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Research · June 2018

DOI: 10.13140/RG.2.2.16266.77768

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Bullying at Islamic Boarding School: A Pilot Study in Pekanbaru

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Abstract. Bullying is a common case happened at almost every level of education. The aim of research was to describe bullying incidents of Islamic boarding school. This is a pilot study and Data will be useful for future research in bullying. Samples of 241 students from 7th to 9 grades were selected for this study. The ages of participants ranged between 13-15 years. Data were collected by questionnaire and interview. Data analysis showed 30 % students experienced bullying. Boys tend to be bullied than girls. Bullying victims were mostly student grade 8th. Victims got both of these Verbal and Physical bullying. Some of them also were ostracized by others. Cyber bullying was not found due to they were not permitted to bring smartphones to boarding school. Teachers' firmness to control bullying incidents was main factor for reducing bullying at boarding school.

Key words: Quantitative Descriptive, Bullied, Victims, Firmness.

I. Introduction

Bullying cases has become international issue (Carney &Marrel, 2001) due to happening frequently, which is experienced by thousands of children (Holt, 2004; Hoover, Hazler, & Oliver, 1992). The complaint for bullying cases to Commission of children protection of Indonesia occupied the highest position where bullying incidents from January 2011 until August 2014 were recorded as many 369 cases and it happened in elementary level (Nugroho, 2012). In other hand, Nugroho and Fadhliia discovered about 30 % students in Pekanbaru had ever been bullied, where bullying cases obtained had many variations and common happened to the women. Edling dan Francia (2017) defined bullying at boarding school as boarding school syndrome, which refers to kind of violence that obtained by students such as: bullying, violence and annoyances. The Boarding school is vulnerable for bullying incidents rather than general school. One of the reason is because students spend more time at boarding school, where gave them more time for interaction (Pfeifer &Pinquart, 2014).

Low supervision from parents and dormitories lead students interaction cannot be observed. Furthermore, there are some differences between students who live at boarding school to general Students. For instance, a unique environment and effect of socialization, which contribute for cases of bullying. Living separate from parents is associated by discord from parents and interacting with friends of boarding school for long time where each of students spend their time together from wake up until go to bed (Whited, 2004). High level interaction among students at school boarding school gave possibility for happening of bullying incidents at boarding school, rather than happening to students at general school (Pfeiffer &Pinquart, 2014)

In Indonesia, bullying incidents happened at general school and boarding school as well. A research from Desiree (2013) stated that any kinds of bullying behaviour also happened at Islamic boarding school. The biggest problem from Islamic boarding school is victims gain unpleasant behaviour from senior. For instance, to be hazed, to be shouted, to be asked to do unimportant things, to be called with an unpleasant name (Basri, 2001). In line with those problems, this research aim is to know whether bullying behaviour truly happened at Islamic Boarding- School?.

II. Definition

School bullying is aggressive behaviour, which is done more than one time by someone or a group that has power to other students who weak, where the bullying behaviour aimed is to hurt students who weak (Rigby, 2014; Black & Jackson, 2007; Carney&Marrel, 2001), bullying behaviour is cause of distress and academic problems for Students who bullied (Gladden, Vivolo-Kantor, Hamburger &Lumpkim, 2014). Although, bullying looks like an aggressive behaviour, but it is different, because bullying behaviour has several characteristics, first, to do a dangerous behaviour toward someone. Second, doing repetitive behaviour for long times. Third, the bullies and victims have no similarities, where there are no balance between physical and power (Bernard & Milne, 2008; Chapel et al, 2004).

