullying types	Verbal Bullying	Physical Bullying	Social Bullying	Cyber Bullying
I	Perceptions	- Bad Behavior - A normal process	- Disrespectful Behavior	- Disgraceful deeds	- Bad Behavior - Invisible Crime
II	Malignant Impact				
	✓ Individual body		Hurt Physically	Painful, Insecure	
	✓ Individual mentality	Depressions	Feel Traumatic	Lose confidence	Depression
	✓ School culture, environment	Be afraid	Vengeful to others	be excommunicated	Harm
	✓ Society		Anxiety		scare
III	Strategy	- Advise trough religion approach - Call to the office - Discussion Both Teacher and parent	- Educating Punishment - Advise trough religion approach - Discussion Both Teacher and parent	- Handling through a religion approach - Discussion Both Teacher and parent	- Discussion Both Teacher and parent - Restricting on using online media in school
IV	suggestion			- Providing Activity - Create a friendly environment	Provide Guidance how to use social media

Table 01: Teachers' Perceptions of Peer Bullying based on the open-ended results

Interview finding

In this part explores more about teachers' perception of bullying, how the teachers perceive their understanding about bullying, how they deal with bullying issue, how their bullying experience influence their opinion about bullying itself. The following table explained about teachers perceptions related to bullying issue, what the cause of bullying, what strategies recommended to deal with bullying, the impact of bullying, reporting case about bullying from the student and school regulation about bullying in elementary school in luwuk Banggai Indonesia.

No	Perceptions	Causes	Strategy	Malignant impact	Reporting case	School regulations
	Bad behavior	Calling name (joking)	Understanding students character	Harassment	Once or twice a week	No specific regulation to deal with bullying
	Disrespectful behavior	Physical factors	Giving advice either in the office or in class	Hurting	Reported by other students	Academic regulation
	As a normal issue	Family, background,	Educated punishment	Depressions		Religion regulation
	Reasonable Issue	levels of Achievements	Parents discussion	Embarrassed		
		Economy Background	Handling by religion approach	Anxiety		
			Prepare student activity			
			Give appreciations			
			Handling by religion approach			

Table 02: General results of Teachers' perceptions of School (Peer) Buying From Interview results

Bullying experiences and idea constructions

In this part, the researcher discusses more teachers experiences on bullying, either been bullied or did bully. The following table showed teachers experience on bullying issue and how their experience constructs their idea about the bullying issue.

No	Have/Haven't Been Bullying	Statement	Idea Constructions
	I have	"…I also have experience in bullying, like being ridiculed because I can't ride a bicycle, I'm small, but my bully experience motivates me to try better"	obstacle to did better
	Yes I Have	"… I was bullied before, but I was ignorant so if I was bullied I didn't think about it	Not really care about it
	Have been bullied	"… when I was little I also had experience on bullying, the children usually fighting and become a friend again and it was normal process"	As a Normal Issue
	Have been Bullied	"…the experience of bullying is there, but I see that usually happens when playing there is a misunderstanding that happened, and returned to friends"	Usual Happened
	Yes, I Have	".. we didn't wont what we face during we are a student again face by our student today"	Experience really take important role to deal with bulling issue
	Have been bullied	"…very influential when we become teachers, we can take a comparison with our past experiences, how to become children, how to respond, how to deal with how the teacher used to deal with students like that".	As a reflection to deal bullying Issue

Table 03: Statement and idea construction from teachers who has /has not been bullied

5. Conclusion

Verbal bullying as the higher percentage, and cyber bullying as the lowest percentage happened around the student. The reason, This study also found that bullying issue more happened in public areas instead than a rural area, and also the student who studied in public school more experiencing bullying issue instead then private school. In edition teacher rural area more care rather than a teacher in the urban area. Although, some teacher have bullying experience still some of them took bullying as a severe problem and need to give attention to deal with it.

However, some of the teachers with bullying experience argued bullying as normal behaviour. The reason because it always happened in their family like yelling each other, physical touch, so this daily routine becomes a regular activity in their home. Moreover, they become normal behaviour. Those experience contrast the idea that bullying as a typical issue when they see peer bullying happened they not intervening because it was not a problem and as normal behaviour. Both of perception construct by their previous experience; however, the researcher believe every teacher care to their student and do not want their student to become a victim of bullying.

5.1 limited of study

This study explored the teacher perception on peer bullying in Luwuk Banggai Indonesia, 18 schools from 32 schools in luwuk Banggai, Indonesia, that sample very small if we compare to another region in Indonesia, therefore cannot be generalised to other city or even for Indonesia. It can be possible for the next study with the same issue could organize a large sample which could be on a regional or national scale in order to see how prevalent the phenomenon is throughout the region or country.

It would be interesting if future studies in peer bullying in elementary school in Indonesia could be carried out on a regional base. By doing this, a researcher can infer how critical cultural differences are in shaping every perception and consideration of a study. Moreover, possible explanations as to why school bullying occurs within a particular school could be interesting to look at in future studies. As mentioned earlier, school bullying seemed to be prevalent within schools in this region, but unfortunately, the researcher did not find any indications that it existed in the schools where conducted this study. If one can do a national scale study, it could be a significant contribution to building a more solid perception of school bullying in Indonesia.

5.2 Recommendations

There some recommendation for the future studies that could help the other researcher to find out perception of peer bullying and some recommendation to the teacher, administrator or headmaster, and ministry of education,

- For the next study the researcher can elaborate on the teacher and student to find out the result that can cover both teacher and student, six participants become limit number for interview and cannot cover all number of school in study area, so need more participant for interview and it can support data analysis in this study.
- The teacher should more communicate to the parent either the student have a problem or in a reasonable time. A group discussion both teacher and parent recommended building a good relationship both the teacher and parent.
- The administrator or headmaster should try to organise to provide a counsellor for the school. This one strategy to deal with the bullying issue in elementary school.
- Ministry of education should organize the anti-bullying program in elementary school, so with this program can reduce the number of bullying issue

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