

Research Article

Study on Schools Bullying for Adolescents

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Abstract.

This study aims to describe aspects relating to bullying as causal factors, types, impacts, and strategies to prevent and resolve. Percentages of victims and perpetrators based on gender, age, and education level. Researchers utilized qualitative methods to collect and analyze data, according to Milles and Huberman. This research was conducted at 11 junior high schools and 11 senior high schools. The participants of this research were 53 informants. The results indicated that internal factors of bullying are psychological, physiological, intelligence and skills, identity, lifestyle, and religion. External factors are families, school and social environment, peers, legal base, media and technology, social and economic class, lifestyle, lack of communication, clothing, race, and experiences of victims. The types of bullying found are verbal, physical, bullying from media, sexual and relational bullying. Of those 5 types of bullying, verbal bullying is the most common.

Keywords: bullying, adolescence, student, achievement

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1. INTRODUCTION

Primary, pre-secondary, secondary Schools, and higher education have objectives to form, train, educate students. Education fosters the students' social and friendship and drawing people closer to science and education. However, the reality indicates that some negative actions existing at the schools. Those are not by the goals of the school. Those negative actions consist of several types, one of which is bullying.

The phenomenon of bullying almost occurs in schools in many countries, including Timor Leste. Bullying is a type of aggressive action and can arise from verbal, physical and media [1, 2]. Verbal bullying is an action faced by the victim through verbal actions such as being cursed at, insulted, and so on [3]. Physical bullying is the attitude of the suspect towards the victim by hitting, kicking, slapping, and other acts of physical violence. Bullying through cybernetic is a type of bullying that occurs through social media [4]. Bullying occurs through various factors categorized as external and internal factors [5]. This problem occurs most often in those with physical challenges such as

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being fat and thin [6] most vulnerable to this case are those who are in the LGBTI category [7]. Bullying is also considered an act of violence [8]. This attitude can also affect adolescents, such as mental health [9], physical [10], and trauma [11].

Several studies conducted in Timor-Leste show that bullying behavior can have impacts such as abandoning learning activities [12, 13], consuming marijuana and amphetamine [14], symptoms of externalization and internalization [15], school dropout [16].

A study conducted by USAID through the SDPP program identified that bullying was also a problem among 53% of students [17], from the World Health Organization GSHS showed that the number of bullying cases per month was 28.3% [18], from The Asia Foundation, cases committed by boys in the city of Dili were 44.9% and Manufahi 46.3%, while those who became victims in the city of Dili were 44.0% and Manufahi 41.5% [19], from WHO 28% [20], from UNESCO 31.3% [21], team of Han 31.3% [22], and the team from Alfonso-rosa 19.18% [23].

2. METHODS

The method of this research is qualitative with descriptive approximation. Researchers utilize this to produce a more comprehensive study of the phenomenon [24]. The qualitative research to explain and understand well a phenomenon or reality to be researched [25]. This research applied at junior and senior high schools in the City of Dili, both private, Catholic, and public schools. This research was conducted for four months, from May to August 2022. The total number of schools in this study was 22 schools, consisting of 11 junior high schools and 11 senior high schools. Informants at the interview stage were 53 people, consisting of 12 teachers and 41 students.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Internal factors

3.1.2. Psychological factors

In psychological factors, there are several factors such as student personal factors, student attitude and character, and student mentality. Psychology become one of the bullying factors, especially as a victim of bullying [26]. One of them is the personality

factor [27]. Psychological bullying mostly happens to female students, those who are quiet, [...] those who are apathetic, [...] those who like to be alone, [...,Inf 12M]. [...] In our class some friends like to humiliate other friends, because these friends never hang out with them, so they like to humiliate them [In 18S]. Because sometimes they want to borrow books or pens but I don't give them [Inf 35S].

