



Analysis of Student Bullying Behavior and Prevention Efforts to Create a Peaceful Campus

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Received 30 November 2023; Accepted 28 December 2023; Available online 28 December 2023

Abstract: The main aims of this study are to analyze the extent of bullying behavior among Muria Kudus University students and examine the threats, vulnerabilities and capacities of the UMK campus to create a peaceful campus free from bullying. This research used a survey type cross sectional design by giving questionnaires to 163 students. Data were analyzed using descriptive analysis. The results of the research show that verbal bullying often occurs on campus, namely in the form of teasing as much as 41%, social bullying, namely by spreading rumors or gossip that is not certain, 19% and inviting someone to stay away from someone 28.2%. For cyber bullying experienced by students, 16% of them gave rude comments and 9.2% dropped them. 16% of students experienced sexual bullying and 20.2% of students experienced bullying but not intentionally. 53.4% of students have never received socialization about bullying on campus and 98.2% feel that socialization media to prevent bullying is important. The campus still has threats, vulnerability to bullying, even though the campus already has a PPKS task force, has a psychology study program, a guidance counseling program which has the knowledge to study bullying behavior and a law study program which has the capacity to protect and advocate if cases of bullying occur in the legal realm.

Keywords: Bullying, prevention, peaceful campus

1. Introduction

Campuses are important places in students' lives, where they learn, grow, and form friendships throughout their college careers. But unfortunately, schools can also be places where bullying occurs. Bullying is a serious problem that can have long-term impacts on students' mental and physical health (Ma, 2020). The problem of bullying on campus not only impacts the individual victims, but also creates tension and feelings of insecurity within the campus community. Bullying on campus can occur in various forms, from verbal harassment, cyberbullying, to physical bullying. Campuses around the world play an important role in providing higher education, serving as research centers and creating an environment conducive to student growth and development (Walls-Pickett, 2019).

Bullying on campus is not a trivial problem. This impact can be detrimental to students' academic and psychological development, as well as disrupting the learning atmosphere which was previously a safe and supportive environment. Therefore, this research focuses on efforts to detail the phenomenon of bullying on campus, starting from its various forms to the root of the problem (Green, 2018). Bullying behavior in the educational environment refers to actions or words that are intentional and aimed at physically or mentally hurting someone, which is often carried out by individuals who feel stronger or powerful against individuals who are considered weaker. This can include violent acts committed by seniors against juniors. This view is based on the definition of Agustin et al. (2020).

This research can refer to studies on bullying in an educational context, such as "Bullying in Schools" by Smith & Brain (2000) which provides insight into the phenomenon of bullying in the academic environment. Apart from that, it also refers to research on the bullying prevention program "Preventing Bullying and Violence in Schools" by Twemlow & Sacco (2012) discussing prevention strategies that can be implemented in educational environments.

Seeing the phenomenon of bullying in the world of education, the research aims 1). Analyzing the extent of bullying behavior among Muria Kudus University students; 2) Analyze the threats, vulnerabilities and capacities of the UMK campus to create a peaceful campus free from bullying. With this research, Muria Kudus University can take further steps to prevent bullying on its campus.

2. Literature Review

Bullying is a deliberate aggressive action or behavior carried out by a group of people or someone repeatedly and occasionally towards a helpless victim (Alvina & Dewi, 2017). Bullying is defined as aggressive or “dangerous” behavior that is intentionally carried out by a person or group, repeatedly, and involves differences in power and authority (Hinduja & Patchin, 2010; Nansel et al., 2001). Bullying is an act of harming others through mental and physical violence, repeated threats carried out by individuals or groups with an unequal power relationship between the bully and the victim (Vaaland et al., 2011). Apart from that, Vaaland et al. (2011) also explain that bullying is an act of mental or physical harassment against the victim, carried out by a student or group of students. Bullying is seen as an unequal power relationship between the bully and the victim, and this incident continues to recur over time. Bullying occurs if there are several causes, including the perpetrator, victim, and the parties involved.

