

Naskah Publikasi

Students' Perception of Bullying in Teaching and Learning Process

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Approval Sheet

Students' Perception of Bullying in Teaching and Learning Process

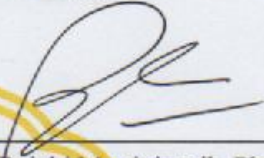
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Abstract

Bullying is a negative behavior that can happen to anyone, anytime and anywhere such as at school, home, or workplace. It can hurt someone's feeling, but the problem is the bullies not aware, and they kept doing it only for pleasure. This research was aimed to find out students' perception on bullying and the impacts of bullying for students in their teaching and learning process. It was conducted at PBI involving three students. This research employed qualitative method and used case study as the research design. In collecting the data, open-ended interview was conducted. The first finding was regarding to students' perception of bullying happened in PBI. Those perceptions stated that after the participants got bullied they felt depressed, stressed, uncomfortable, broken hearted, angry, sad, disappointed, inferior, unconfident, enjoyed, and relaxed. Besides, there are some examples of bullying that occurred in PBI such as insinuating, cheering, hitting, pinching, photo editing, laughing, insulting, mocking, ostracizing, calling names, offensiving, disparaging, and ignoring. This finding also explained the participants' ways to face bullying which were silent and if they cannot hold their emotions again they may prefer to do physical violence. The second finding was the impacts of bullying for students in their learning process. It was found out that the impacts of bullying were influences with students' self-confident and motivation, made students socially weak, and gave impacts to their learning achievement.

Keyword: Bullying, bullying in teaching learning process, bullying impacts

Introduction

Bullying is one of the biggest issues happening in the world. Sometimes, we can find bullying issue happen in our live environments such as home, school, and workplace. Today, the most common issue happened in educational field in Indonesia is adolescents bullying behavior (Keliat, Erawati, Daulima, & Tololiu, 2015). Many media such as television, newspaper, and internet have reported this case. Brank, Hazen, and Hoetger (2012) have stated “bullying is the intentional repetitive harming or injury by one’s peers; they are occurrences in which the victim is unable to avoid or stop the victimization” (p. 222). Besides, Bangu (2007) has found bullying is considered as a pleasure activity for many students because they did not know what they are doing. Bullying can happen anytime and anywhere, inside or outside classroom. Furthermore, Djuwita (2007) has defined that “bullying can occur at all level of school starting from kindergarten, elementary to university level” (p. 2). Based on the researcher’s observation, some of bullying cases are done by adolescent even in university level, because they are still at unstable physical condition. According to Djuwita (2007), “bullying happened by doing intimidation or violence by the older students to the younger students through physical and non-physical acts” (p. 9).

Students’ bullying behavior, such as joking among classmates and verbal cursing are the ways for students to demonstrate their strengths or power toward each other. According to Keliat et al. (2015), “bullying can happen as an aggressive or negative behavior that involves some powers of students itself” (p. 128). Besides, students who are classified as victims of bullying behavior or “bully victims” have experienced felt depression, demotivating, social anxiety, and loneliness during the

learning process (Rivers, Noret, Ashurst, & Poteat, 2009). According to Cole, Overton and Joshi (2016), “students who experience bullying are at an increased for poor school adjustment, sleep difficulties, anxiety, and depression” (p. 157). According to Alsaleh (2014), school bullying behavior is categorized into three broad kinds; direct physical, direct verbal and indirect bullying. Direct physical bullying aggression contains touchable behaviors such as hitting, pushing, and kicking. Direct verbal bullying aggression includes behaviors such as name-calling and threats. Indirect aggression implicates tangible behaviors such as spreading rumors and telling tales.

There are some examples of bullying cases that happen in the university level such as; the first case is bullying occurred in Gunadarma University, through a video on an Instagram account Frisca (2017), as broadcasted in one of the TV programs, where a student of Gunadarma University who has special needs was bullied by other students. He was also physically bullied. In that video, three male students tried to stop him as he was walking. One of them grabbed the back of his bag that he barely kept walking. While two other students blocked his way and started to mock and shout the words which abuse and hurt his feeling. The worst part was all students who were witnessing such event did nothing about it; in fact some of them were recording it using their mobile phone Type of bullying experienced by the student is “Direct Physical Bullying”, because it is done by groups and he got some physical abuses. The second case is bullying happened in STIP (*Sekolah Tinggi Ilmu Pelayaran*) posted through an online article from Yusuf (2017), the victim of the bully who was on the level STIP died after being hit by his senior. Besides, there were five other students who were the victims of battering in this school. The

battering happened in the Dormitory 205 DM 4 building of the second floor. From this case, it is known that the type of bullying happened to that student are “Direct Physical Bullying” because he got physical bullying.

Based on the researcher’s observation, the researcher found that bullying case happened in PBI. Some of the students are gossiping, mocking, ridiculing, and hitting one another during the learning process. In fact, such behaviors can hurt and offend someone’s feeling, but they are not aware, and they keep doing that only for pleasure. It will hurt those students’ feeling and make them feel demotivated in the learning process. Mocking and ridicules sometimes done as a direct verbal bullying, in which in PBI context, one or groups of students will mock others when there is a student who is making some errors in speaking English. Meanwhile, hitting which is sometimes done is categorized as a direct physical bullying, in which it is frequently done by male students. They are hitting their classmates because they are noisy during the learning activity. It can hurt the students’ feeling and physics when they get hit. For these reasons, the researcher is interested in conducting a research about bullying case in PBI.