3.1.3. Physical factors

The internal factor that causes bullying is the physical condition of the victim [28]. Thus, the perpetrators verbally bullied the victim to humiliate the physical condition of the victim, such as characteristics, skin colour, and so on. Students who were the perpetrators and victims of bullying behavior were students with fat and weak body postures or other different body postures [29]. In connection with these factors, informants state that: Many, [...] call a friend according to his physical condition, for example, a friend is blind so we call only blind [Inf 29S]. Yes, there is, [...] because we are small, and when they call us, we have to come immediately, otherwise, they come and beat us or slap us [Inf 14S]. Most of what I see is that they like to belittle other friends based on the condition of their faces [Inf 12M].

3.1.4. Intelligence factor

Intelligence factor become one of the factors of bullying is skills of students in the learning process, such as failure to solve the exercise, shame to ask questions, and repeating different repetitions. One of the reasons students were victims of bullying behavior because they were not smart [30], so they were exiled from friends [31] and the victim's learning achievement is not good [32]. Therefore, the victim faced difficulties in interacting with her friend in the class. The victim faced difficulties in getting help from a friend, and a lack of friends, and will also be ignored in the study group [33].

Informants explained that: "Sometimes the teacher calls me to the front and I can't do what the teacher tells me to do, so my friends always talk about me behind my back. It makes me feel sad and disliked, and I want to reply to them [Inf 3S]. Yes, [...] I am embarrassed to ask why? because I am afraid their friends would make fun of me. Therefore, whether they understand the material being taught or not, they will choose to remain silent. Because they are afraid that if they ask the wrong question, their friends will laugh at them [Inf 12M]. As for the bullying that I experienced as a victim when the

teacher explained in front of me, then I explained again, but I said the wrong word. Because of that, my friends in the room used this word to humiliate me. [Inf 29S]

3.1.5. The Identity Factor

Identity of the students about their names. Identity is a concept that refers to the meaning of an individual's personality linked to himself or another person [34], this, some students were also victims. The victim for the cause arising from her identity as a name [35]. Informants stated that: "Because the teachers called my name Tomenia, they called me Tomato [Inf 5S]. Lifestyle is a description of behavior, a way of life that is demonstrated through the activity of a person. Bullying also occurs due to clear differences in lifestyle. Of this, students practice bullying behaviors toward each other. This factor also occurs due to the appearance and economy of the family [36]. Informants discovered that: "Previously, the first ones looked at our lives sometimes we had a little lifestyle, as normal people, we came calmly, [...],Inf 25S].

3.1.6. Student's religion

Bullying is an aggressive attitude involving a power balance to make others feel uncomfortable. Uncomfortable aspects are fear, and others and occur because of differences that include different beliefs, such as religion [37] and [38]. Informant stated: "Because I have a different religion, they often mock me [Inf 11S].

3.1.7. External factors

External factors are the factors that arise due to the impact of situations not by the students themselves [38], but by the environment [39]. External factors include family, friends, school facilities, and school environment [40, 41]. External factors that of bullying found in this study are social or economic class, lifestyle, miscommunication, social environment, school environment, family environment, media or technology, clothing, friends, legal base, race, and experiences. The following is an explanation of these factors:

3.1.8. The Environment

The environment that enabled bullying to occur in this research was the social environment, the school environment, and the family environment. Various factors cause bullying, including the environment, such as the family and school environment [42]. Defined the social environmental factors also allow for bullying [43], single parent family [44], become one of the factors of bullying [45]. While in the school section, a case occurred because of the student transfer [46, 47]. The following is an explanation of these factors: “One environment is the family. When we identify those who were abandoned by their mother or father, some children come from intermarried families, they are the most problematic and very naughty [Inf 3M]. Because the students come with their personalities that live in the community and society [Inf 1M]. Because I just transferred to this school, they don’t like me and they come to bully me [Inf 4S].

3.1.9. The Peer

Another external factor that causes bullying is the student’s schoolmates. Colleagues also have a strong influence on students to practice bullying at school [48]. The influence of friends is a dominant influence on bullying attitudes because children spend time with their friends, and they spend much time at school. Meanwhile, the influence of friends can make students practice bullying behavior [49]. Informant explained that: “Someone told, they said this new student was too arrogant, so they told each other to beat me [Inf 4S].

