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Bullying in the Perspective of the Inconvenience Against the Process of Interaction in School

(Study of SMKN At Kendari, In Indonesia)

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ABSTRACT

Bullying And Its Impact On Children's Behavior At School (Study At SMkN In Kendari)

This type of research is a qualitative phenomenological approach via the data source in this research is the primary Data and Secondary data. Data collection techniques used are: Interview Techniques of observation. The documentation. Data analysis the data collection techniques (data collection) the reduction of data (data reduction), presenting the data (data display) Withdrawals (drawings) conclusions the results showed that Bullying behavior occurs due to the perpetrator looked at that by doing these things then it will desire can be achieved, while the role of the teacher as the parents have not been fully functional in providing character education so that there are still many students who behave negatively, it does have an impact on the convenience of the other students tend to be weak both in terms of physical, mental and behaviour, besides the attitude tends to be weak self think will give the potential negative impact of experiencing intimidation so from students who behave less laudable

Keywords: *Bullying, students, behavior, mental intimidation.*

INTRODUCTION

A. Background

Bullying behavior is not only physical but also psychological, the two children, both of which discuss the bully and the bullied might have serious problems. (Compass, 12 August 2012). Bullying is a situation where the occurrence of abuse of power/authority exercised by a person/group. According to Beane (2008:2) "Bullying is a form of over-the-air and aggressive behavior that is intentional, hurtful, and persistent (repeated)". While it did (Olweus, 1994, Adrian McEachern, 2005:51) "bullying as a" negative action on the part of one or more students "that is repeated over time. Bullying is aggressive behavior that is intentional, hurtful and down repeatedly.

Based on the records of the Commission for child protection (KPA) in 2011 going 139 cases of bullying, and in 2012 recorded 36 cases, the nature of these bullying directly, while verbal bullying, social bullying, bullying and

cyberbullying sexual not recorded, but a type of bullying is what almost happens all the time at school. In some cases of bullying, the bullying shows that, in many of its forms are increasingly troubling. Parents began to worry about their children being victims of bullying. Therefore the school needs to make radical changes in an effort to control the behavior of bullying students, if not, then the school will bear the great quest of bullying.

Violence in schools is like an iceberg phenomenon that seems to surface only small parts of the course. That issue will continue to be repeated, if not handled appropriately and continuously from the root of the problem. Need to be considered regarding the risks faced by children, and then look for a way out to break the chain of violence are intertwined-without excuse himself inexhaustible. Of course, the various parties responsible for the survival of the child, since children also have rights that must be met by

the State, parents, teachers, and the community. The joint commitment is required and a real step to protect violence (bullying) in schools.

Bullying behavior in Kendari was done individually and groups. Modulation of the occurrence of bullying is influenced by the individual psychological condition based on experiences in the family environment, interaction with the social environment, friends get along as well as encouragement to self-actualization. So forms of bullying are found such as a hit and overrun, deprivation of conduct by senior or alumni to ask for money, bully, looking with a cynical, as well as neglect. Victims of bullying are experiencing dislike go to school, anxiety, and affect the concentration of study.

B. Formulation of the problem

1. What is the impact of the bullying behavior toward students in SMK N 2 Kendari?

REVIEW OF THE LITERATURE

A. Understanding Bullying

Literally, the word means bully bully and bother people who are weaker. The term bullying then used to designate the aggressive behavior of a person or a group of people who carried out repeatedly against another person or group of people who are weaker to harm victims physically and mentally. According to Rigby bullying is a desire to hurt. This demonstrated desire into action, causing suffering, this action made indirectly by a person or group that more powerful, irresponsible, recurring, and usually performed with a feeling of pleasure.

Olweus (Flynt & Morton, 2006) defines bullying as an aggressive behavior are European to crime or make the individual feel distress, occurs repeatedly over time and takes place in a relationship there is no balance of power or strength in it. Hergert (Flynt & Morton, 2006) defines bullying with aggression freely or behavior of injure in full to others that are done repeatedly over time.

B. Factors that influence Bully

The rise of several cases of bullying, between Iain equality has not been triggered by the perception among the school, parents or the community in view of the importance of the problem of bullying and responses. With yet thoroughly policies from the Government in order to handle it.

The easy cases of school bullying in general are in the following situations:

- 1) School with discriminatory behavior among teachers and students
- 2) Lack of supervision and guidance of the ethics of teachers and security guards
- 3) A large gap between schools with rich and poor students.
- 4) The existence of a discipline which is very stiff or too weak.
- 5) Guidance is not feasible and inconsistent regulations.