Determinant factors for bullying

Bullying was influenced by many factors. Li (2008) described five factors for bullying incident. First of all, social variable consists of economic social status; community that associated with bullying and violence. Second, students' physical condition, consist of gender, race and level of violence. Third, Students' affection: attitude; self-esteem; temperament associated with variables of violence at school. Fourth, students' involvement in inter and extracurricular activities, which associated by bullying and violence. And fifth, violence who obtained from students who study at others school, opposition for sexual behaviour or other risk behaviour (Lee & Song, 2012), Richard, Scheneider& Mallet (2012) stated, there are other factors who contribute for bullying incidents. For instance, Individual personality (domination, impulsivity, tend to be aggressive, tend to obtain pleasure); authoritarian parenting, obtained physical abuse at home, parent perception to importance of education, how parents see the importance of education, communication between parents and teacher; school climate (academic standard, general description about school, cooperation to school, Student and teacher cohesion, perception to morality, perception to school policy), whereas Li (2008) revealed bullying behaviour is affected by internal and external factors. The internal factors are attitudes, self-esteem, assertive, temperament & gender, while external factor are family, school, teachers, communities, culture and ethnicity. According Rhyerd (2014) violent parenting arouse externalization problem to children, instability temperament, freaky of child.

The accumulation of various factors such as sex; ages; social negative support; extravert personality; bad school climate; low self-confidence rise up bullying behaviour. The Physical bullying arises often in senior high school X in Pekanbaru (Putri, Nauli, Novayelinda, 2015). Bullying pop up in adolescence as manifestation of low emotion regulation and religiosity in adolescence (Umasugi, 2013), so as victims will be always deal with depression (Ramadhani&Retnowati, 2013). Bullying behaviour arises as cause of low school-discipline and adolescence low of self-esteem, where many of whom are boys (Apsari, 2013).

There are two factors influence adolescence to bully, which are divided to two different stages: for obtaining enjoyment and satisfaction and for being sovereign. If the aim of bullying behaviour for getting playful and satisfaction, therefore is categorized as low level meaning, but if aim of bullying behaviour is to be sovereign and as a process for obtaining identity, so that bullying must be interpreted in high level meaning (Shidiqui&Suprapti, 2013). Some of the Offenders have some characteristic, such as : less of responsibility, having bad interpersonal skill, lack of empathy, having aggressive behaviour and impulsive. In other hand, some victims also have some characteristic as well. For example, different in physical performance, not too much talk, passive and low of self-esteem. Some victims also have good intelligence and established in economic (Wulandari&Muis, 2017). Less of empathy makes bullying happen in school, where looking sensation has correlation for appearing of bullying behaviour (Mawarni, Hardjono, &Andayani, 2013).

In other hand, supports and proximity from peer in group will affect for bullying behaviour in teenager. If teenagers do not have both of the family support and good friendship, they will be easy to bully others (Sandri, 2015). Social support from friends to victims can reduce depression (Carvallo, Permatasari, &Faizah, 2015). From other research found self-concept has negative correlation with bullying behaviour, whether the better of self-concept then bullying behaviour will decrease (Sawitri, 2015).

III. Research questions

The major research question is how to describe bullying behaviour in Islamic boarding School? this question will be divided in to six parts, which is: how large level of bullying in Islamic boarding school by seeing report cases from students who ever got bullying behaviour?, how are comparison between women offenders and man offenders?, What are the kinds of bullying behaviour reported on Islamic boarding school?, When and where the bullying behaviour happened?, how far are teachers rules in resolving bullying behaviour in Islamic boarding school?.

IV. Methods

As many as 236 students first and second grades at Islamic boarding school participated in this research. Research instruments are adapted to Olweus' Bully Victim questionnaire, where alpha coefficient is 0.92 (Olweus, 1996). This questionnaire consists of 40 questions. It reveals: Frequencies or intensity of intimidation, kinds of bullying behaviour such as: verbal aggression, physical aggression, coercion, revealing location of intimidation, revealing parents and teachers, revealing bullying behaviour from offenders' perspective and revealing bystanders' attitudes.

V. Results

Data were processed by using descriptive analysis, where showed 59 % sample had ever bullied when they were studying at boarding school. As many 19.5 % students got bullying behaviour more than one time in a week (see table 1). The other reasons explained why bullying in boarding school happened is to correlate with life satisfaction that students feel. Pfeifer and Pinquat (2014) found that to live in boarding school correlated with life satisfaction. Students' life satisfaction at boarding school is lower than student in general school. Proctor, Linley, and Maltby (2009) found that a student life satisfaction correlated with bullying behaviour. The main problem are seniors who are painful, such as :to be haze, to be snapped, to be asked to do un important things, to be called by using bad nickname or bullied (Basri, 2001).