3.1.10. Legal base

The legal base is one of the external factors that is considered to provide a margin to trigger bullying attitudes. The factors that cause bullying in this research, are from the students, friends, the environment and the existing laws. Informant explained that: “One of my concerns is the law produced by the Ministry of Education. There are laws to protect students, but there are no laws to protect teachers, which makes it difficult for teachers to regulate students [Inf 1M]. In my opinion, one of the reasons is higher education does not guarantee educators to act on mistakes made by students. There must be regulations stipulated by the Ministry of Education to ensure that when teachers give sanctions to students, students are not allowed to make these mistakes again. [Inf 11M].

3.1.11. Media or technology

The media or technology used by students is one of the external factors which in turn also causes bullying. The main cause of bullying is the media. The social network shows its drastic change in the world of technology [50]. The rapid development of current technology on social media has a common impact called cybernetic [51], Which has a positive and negative impact on its use [52]. Although social media contributed significantly [53], but also impacted the attitudes of students, especially in their socialization and communication [54], as well as social challenges arising about the use of technologic disadvantage [55], so that students use these tools to damage each other [56]. Informant defined: "I know, nowadays is modern world. Many students were utilizing technology, and conventional education has no meaning anymore. [Inf 11M]. Well, I know that technology facilitate me to express any bad behaviour and attitude. [Info 7M].

3.1.12. Social and Economic Status

Social class and economic needs are also a measure that ultimately implicates poor attitudes. This situation itself is also linked to bullying that occurs in schools, especially for students who have enough lifestyle and simple clothing. The difference in social status makes students feel lower, so many of them face bullying attitudes, especially verbal bullying such as being laughed at and insulted [57]. This difference does not only occur during childhood but will continue in adolescence [58]. Informants stated: "Often some people are jealous of us, not wanting us to outperform them, such as in the economic situation. [Inf 17S]. Because they sometimes ask for money and I don't give it, so they bully me [Inf 34S]. Previously, they first looked at our lives [...] so they sometimes used their lifestyle to disappoint us, [...,Inf 25S]. [...] especially girls who sometimes wear short skirts and their shirts are opened up to their chests, thus attracting the boys' attention. [3M Info]. Mostly what I see [...], mocking his friend's clothes, [...], what his friend is wearing. This is what I usually see happening. [Info 12M]

3.1.13. Miscommunication

Miscommunication between the students eventually leads to bullying. Bullying can occur because there is miscommunication between the perpetrator and the victim [59–61],

defined cases of social intimidation, such as bullying, that occurred between adolescents, have increased significantly due to miscommunication or misunderstanding. Informants explained: “I have done to other friends as [...] some because I misunderstood one another [Inf 24S].

3.1.14. Racial

Bullying is an aggressive attitude involving a power balance that aims to cause others to feel uncomfortable, fearful, and in pain, which the perpetrators are doing because of differences, such as race [62]. Racism can be categorized as bullying because there are attitudes such as ethnic-based provocation when the perpetrator and victim are together in one place [63]. Informant stated: “Here sometimes, I face some ethnic and racial issues, such as Firaku (“extrovert”) and Kaladi (“introvert”) or Lorosa’e (Eastern) and Loromonu (Western). [Info 2M].

3.1.15. Experience

The last factor found in this study is the experience of students who were previously victims of bullying. The bullying attitude committed by the perpetrators arose due to the impact of the experience of being a victim of bullying [64], With the experience that has occurred the hatred of being an author [65]. Informant explained: “Yes, [...] first they did to me, and then I did it back to them [Inf 4S].

3.1.16. The type of bullying

Bullying can occur physically, verbally, and psychically [66], relational bullying [67], bullying from media [68]. Research findings show that bullying that occurs to students has five types of bullying: verbal, physical, media, sexual, and relational.