The above events reflect that bullying is an important issue that can happen at any school if not intimate social relationships occur by the school against his community, namely the pupils, staff, community, and parents.

There are seven factors that affect the occurrence of bullying (Astuti, 2008) are:

- The difference in class (seniority), economics, religion, gender, ethnicity or racism.

Basically, the difference (especially if the difference is extreme) individual with a group where he joined, if not, be addressed properly by the Member of the group, can be a factor in the causes of bullying. For example a class distinction, assuming senior – Juniors, potentially indirectly gave rise to the feeling of power from more senior, junior. Senior grades in misinterpreting the group, can use it to bully junior. Individuals who are at different economic classes in a group can also be one of the factors the causes of bullying. Individuals with a much different economy class economy class with the majority of his group could potentially be a victim.

- Tradition of seniority.

Seniority is wrong translated and made into an opportunity or an excuse for junior membully sometimes does not stop with a period only. It is not uncommon to be an unwritten rule that was inherited hereditary to the next level.

- Seniority, as one of bullying behavior often thus expanded by students themselves as events that are latent. For them the desire to continue the seniority issue is there for entertainment, channeling resentment, envy or seek popularity, continuing a tradition or a show of power.
- Families who do not get along well.

The complexity of family issues such as the absence of fathers, mothers suffer from depression, a lack of communication between parent and child, parental discord or divorce and inability of the social economy is the cause of significant acts of aggression.

- The situation of the school that are not harmonized or discriminatory.

Bullying also can happen if the supervision and guidance of the ethics of the teachers, the school with a very rigid discipline, guidance is not feasible and inconsistent regulations.

- Individual/group Characters such as:
 - a) Resentment or envy.
 - b) The presence of passion want to master a victim with physical power and sex appeal.
 - c) To increase the popularity of the perpetrators among the friends since they were (peers).

C. Tackling Bullying

There are several things that can be done to prevent bullying: first, to educate and change the way how to treat students. Recognized or not, the behavior of students in part is a representation of how teachers in educating and treating them. If the bad student behavior (including acts of bullying), then there must be something less than the methods used in educating teachers and treat them.

Second, build an active network of communication with the parents (Kohut, 2007: 167. Give

parents information up to date on the development of school children and their activity in school. If necessary, the school should ideally have a special section dealing with communication with parents. During this time, communication between the school and parents only when the end of the semester, the Division of the eleventh, and or increase class. It is time this communication also enhanced its quality. Much can be done as a communication medium between teachers and parents. For example, open the schools hotline can be contacted any time parents, an interactive website, magazine or periodical routine. Increase communication quality will at least increase the participation of parents and the proximity to schools, which in the end is also a proximity communication between parents and their children. The active communication of this kind if awakened will be able to reduce bullying, and or reduce its effects.

Third, the giving of proper understanding about bullying against teachers, students and parents through workshops, training or seminars. The granting of this understanding can be a material about the characteristics of bullying, prevention and responses. Thus, teachers can anticipate and identify bullying behaviors of the students (Kohut, 2007:167).

Fourth, declares anti-bullying campaign that involves the active role of all the elements of the school, from teachers, employees, students, and parents. This campaign could be posters, anti-bullying art shows, its central theme or anything that is anti-bullying. In this way, in addition to preventing bullying behavior and provide an understanding of the meaning of bullying against all the elements of the school, can also serve as a medium of transfer of energy and resources students to positive things.

Fifth, as a preventive as well as handling cases of bullying, schools need to provide some sort of bullying center for students. Guidance counseling at school can also be added to this function. This section serves as a place of very confidential complaints, which means that the identity of the

victims of the reporters will be kept confidential. This section also provides counseling and therapy for the victims as well as perpetrators of bullying. Because if not immediately carried out actions that are more serious and organized, bullying this will reproduce the violent act that is in school. Because the perpetrator will tend to repeat his actions and victims of bullying also have an enormous tendency to perform acts of bullying also if there is a chance.