Being a bully or a victim of bullying can have various negative effects on one's health (Karataş & Öztürk, 2009). When bullying persists, the victim may develop despair, lose self-esteem, become asocial, and even commit suicide (Cetinkaya et al., 2009). Although bullying remains a growing public health concern in Indonesian schools, there are significant gaps in Indonesian understanding of effective prevention approaches for dealing with this seemingly intractable issue (Bradshaw, 2013). Over the previous two decades, attempts to curb bullying have had mixed results. Several factors influence program efficacy (for example, program elements and implementation). Still, there is a lack of understanding about the role of school climate in the effectiveness of bullying prevention programs (Low & Van Ryzin, 2014).

Bullying is both an unpleasant reality and a severe social issue for educational community institutions. Its existence is incompatible with a healthy, long-term educational environment. Bullying has educational, psychological, and social implications that extend beyond the personal sphere and into the home and professional environment in adulthood. Multiple levels of the social ecology of schools influence bullying behaviour (Paredes, 2016).

We still have a lot to learn about this phenomenon. Bullying has been linked to hazing in the university setting, and a lack of moral commitment has been highlighted as one of its causes. It also has an important connection to mobbing. It is specifically referred to as workplace bullying. It is primarily described as psychological harassment at work, among other options (Gómez-Galán et al., 2021). This type of workplace violence is a serious problem that affects people all over the world, with serious implications ranging from job loss to the development of major psychological problems. Mobbing is a dehumanizing and pathologizing reality, and it is a multifaceted issue with shared roots. These include power dynamics that occur in both educational and professional settings. To address these circumstances with acute health concerns, prevention and intervention initiatives are becoming increasingly important (Beane, 2009).

3. Methodology

This research used a quantitative approach using a survey type cross sectional design by giving questionnaires to 163 students from the PGSD-BK-Psychology-Engineering and Law study programs. The results were analyzed using descriptive analysis. The questionnaire consists of 13 questions, namely:

Table 1. Question bullying on campus

No.	Question	Information
1.	Have you ever experienced bullying on campus?	2 options
2.	Where have you experienced/seen bullying?	8 options
3.	What is your reaction when you experience/see bullying:	8 options
4.	Have you ever seen a friend doing bullying?	7 options
5.	Have you ever seen your friend experiencing physical bullying?	9 options
6.	Have you ever seen your friend experiencing verbal bullying?	5 options
7.	Have you ever seen your friends experiencing social bullying?	4 options
8.	Have you ever seen your friend experiencing cyberbullying?	6 options
9.	Have you ever experienced sexual bullying?	7 options
10.	Do you know why this happened? (situations that cause bullying)	5 options
11.	Have you ever been a bully to someone else?	3 options
12.	Is media important for preventing bullying?	2 options
13.	Have you ever received socialization about bullying on campus?	4 options

4. Results

Bullying behavior in the campus environment can be seen from students' responses to the environment. Of the students who filled out the questionnaire, 78.2% were women and 28.8% were men with an age profile of 41.7% aged 19-20 years, 35% aged 20-21 years.

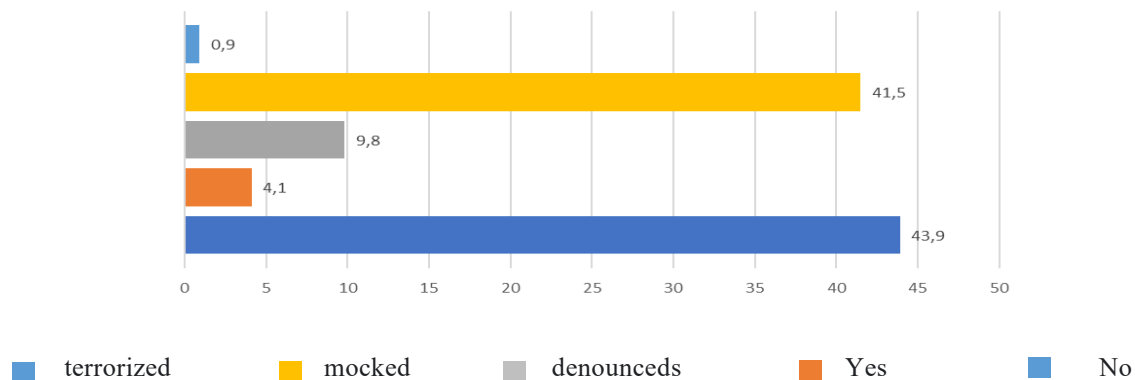


Fig. 1. Verbal bullying response

The results of the question above obtained an answer of 43.9% who had never experienced verbal bullying, while those who experienced verbal bullying were 9.8% and those who experienced verbal bullying by being teased were 41.5%. Negative behavior carried out by one or more people and carried out repeatedly. Violence often occurs because of a gap in power or authority between the perpetrator and the victim. According to Kurniati et al. (2023), verbal threats are the most common form of intimidation used by both genders, both women and men. This form of verbal intimidation includes the use of harsh nicknames, insults, slander, harsh criticism, and other offensive actions.