3.1.17. The Verbal bullying

Verbal bullying is like ridicule, insulting physical condition, called using the parent’s name [69], swearing at, deceit [70], insulting, name labeling, threatening, scaring [71]. Research identified the verbal bullying include the students berating, humiliating, telling behind, jokes or throwing a talk, telling tales about someone, insulting, murmuring,

mocking, calling on the parents' name, physical matters, the utensils used, the clothing, calling on the animal's name, the physical condition, labelling, imitate, shouting, threatening, and mad each other. The following information from the informants relates to the behavior of the population: My friends bullying me went viral. She hit, cursed, accused, and jokes. I was a girl that like this, I am ugly girl, these bullying made me cry too much at school. [Inf 40S]. Threats to solicit money from friends, [...], swearing, insulting, taunting, threatening, calling parents' names, calling animals names, sharing false information, [Inf 38S].

3.1.18. Physical bullying

The second common bullying in schools is physical bullying, such as breaking, throwing things, snatching goods, hiding stuff, threatening to ask for money, snatching money, closing each other's way, fighting, slap each other, kick each other, spit at each other, pushing each other, tearing each other to pieces, drag each other, threaten each other.

Some research related to physical bullying also shows that physical bullying is physical bullying that is done directly to the physical body of the victim, such as striking, kicking [72], pulling, striking one another, and catching [73], spit, throw, [74]. Informants related of bullying: [...] there was a boy was beaten three times a day. The several children using sharp objects, stabbing in the room, [Inf 3M]. One student is often confronted others, waiting him on the street [...Inf 10M]. Yes, sometimes I am hitting, tearing, pushing, pulling, dragging, spitting, throwing bags, pens, and books, throwing, and hiding bags [Inf 13S]. They tore me after school [Inf 40S]., someone confiscated my money. [Inf 18S]. They blocked my way on the way home [Inf 35S]., [...] slapping, kicking, biting me [...]. [Inf 37S].

3.1.19. Bullying from Media

The third most common type of bullying in schools is media bullying, such as frightening, swearing, sharing false information, uploading videos and photos, sharing videos and photos, insulting, throwing words, threatening, slander, and mutual indecent, bad comments on social media. In the last year, through the Internet and social networks, a type of violence called bullying cybernetics also occurred [75]. Bullying via electronic, known as bullying cybernetics, has recently started many practices [76]. However, many people were also victims of the media [77]. The media used by the students were WhatsApp,

Facebook, Instagram, Telegram, YouTube, TikTok, and Messenger. The media that the perpetrators used to attack were telephone, email, website, Facebook, and others [78].

Bullying from the media found in this research included: defamation in the way of sharing false information, uploading videos and photos, and sharing videos and photos. Denigrating in a way of deceit, treats, insult, throwing, joke. Defamation and denigrating are the attitudes of the perpetrators as sharing false information about victims through social media to destroy the victim's reputation [79].

Flaming and assault in a way of scaring, threats, bad speech, bad comments on social media. Flaming is a behavior committed by the perpetrator, such as sending a bad message or being full of hatred toward the victim [80]. Harassment is a message sent by e-mail, message, and other social media that contains disturbance being carried out respectively. There are cybernetic behaviors that hurt others such as uploading photos, videos, or portals aimed at humiliating, encouraging, and threatening victims [81].

Concerning these tools, the research also found that the perpetrators used media such as WhatsApp, Facebook, Instagram, Telegram, YouTube, TikTok, and Messenger, to attack their friends. The victims themselves also testified that they were facing them through the media. Informants related: "I have experienced being bullied on social media, and one of my girlfriends in the classroom misguided me in social media, [...,Inf 30S], [...] such as insult, deceit, and throwing [Inf 36S] from [Inf 36S]. The threat of WhatsApp, that it would come to school to hit [Inf 9S], [...] some deceit, sharing false information. [Inf 23S], [...] a friend scared me with a video [Inf 24S], The many, some sent a photo, saying that it was a gang in the school [Inf 16S], [...] Some of the jokes from WA [Inf 29S], There are some of my friends, who are called abuse. Examples of taking photos are when people say something wrong. [Inf 20S].