Efforts that can be done to prevent violence (Mami Hajaroh, 2009), among others:

1. Increase public awareness (public awareness raising)
2. Education (education)
3. Training (training)
4. Services for women, children, and youth (services for women, children, and young people)
5. Legislation (legislation)
6. Strategies in the workplace (workplace strategies)

As for efforts that can be done to reduce bullying in schools in particular (Suwarjo, 2009), among others, are:

1. Develop a positive peer culture
2. Develop and enforce school
3. Develop positive relationships between teachers, between students, between teachers and students
4. Adults (parents, teachers, community) need to be an exemplary member by not showing violent behavior
5. Attach an anti-bullying programs in schools, religious institutions, and civic activities in which teenagers involved in it. During this time, values education in the school environment, the mere form of the delivery of knowledge (cognitive domain). Humanitarian values such as justice, democracy, freedom, social solidarity, equality and the law, and others, it is not enough just to be taught, but rather must be forwarded into the attitudes and behavior (psycho-motoric and affective

domains). This can be done by way of internalizing values and awareness through the harmonization of education undertaken early on (Assegaf, 2003:37). Animating the value of education (living values education) as a way of conceptualization education that promotes community development learning based on the value and the meaning and purpose of the search is put at the core of education is relevant to development (Drake, 2009)

RESEARCH METHODS

This type of research is a qualitative phenomenological approach via the data source in this research is the primary Data and Secondary data. Data collection techniques used are: Interview Techniques of observation. The documentation. Data analysis the data collection techniques (data collection) the reduction of data (data reduction), presenting the data (data display) withdrawal of conclusions (drawing)

DISCUSSION

A. The behavior of Bullying- Kendari

The academic life of students of SMK N 2 Kendari runs as usual, the process of learning about the theories of knowledge held class, a dilaboratorium place for practice students in accordance with their respective majors. Interaction of students with other students going according to the background of the life of each individual, dynamic interaction, adaptive, however, there are only students who love to win and behave in bullying other friends. Bullying in school usually starts at a young age, by conducting a terror on the other students emotional, or psychological intimidation. This behavior was conducted to seek attention from their friends, or else because it feels important and feel in control. There is also bullying at school due to imitate adult actions or perhaps through television programs. Students with the character bully many make fear and tend to be avoided by learners because of their behavior.

1. Physical Bullying

Physical repression is a type of bullying is most visible and can be identified among other forms of bullying, which included this type of bullying is physical hitting, strangling, elbowing, punching, kicking, biting, clawing, and spit on the child being bullied into painful positions, as well as damaging and destroying clothing and goods belonging to the children of the oppressed. The stronger and the more mature the pem-bully, the more dangerous types of storms, even though not intended to injure seriously. At SMK N 2 Kendari modulation of bullying in physical form such as deprivation to ask for money, impede one another, encouraging students, intimidating with threats of physical harm, but frequency low. According to students of class XII, that bullying in physical form already rarely happens in school, because students are bound by strict rules so that students fear to behave bullying. Experience Fer X-grade students majoring in electrical, he thinks he often suffered bullying in the form of deprivation, though the senior student or alumni deprived not behave rudely but interfere with and suppress my psychological fears.

1. Verbal Bullying

As with any physical bullying, Verbal bullying is a form of oppression of the most commonly used verbal Violence, easy to do and can be suggestible to others as well as peers, without being detected. Verbal bullying can be done with the cry in public areas, a playground spot that frenzied, it is ignored because it is only regarded as an ordinary conversation and unsympathetic friends among others. Verbal bullying can be a nickname name, censure, defamation, insults, cruel, critiques and nuanced statements of a sexual solicitation or sexual harassment. In addition, the Suppression of the verb can be either deprivation allowance or goods, telephone, e-mail that is intimidating, canned letters containing threats of violence, allegations that are not true.

2. Social Bullying

Social Bullying is more difficult to detect from the outside. Social/relational bullying was undermin-

ing self-esteem the victim of repression are systematically through neglect, exclusion, or avoidance. Avoidance, an act of removal, is the strongest tool of repression. Students who talk can not hear rumors, but still will have its effect. Social bullying can be used to isolate or deny a friend or deliberately aimed at ruining the friendship. This behavior may include hidden attitudes such as a bullying, a glance of the eye, breath, shoulders that shudder, scorn, ridicule, laughter and bad body language. SMK N 2 in Kendari social Bullying, sometimes occurs in modulation of low, students began to realize the importance of togetherness, particularly in disciplining myself to follow the rules of the school. When a student wants to behave stray she must think long to break it because it would be dealing with teachers, or even the principal. Experience

B. The cause Be Pem-bully

Someone could be bullying students due to various reasons, such as a poor adaptation of the ability, the fulfillment of the existence of the self is less and the students usually have a value of less well at school, the fulfillment of the needs that are not satisfied with other aspects of his life, the less harmonious family relationship, could even be so students pembully are a victim of bullying before.