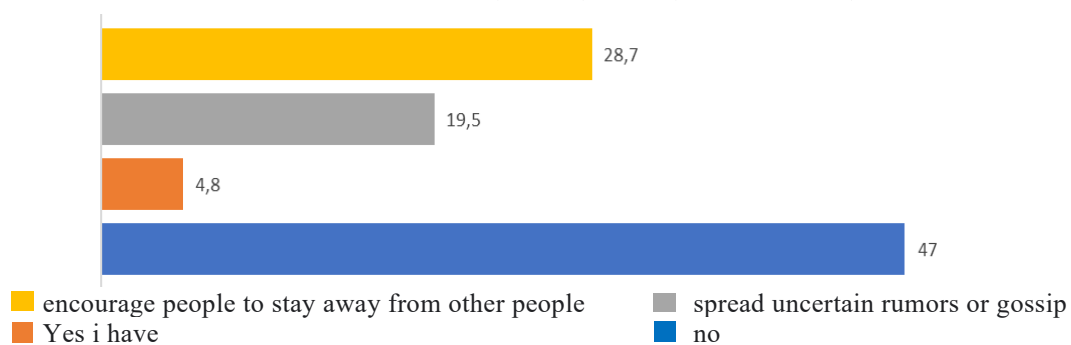


Fig. 2. Social response to bullying

Based on the results obtained, 28.7% had seen friends experiencing social bullying by asking people to stay away from someone, spreading uncertain rumors or gossip, 19.5% had never seen friends experiencing social bullying. as much as 47% This involves actions aimed at socially isolating or degrading the victim. This includes distancing victims, excluding them from social activities, or causing them to feel isolated (Fernández-Villanueva & Revilla-Castro, 2016).

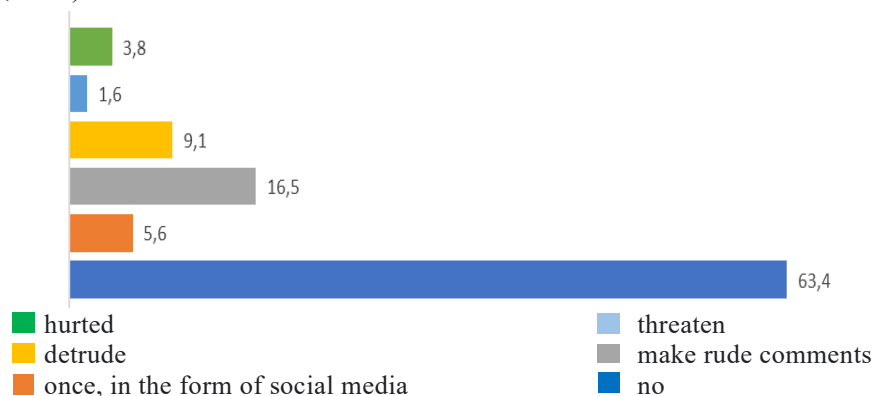


Fig. 3. Response to social bullying

Based on the results obtained, 63.4% of them had never seen friends experiencing cyberbullying, 16.5% had given harsh comments, 9.1% had dropped them, while there were no threats or harm at all. According to Patchin and Hinduja (2010), cyberbullying occurs when someone repeatedly harasses, insults, or mocks another person using the internet via cellphone or other electronic device. Examples include uploading embarrassing pictures of someone and spreading them via social media, sending threats via messages.