Based on the discussion above, it is important to analyze students’ perception when they got bullied because they are the subjects or the victims of bullying habit in the educational environment. Then, the researcher conducted this study under the title: Students’ Perception of Bullying in Teaching Learning Process. Consequently, this study explains the impacts of that bullying on PBI students in teaching and learning process.

Research Methodology

This study used qualitative research approach since it encouraged participants to explain the participants' personal opinions, perspectives, experiences, and knowledge. Based on the research problems and research objectives achieved in this research, the research design used is qualitative case study. This research was conducted at PBI of a private university in Yogyakarta. The participants in this research were three students of PBI. The researcher chose this batch because the researcher understood how bullying happened in this batch. The researcher chose only three students from the population who were being the victims of bullying.

The data of this research was collected using interview. In this research, the researcher used interview guideline approach because the researcher wanted to know the specific and advance information from the interview. For the schedule of interview, the researcher chose open ended items. For the question format, the researcher chose non-direct question. The researcher used unstructured response mode. This mode allowed participants gave their answer in whatever way she chooses (Tuckman, 2001). The researcher used Bahasa Indonesia in order to avoid misunderstanding between the researcher and the participants.

After conducting interview, the researcher transcribed the recording from the interview into written text. After transcribing the data, the researcher did member checking. The next step which was conducted by researcher after doing member checking was checking the interview transcript and coding the data. In this research, the researcher used three kinds of coding to analyze the data. The first was open coding, the second one was axial coding, and the last one was selective coding.

Research Findings

1. Students' perception about bullying in the teaching and learning process at PBI

a. Students' feeling when they got bullied.

The participants in this research stated that after they got bullied by their classmates they got various feelings such as; depressed, stressed, sad, down, broken hearted, disappointed, intimidated, inferior, lonely, uncomfortable, angry, revenged the bullies, enjoyed and relaxed.

b. Types of bullying that commonly happen in PBI

The examples of bullying that happened in PBI involved to; direct verbal bullying, direct physical bullying, indirect bullying, and cyber bullying.

1. Direct verbal bullying

Kinds of verbal bullying that happened to the students during the teaching and learning process such as; laughing, insulting, insinuating, cheering, mocking, teasing, and offending.

2. Direct physical bullying

The examples of behaviors included to direct physical bullying that happened during the teaching and learning process such as; hitting and pinching.

3. Indirect bullying

The examples of indirect bullying that happened during the teaching and learning process such as; disparaging and ignoring.

4. Cyber bullying

The participants of this research said that they got cyber bullying like the bullies editing their photos and send it to social media. The bullies took their photo in the classroom without asked their permission first, and then the bullies edited their photo with writing some sentences to labeling their photo or make a meme.

c. Students' ways to face bullying in learning process

All of the participants in this research had their own ways to face bullying occur to them during the teaching and learning process. There were some findings below showed the ways PBI students face bullying issue.

1. Kept patient and silent

While the participants in this research got many negative feelings, but they tried to hold their emotions. They did not want to against the bullies first because they knew if becaming bully victims was hurt their feelings.

2. Reprimanded and gave warning

The participants in this research also said that besides tried to kept silent and holding their emotions when they got bullied by their classmates, sometimes they found if the bullies should be warned.

3. Revenged or do physical violence

Sometimes if the participants cannot hold their emotions again they asked the bullies to fight with them. Even though, they always tried to be patient and only gave the warning to the bullies, but in other time they wanted to revenge the bullies.

2. Impacts of bullying for PBI students in learning process

a. Bullying influences students' motivation and self-confident

The participant stated that became bullying victims sometime decreased his motivation in joining the teaching and learning process. In other side contrary to the first finding, after got bullied by classmates, it also increased the participants motivation in joining the teaching and learning process. Bullying made them understood of how the ways they overcame the difficulties that they faced during the teaching and learning process.

b. Bullying made students socially weak

The participant thought that their school as less safe, then they did not want to socialize with other students because they thought they would get bullied again. This bullying also made the participants trauma and made them less emphatics to help one another during the teaching and learning process.

c. Bullying impacts students' learning achievement

The research participants argued that bullying was impacts to their learning achievement. Some of the participants stated if bullying can increase their learning achievement and made them became a critical thinking. Another way contrary to the first statement, one of the research participants said that beside bullying increase his learning achievement, sometimes this behavior also can decrease his learning achievement.

Conclusion

Bullying is a form of daily activities that many people did not realize when they did it to other people. Bullying can take many forms in physical and non-physical actions. Some of the examples of bullying are like joking, kicking, hitting, pushing, name-calling, cursing, or other aggressive forms that make bullying victims feel like threatened. Furthermore, bullying can happen anytime, anywhere, and to anyone in all situations, but bullying often happened in the educational environment.

The results of interview revealed that there are some types of bullying occur in PBI such as; direct (verbal) bullying including cheering, laughing, mocking, insinuating, insulting, offensiving, indirect bullying includes disparaging, ignoring. Physical Bullying includes hitting, pinching, verbal bullying like calling names or initial. Cyber bullying includes photo editing to post it in a group chat. Most of students who become bully victims in this research perceive that bullying made them felt sad, broken hearted, intimidated, inferior, depressed, stressed, down, disappointed, and angry.

Students who became bully victims sometimes lost their confident and motivation during the learning process. As a student who become bully in a long term period, it made students look as socially weak. Another way becoming bullying victims made them be a critical thinking to solve some problems that they faced in learning environment.

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