Psychologically, bullying children who lack self control, social skills is low, these kids have the ability of perspective taking, low empathy for others who did not develop, and misinterpreting the signals or signs of social, they believe that bullying is a problem-solving way appropriate and effective. If we rent from the family environment, children who develop behavioral bullying f grow up in nurturing that is not conducive, children experiencing attachment (attachment) with his nanny, parents applying discipline is too hard or too loose, and psychological problems are typically found in the elderly, spousal conflicts, depression, being antisocial, and doing acts of violence on family members.

The perpetrators of bullying the SMKN Kendari tend to have difficulty in their studies, their behavior is likely to continue being a criminal, because they will get along with the other bully outside the school, so the level of her life will not get better, the next potentially will drink liquor. According to informen students who behave like that immediately follow in order not to impact on other friends. We do not tolerate if there are students who are caught breaking the rules of the school, such as drinking, drugs, or often interfere with other friends, so the other friend can't learn it well.

C. the causes of Bullying in SMKN Kendari

1. Factor Family

Attitude protects parents who excessively against the Cubs, making them vulnerable exposed to bullying. Students who have parents to rein are more likely to become victims of bullying, of his friends. Parents who are too "protects" her children from unpleasant experience will make them more vulnerable to bullying from the practice. Similarly, students who have parents that are hard is allowing experiencing bullying treatment.

2. Mass Media

Television and print media form of bullying behavior patterns in terms of impressions that they show. Children tend to imitate what he saw through the TV, they say in the form of bullying behavior in children of other young, or that are considered to be controlled, especially for junior students. One of the alleged negative impact of the film on the student is bullying behavior. Cat aggression behavior, according to the Baron (Koeswara, 1988) is a behavior shown to injure and harm other individuals who do not wish the arrival of such behavior. Bullying behavior in watching film violence can be seen from the expression when angry, a reaction to bullying behavior from others, the goals he behaves bullying, and the feeling that comes after the behave of bullying. The intensity of watching the movie violence is the number one's watching film violence. Film violence does not directly affect

the behavior of the audience, but to repeatedly watch with high intensity, allegedly will negatively impact for the audience.

3. A group of Associate/Peers

When children interact in school and with friends around the House, sometimes compelled to do the bullying. Some of the kids doing the bullying in an effort to prove that they can enter in a specific group, though they themselves feel uncomfortable with such behavior. The Peer group environment is second only to the family, which affect the lives of individuals. Affected individuals with peers whether or not depends on the perception of the individual against the group, because the perception of the individual to the Group same old will determine the decision taken later. Peer group provides an environment, where peers can do socializing with the prevailing values, not to mention the value set by adults, but rather by friends of her age, and the place in order to determine his true identity, but when the value of the development in the Group of peers is a negative value, it will pose a danger to the development of the individual soul. According to information that the bullying behavior is doing it because look at her friend who was doing the bullying, he did the bullying with a beating because of solidarity over his cn not other place by somebody else.

4. School

The behavior of bullying in school often ignored by party schools, children as perpetrators of bullying will get reinforcement against their behavior to intimidate against the weaker. Bullying flourish in the environment

The school's due to negative feedback often get on their students, for example, in the form of punishment that doesn't build so that it does not develop a sense of respect and respect between members of the school, the inequity that is falling by the students encourage the emergence of a sense of revenge to fellow friends.

One factor that encourages students to behave in Kendari — bullying is due to an impersonation of their senior who often still active when membully

Juniors, students experience obtained by the juniors will be conducted by the senior hereditary to the juniors, it is delivered usually the senior who often membulling are they that when the time of bullying junior senior. According to a senior that bullying done by his senior friends is the experience gained when they undergo the MOS before, that's what experience to Juniors again.

A. Impact of Bullying of the students in SMKN Kendari

Bullying happens in all schools when students feel persecuted, scared, intimidated by the actions of other students either verbally, physically or mentally. He was scared when the behavior will occur again, and he felt helpless to prevent this. Student victims of bullying often experience fear to go school and even become not confident, feel uncomfortable and unhappy. They become isolated from the same level group because peers bullying victims do not want to be friends with them. They fear becoming targets of bullying because friends with victims of bullying. Most victims suffered such behavior, interpersonal relationship difficulty, fear came to school, it's hard to concentrate, to miss lessons, headaches, flu, chest pain, negative emotions such as anger, resentment, upset, depressed, afraid, embarrassed, sad, even such extreme psychological impact of excessive anxiety. So After some time, so it has taken money and asked for money from the seniors, I feel worried if it happens again to me, but keeps me to school because of the many friends who could see me.