3.1.20. Sexual bullying

The fourth most common of bullying that occurred in schools, found in this research, was sexual bullying: men touched women, buried, kissed, demonstrated genitals, body touching, and from the media. Through Media was sending bad messages, sending bad films, and sending bad images. Sexual bullying, also known as sexual assault, is a prejudicial attitude that refers to verbal or physical assault such as a holding person's body, genitals, backside, and others [82]. The author made sexual comments, direct sexual contact, and spread sexual materials such as videos and images [83]. Sexual bullying itself can occur verbally, physically, sexually [84], and through the media [85]. Informants relates: "There, some men ordered a film with bad words coming through

WhatsApp [Inf 21S]. Some use the media to send bad messages, bad films, or images, but they are unknown [In 23S].

Especially for male students, after watching bad things on social media, they try to seduce female students. some are not wearing underwear, hugging and kissing female students, holding and squeezing female students' bodies, and holding their breasts. There was also one male student who tried to show his genitals to female students, and the female student came to report to me [Inf 3M]

3.1.21. Relational bullying

The fifth most common of bullying is relational bullying. Bullying is a relationship of exclusion and neglect [86], The spread of rumors, and ostracism [87]. Relational bullying was conducted in a way to end social relations to systematically weaken the victim's self-testimony through negligence, exclusion, or evasion. Bullying models like this are difficult to detect outside. Examples of relational bullying are embroidered, such as aggressive looks, suspected, mocking by laughing, and mocking by corporal language. Informants said: "As for bullying, I have experienced as a victim, [...] Its because of different groups, as I am in the THS-THM group, and other friends are in another group, so they told each other not to relate with me. [Inf 29S]. Yes, it is always so, [...] After that they did not want to rank with me. Many friends, in the drum band group, many friends did not want to play with me, when I came to the drum band to train. I only trained myself. They exclude me, in their group. I am a woman like this, like that. So, they said do not play with her. [Inf 40S].

3.2. The Impact of Bullying

3.2.1. Psychological impacts

Psychological problems can occur due to the impact of internal and external factors. The external factor is the psychological impact one. "[...] It makes me sad. I want to do it again to them. Because they did this, I felt bad for me [Inf 3S]. Sent shocked, [...] after I was shameful at home, [...] they abused me like this. I was sad, weeping, ashamed, so many. [Inf 40S]. One impact is that [...] students will lose their willingness to learn well and begin to distance themselves from their friends. [Inf 11M]. Sometimes, there is no willingness to go to school. [Inf 17S], Feeling [...], I did not want to go to school, then I was ashamed at home, [...],Inf 40S].

The informant comes to school. Someone is always waiting for him on the street. He does not express it. He comes and feels insecure. He is coming into the classroom but is always surprised. That is why parents came and expelled him to another school [Inf 10M]. Many have dropped out [Inf, 2M]. It can damage our other friends [...], health, [...]. [Inf, 17S]. One impact was [...] starting to distance themselves from their friends. [Inf, 11M]. The perpetrator felt strengthen. Because sometimes many of his friends, [...], Inf 5M]. The impact was, [...] If someone does not take care of what he commits, for example, if he strikes someone and someone does not call him to remind him that strikes are not good. Then he concludes that strikes are good, and then the impact on him is that he will be disappointed in his life. [Inf, 8M]. Children the perpetrator sometimes felt as convenient [...], Inf, 4M]. Some have left school because they did not want to go to school [Inf 6M].