Table 1
Bullying Frequencies

Categorizes	f	f(%)
Never been intimidation	95	40.3
Got one or two intimidation	68	28.8
Got two until three intimidation in a month	20	8.5
Got intimidation one time in a week	7	3.0
Got intimidation several times in a week	46	19.5
Total	236	100.0

Male students reported to obtain bullying behaviour more than female, where calculation is obtained by comparing average of bullying incident between male students and female students. The average score of male students is, $M = 2,85$ and score of female students are , $M = 1,83$, whether score for t is = 5,53, $p < 0.01$. However, bullying incident did not happen between male student and female student because they learn and live separately along they live in boarding school. Therefore, they are measly interaction one of other.

The kinds of Verbal bullying as insults, ridicules are higher compared others ($M=2.16$). Where kind of verbal bullying showed is a painful nickname ($M=1.8$); bullied on the phone text message and internet ($M=1.7$). Moreover, exclusion of friend also happened to student at boarding school ($M = 1.6$). The other forms of bullying behaviour are physical aggressive ($M=1.5$). Bullying behaviour happened at hostel, playground area, social-media networks. Many of students did not report to the teacher, if they had been bullied. As a result teachers' roles are not optimum.

VI. Discussions

Bullying behaviour happened as accumulation from many factors, such as: sex, ages, social negative support, extravert personality, bad climate school and low of self- confidence. Most of the victim got verbal bullying. It is strengthened by a research from Donaldson and pointing (2005), where found race ridicule occurred often in an Australia boarding school. Verbal bullying is a common ritual for a newcomer in hostel. It was done by senior students as a kind of welcoming (Schaverial, 2004).in other hand, the rivalry among students who live at hostel became trigger for bullying behaviour as well (Pfeiffer &Pinquat, 2014).

As many 15 % offenders called victim by pseudonym, mocking, which are kinds of verbal bullying (Darmawan, 2017). While, less than 2 % victims received physical bullying like to be exiled, to be hit, to be kicked. Both of these male students and female students showed bullying behaviour, the biggest percentages were done male students, which comparison is 12.1% and 3.5 %. The other research showed that Offenders were senior - older than the victims or come from high grade than victims Masruroh, Mufidah, dan Rizky (2016). A survey research from Mugove (2017), found that bullying behaviour happened due to school rules of bullying behaviour was not clear, where about 84 % students agreed it. Meanwhile, 97% students agreed discipline committee did not do their task well so bullying behaviour easily happened. Those results correlate with this research, where victims were not assertive, to tell to the teachers the fact that they were bullied. The consequence is teacher or school assumed that bullying behaviour never happened or just a joke, which was in line with Rigby (2002) stated that bullying behaviour is only a way to play with peers.

Generally, a boarding school has high cost than general school, which means the students came from established family or high social economic status (SES). This situation can be a protective factor for bullying behaviour bullying (Cook, Williams, Guerra, Kim, &Sadek, 2010). High SES could reflect family effort for obtaining information, where high SES family tend to find information (especially information about bullying) actively and find a way to overcoming bullying effects (Fierbend&Ratgebh, 2012) but, high SES also correlated with students opportunity for

obtaining information from internet, where has potentially to increase cyber-bullying incident. Research showed mocking or intimidation have high score.

The other reasons explained why bullying in boarding school happened is to correlate with life satisfaction that students feel. Pfeifer and Pinquat (2014) found that to live in boarding school correlated with life satisfaction. Students' life satisfaction at boarding school is lower than student in general school. Proctor, Linley, and Maltby (2009) found that a student life satisfaction correlated with bullying behaviour. The main problem are seniors actions who are painful, such as: to be haze, to be snapped, to be asked to do un important things, to be called by using bad nickname or bullied (Basri, 2001).

VII. Contributions

The expectations from this research are to open people of mind, so they will talk about bullying if it is needed, to not taboo for talking bullying in Islamic boarding school and also to be base for next research. Hopefully, the information engages society to be aware about bullying behaviour, which is a universal problem and could happen in everywhere.

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