Bullying Prevention Efforts

During this time, most teachers are not particularly paying attention to what's going on among his disciples. It is very important that the teachers have the knowledge and skills about prevention and how to cope with bullying. Elementary school curriculum should contain elements of development and proposal attitude teachers provide reinforcement on their application in everyday life at school. The school should support the activities of the groups so that followed by all students. Furthermore, the school

provides access to claims or forum dialogue between students and schools, or parents and schools, and building the school rules and sanctions that are clearly against the Act of bullying.

Besides the efforts to prevent and address bullying at school can be started with:

1. Create a culture of school has environment Learning is good.

Creating a school culture has splashy learned without fear, through character education, creating a policy of prevention of bullying at school by involving students, creating a model school anti-bullying system implementations, and build awareness about bullying and prevention to stakeholders to the level of households and dwellings.

2. Organize your school environment as well.

Organize your school environment with good, beautiful and green so that students feel comfortable is also a very influential factor and helps in the prevention of bullying.

3. Support, Positive Activities Students against Schools.

The school should support the activities of the groups so that followed by all students. Furthermore, the school provides access to claims or forum dialogue between students and schools, or parents and schools, and building the school rules and sanctions that are clearly against the Act of bullying.

Ratnyono suggests two strategies to tackle bullying, i.e. Special and general strategy.

1. General strategy outlined by creating healthy school culture. Ratnyono describes the culture of the school as a pattern of values, norms, attitudes, rituals, myths and customs are shaped in long journeys to school. The culture of the school is carried out by citizens jointly by both the school principals, teachers, administration staff as well as students as the basis in understanding and solving the various problems that arise.

While the special strategy is to identify the internal and external factors that cause the occurrence of acts of bullying in the school

environment, enable the all components are proportionally appropriate role in tackling bullying behaviors, stacking action program for tackling bullying based on a thorough analysis and evaluation and monitoring with periodic and ongoing.

bullying has become a trend at the moment. The bullying itself can be interpreted as a power or strength to hurt someone or a group, so victims feel depressed, traumatized, and helpless. In the event that it can be seen that one factor causes bullying is seniority. Seniority can be called one of bullying behavior that often occurs. For those doing the bullying simply the desire for entertainment, channeling resentment, envy or seek popularity, even continuing the tradition or a show of power. Bullying is often experienced by middle school students throughout Indonesia. And because of the wrong, this kind of action is considered something reasonable, without anyone realizing the long-term impact inflicted both on victims of bullying as well. As a result, the Act of bullying continues to occasionally cause casualties and prolonged trauma, which certainly hinder the learning process and the process of the development of the soul of a child. The same as perceived by Okke Budiman as a victim of bullying made by a senior. Just because a trivial error could be bad for the victims of bullying.

Bullying can have an impact in the short term, long term can even trigger death. Based on the above issues can be seen that the victim suffered a long-term impact resulting from bullying done by his senior. Violence in schools is also impacting on the move or want to expel a student from the school and often do not attend school. It also leads to feelings of low self-esteem, and academic achievement. The same as carried out by the victim's parents who prefer removing her son from school rather than having to constantly deal school there that would later give rise to the impact worse.

Based on the above issues should the victims be given the support and commitment of all parties in order to reduce acts of bullying in schools and

creating a positive school environment and healthy. We encourage the entire party, both parents and teachers need to do something because of the bullying and the very traumatic effect on the future of their children. Children also need to be guided so that they realize that bullying behavior is very detrimental and leads to unlawful acts. Solution that can minimize the Act of bullying is to provide a proper understanding about bullying against teachers, students and parents through workshops, training or seminars. The granting of this understanding can be a material about the characteristics of bullying, prevention and responses. Thus, teachers can anticipate and identify bullying behaviors of students. Whatever the reason, there is no justification against violence, because the slightest that, violence remains a violation of human rights and humanitarian values. Violence (bullying) against children in schools is also a violation of the rights of the child

CONCLUSION

Research findings based on the results of the research and analysis conducted, that model the behavior of bullying — in Kendari was done individually and groups. Modulation of the occurrence of bullying is influenced by the individual psychological condition based on experiences in the family environment, interaction with the social environment, friends get along as well as encouragement to self-actualization. However forms of bullying are found such as hit and overrun, that is action of criminal conducted by senior or alumni to ask for money, bully, looking with a cynical, as well as neglect. Victims of bullying are experiencing trauma to go school, anxiety, and affect the concentration of study.

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