3.2.2. Impact on students' motivation

The bullying attitude makes the students unwilling. They feel not confident, stressed, ill will, traumatic, become the perpetrator of bullying, feel unworthy, hatred, and afraid to go to school. In addition, the social impact of the bullying victim was t not able to play. The victim was too tired and unwilling to play and study in a group. Victim wanted to change the classroom. Concerning this impact, the informants stated that sometimes there is no willingness to go to school [Inf 17S]. Feeling [...], I did not go to school. I was ashamed and stayed home, [...], Inf 40S]. One impact is that [...] students will lose their willingness to learn well and begin to distance themselves from their friends [Inf 11M]. I think [...] because the impact of bullying damages some children's psychology, sometimes they are studying badly [Inf 5M].

3.2.3. Impact on the social relation

The verbal bullying phenomenon continuously will have a negative impact, both on the perpetrator and on the victim. The existence of verbal bullying will disturb the communication process between students, keep them far away, and social relations. Thus, victims face problems interacting with their friends. They have difficulty getting help from their lack of friends. Even the student may excluded from the study group. Concerning this impact, the informant said that one of the impacts is [...] avoiding meeting with peers [Inf 11M].

3.2.4. Impact on health condition

Bullying is a problem that has a wide range of impacts: health conditions, learning achievement, social relationships, and the life and environment of the victim. The bullying impact on the victim is the physical condition such as illness. The informant described other friends conducted proper behaviors because this is not good and damages our other friends [...] health, [...,Inf. 17S].

3.2.5. Study Achievement

The student's academic achievement is related to abandoning learning activities and dropping out of school. Many negative consequences arise from bullying attitudes as a lack of involvement in school, lack of academic auto-perception, lower learning achievement, afraid to go to school. They abandon learning activities. Victims avoid going to school. It can also impact their skills. Influence their ability as well so that they can succeed academically. The informants explained the impact is that the student who did the bullying [...] so it would hurt his future, sometimes he could not pass through the school, could get low marks, and so on [Inf 8M]. They are always not there. I handle it myself. The school does not sanctify victims who did not go to school [Inf 6M]. Yes, some victims abandoned school because it is serious. The director of schools decided to expel him and let him. We first called the actors' parents. When bullying still existed, we had to get him out [Inf 9M].

3.3. Curative and preventive perspective

3.3.1. Curative perspective

From this perspective, informants said that training was necessary, created a direction about guidance and counseling, and applied sanctions to students practicing bullying behavior. Provide continued education on the danger of bullying behavior, applying firm action to the perpetrators. Bullying that has a negative impact should be considered criminal, and therefore a firm sanction should be applied against the perpetrators. So, strong rules are required to prevent bullying and to sanctify perpetrators, especially in school. The informants stated that leadership needs to establish an addition to sanctions. Students also need guidance and advice from teachers.

Guidance and counseling services should be implemented for students to prevent bullying. Psychological advice emerges to avoid bullying. Because the main objective

of education is not only the teaching process but also the effort of guidance and advice. Furthermore, guidance and counseling become crucial in school education. The following is the explanation of the informants about this perspective. The counselor in school is to accompany the victims and actors of bullying. Counselors explain and remind actors before some sanctions apply [Inf 9M].

3.3.2. Preventive perspective

Concerning this perspective, informants said that it is necessary to pay attention, create training for teachers, create coordination lines between school, parents, and the security part, and through spiritual life training. Preventive measures against bullying need to be initiated with the training of educational professionals. Counselor distinguishes and diagnoses bullying. Furthermore, counselors know strategies for intervention and prevention. Therefore, training teachers is crucial to cope with this phenomenon. Because teachers can easily prevent and detect these problems at school. Teachers mention creating a coordination line between teachers, parents, and security.

Preventing bullying requires the collaboration of all parties, students, teachers, and decision-makers in implementing rules in school. Another strategy is collaborative work with all school advisors, the police, parents, and students. This work includes other problems. In addition to training and creating coordination lines, spiritual life training for students is also very important. The spiritual approach as a way to calm bullying actors. Counseling and spiritual life approaches can provide work based on trust and pity. Spiritual counseling also plays a role in addressing bullying problems and the development of students. Spiritual counseling can structurally train students and support one another to overcome bullying. The following is the explanation of the informants about this perspective: “The ways we need to apply to prevent bullying are first to give attention, call parents [Inf 1M), contact the police [Inf 2M), conduct spiritual life such as retirement, meditate, and pray together [Inf 11M].