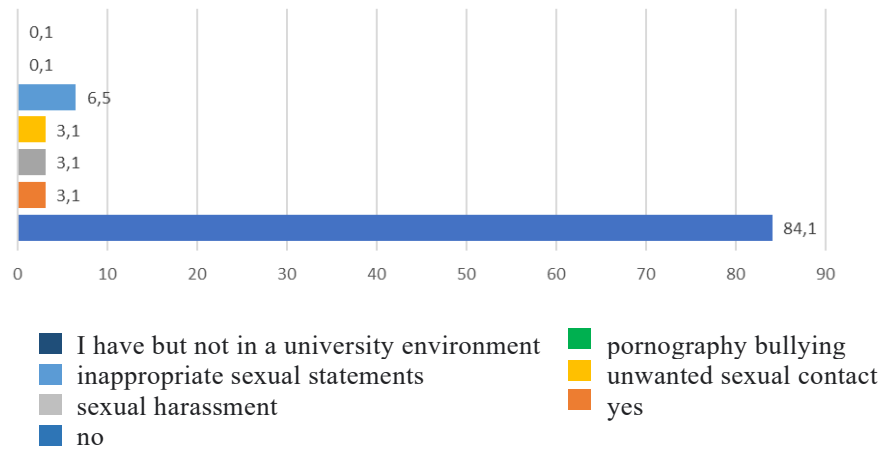


Fig. 4. Sexual bullying

Based on the results obtained, 84.1% of people had never experienced sexual bullying, and those who had, in the form of sexual harassment, unwanted sexual contact, inappropriate sexual statements, pornographic bullying, had, but not in the campus environment, never, sometimes -sometimes categorized as physical or verbal aggressive behavior (Fernández-Villanueva & Revilla-Castro, 2016).

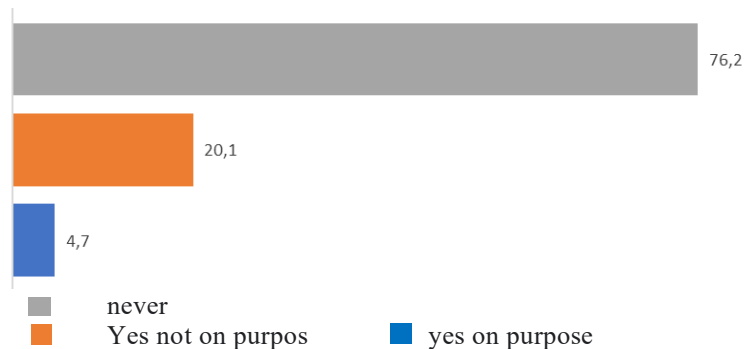


Fig. 5. Intentional and unintentional bullying responses

Based on the results obtained, there was no answer for those who had been perpetrators of bullying intentionally, there were 20.1% of those who had been perpetrators of bullying unintentionally, while those who had never been perpetrators of bullying at all were 76.2%. According to Goodwin (2009), children who are victims of bullying often feel useless and tend to blame themselves for the situation they face. In contrast, bullies often lack empathy, such as an inability to understand or respect other people's feelings. As a result, their behavior towards other people's emotions becomes less sensitive (Faraji et al., 2019).

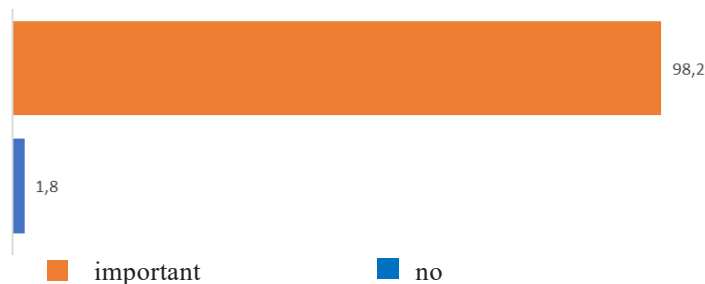


Fig. 6. Response to the importance of media to prevent bullying (need)

Based on the results obtained, whether media to prevent bullying is not important has not received an answer, while the question of whether media to prevent bullying is important is 98.2%. A modern form of bullying, it involves the use of technology, such as text messaging, social media, or email, to harass, intimidate, or insult the victim. This can include distributing photos or personal information of the victim without permission (Leiberg et al., 2012).