4. CONCLUSION AND RECOMMENDATION

4.1. CONCLUSION

The factors that enable the bullying attitude to be generally divided into two major parts are both internal and external factors, which are described as follows:

The internal factors that were discovered were: The psychological factors such as the student's personality consisting of introverted and fragmental students, the student's attitude, The student's character, and the student's mentality. The physical factors such as disabled students., younger ones, and the physical condition of the student. The factors of intelligence or skills. the factors of identity as the name labeling for friends. The factors of lifestyle. The factors of religion. The external factor was discovered the family environment is like intermarried, single parent, parents' divorce, and parents' attitude. The school environment, such as student transfer. Social environment such as ranks are free. Peer, like supporting one another. The legal base, such as the education law. Media or technology, such as the misuse of social media. Social or economic classes, lifestyle, and clothing, such as a shortage of friends' clothing, refusing other friends to pass them, miscommunication, (i) racial, and (j) Experience as a victim.

The types of bullying that occurred were a) Verbal bullying such as a joke, insults, swearing at, judging behind, grumbling, calling on the parents' name, ridicule, threatening, bad talk about personal posture, bad talk about clothing, having to about tools that used, calling on the animal's name, liar, shout at, complain, name labeling, scold, and calling based on physical condition. (b) Physical bullying, such as damaging or harmfulness to goods, throwing things away, snatching money, threatening to ask for money, snatching goods, slapping, kicking, spitting, pushing, yanking, ripping, dragging, hiding things, closing them away, throwing, bite and nudge. (c) Bullying from the media, such as scaring, swearing at, sharing false information, uploading videos and photos, sharing videos and photos, berating, insulting, ridiculing in a veiled way, speaking badly, and bad comments on social media. (d) Sexual bullying occurs in two types, through physical such as, men touching women such as hugging, kissing, showing genitals and body touching. Meanwhile, through the media, they send bad messages, send bad films, and send bad images. (e) Relationship bullying such as telling friends not to be friends with each other.

The impacts of bullying behaviors that may occur on the victim include (a) psychological impacts such as mentality, depression, shame, fear, intimidation life, hatred, emotions such as sadness and weeping, trauma, overthinking, daily attitudes, and shocks. (b) Impact on motivation and will. (c) Impact on social relations. (d) Impact on health (e) Abandoning learning activities (f) and dropping out from school. In addition, the impact of bullying attitudes that may occur on the perpetrator such as (a) The psychological impact is an antisocial attitude. (b) impacts on learning achievement such as not passing the class, the mark, and being expelled from school.

The perspective of the informants on how to reduce and prevent bullying behavior is (1) Training for teachers about bullying. (2) Create a directorate of guidance and counseling in all schools and also train teachers on guidance and counseling. (3) Applying sanctions against perpetrators. (4) Create coordination lines between the school, parents, and the security section. (5) training the students with spiritual life. (6) help students who face bullying attitudes.

5. RECOMMENDATION

Based on the findings and discussion of the research, researchers would like to recommend:

Schools, because schools do not have specific data on bullying. Therefore, it is necessary to resist the problem so that if there is a dangerous or more serious case, the school should quickly intervene, so it can be added to the relevant party to create rules to prevent and solve the problem.

The Ministry of Education, since there is a law on the rights of the students, should also create laws to regulate the students so that the students can perform their duties properly. The Ministry should also urgently create a bullying law before serious cases of bullying behavior exist.

Further researchers, because the research did not cover too many vocational-technical schools, primary and secondary cycles of basic education, municipal schools, and university levels. Thus, the following research may involve subjects from the school levels mentioned above.

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