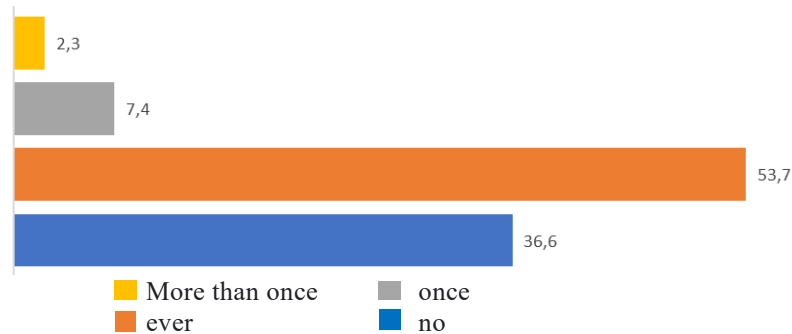


Fig. 7. Socialization response received

5. Discussion

Based on the results obtained, 36.6% of those who had never received socialization about bullying on campus were 53.7%. Evaluation of the success of the activities will be carried out through monitoring carried out after the counseling is carried out. The assessment will include the extent to which teachers, parents and children's understanding has increased regarding the dangers of bullying in education. Apart from that, success indicators also include a reduction in bullying cases that occur in the educational environment, which will be concrete evidence of the effectiveness of the efforts that have been made (Ey & Campbell, 2020).

Some factors that can play a role in causing bullying include: 1) lack of empathy and understanding: often, bullies may not have sufficient understanding of the feelings and impact their behavior has on the victim. They may lack empathy for other people's feelings; 2) negative role models: children often imitate behavior they see in their environment. If they see negative role models, whether in family, friends, or the media, they may be inclined to imitate those behaviors; 3) feelings of inferiority: some bullies may feel insecure or have feelings of inferiority, and they try to overcome these feelings by dominating others. They may feel that by annoying others, they can feel more powerful or respected; 4) psychological disorders: some bullies may have psychological disorders, such as conduct disorder or personality disorders, that may affect their behavior towards others; 5) environmental influences: environmental factors, including school or work cultures that allow bullying behavior to develop, can contribute to the causes of bullying; 6) power or control: in some cases, bullies may use intimidating behavior to gain power or control a situation (Kremen & Tsitsikashvili, 2020). They may believe that by threatening or hurting others, they can achieve their goals; 7) social demands: some groups of friends or peers may impose certain social norms that support bullying behavior, and individuals who want to be accepted into such groups may participate in such behavior; and 8) ignorance or lack of education: some people may not realize that their behavior is considered bullying or may lack education about the importance of respecting others.

The results of the analysis show that there are still threats around campus that give rise to bullying on the UMK campus, including: 1) intimidation from fellow students (including seniority, superiority, academic exploitation); 2) sexual harassment; and 3) physical and verbal bullying. The gaps that give rise to bullying behavior on UMK campuses: 1) the existence of seniority, superiority among the academic community; 2) moral degradation; 3) lack of empathy; 4) academic community rules; and 5) minimal sex education.

Apart from threats and vulnerabilities, MSEs have the capacity to prevent bullying, namely: 1) having a PPKS task force, even though it has only just formally strengthened the institution in efforts to prevent sexual violence, is also part of preventing bullying; 2) having a psychology study program and having human resources related to trainers, psychologists who are able to provide training that must be attended by the entire UMK academic community; 3) having a counseling guidance study program that can collaborate with psychology, PPKS & PKPA study programs to open free counseling services or webinars; 4) having a law study program that is also concerned with preventing and advocating violence that occurs on UMK campuses; 5) has a center for gender studies; 6) the university supports funding to increase institutional capacity, also through research and community service. As shown in the Fig. 8.

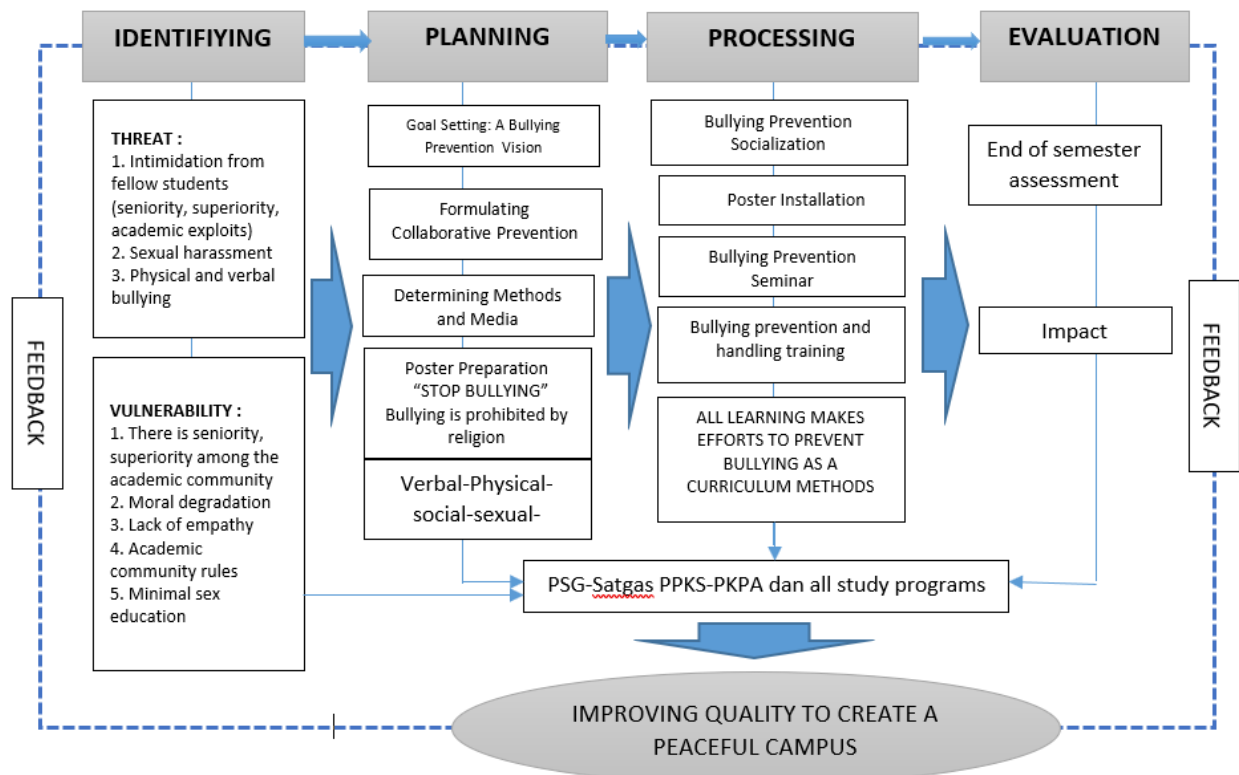


Fig. 8. MSEs' efforts to prevent bullying

Other important efforts that must be taken immediately are 1) holding seminars related to sexual health themes with psychologists and dermatologists and genitalia as presenters which must be attended by the academic community; 2) holding training to assist victims of sexual harassment; 3) holding training that trains teamwork and fosters an artistic spirit for students and the academic community. Awareness, training, bullying seminars and education are critical to addressing this problem and creating a more peaceful and supportive campus (Lodge & Frydenberg, 2013).

Preventing bullying on campus is an important step in creating an atmosphere conducive to students' academic and personal growth. Bullying not only damages a person's health, it can also harm the social environment on campus, affect academic focus, and disrupt the overall educational experience (Le Menestrel, 2020). To overcome bullying, it is important to understand that bullying behavior often develops in response to the current environment. Therefore, education, awareness, and interventions that focus on preventing bullying, providing support to victims, and educating perpetrators are an important step to create a safer environment and support children's development (De Luca et al., 2019). With this understanding, we can work together to reduce cases of bullying and create a more positive environment in society and on campus.

6. Conclusion

Social bullying in the form of spreading uncertain rumors or gossip and asking someone to stay away. For cyber bullying experienced by students, namely giving rude and dismissive comments, 16% of students also experienced sexual bullying and 20.2% of students had carried out bullying but not intentionally. Socialization of bullying on campus is still limited and socialization media for bullying prevention is needed. Campuses still have many threats and vulnerabilities that give rise to bullying behavior and universities have made preventative efforts to create a peaceful campus.

Preventing bullying is a long-term effort, and indicators of success may vary depending on the level of effort and resources expended. One solution that can be attempted is to hold seminars or training activities that train solidarity and grow Anderbeni's soul for the entire academic community along with relevant learning resources.

By understanding the results of this research, Muria Kudus University can take further steps to prevent harassment on its campus. Awareness, training, bullying seminars, and education that uses a variety of learning resources are critical to addressing this problem and creating a more peaceful and supportive campus.

Acknowledgement

The authors would like to thank fellow authors and organizations whose intellectual property was utilized for this study.

Conflict of Interest

The authors declare no conflicts of interest.

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