Why Do Students Engage in Bullying? Other Factors Found to Contribute to Student Bullying

Nur Azmi Alwi[1], Three Rahmadona[2], Dina Erina Nasution[3], Elza Eka Lestari[4]
[1,2,3,4] Universitas Negeri Padang, Padang, Indonesia

Article Info	ABSTRACT
	Bullying is a significant issue in the Indonesian education system, and one way to address it is by identifying its causes. This research aims to analyze the reasons behind students engaging in bullying. The study employs a qualitative approach using a descriptive method involving interviews, observations, and documentation to uncover the factors contributing to student bullying. The subjects of this research were five students from class IIA, selected through purposive sampling. Data obtained were analyzed using triangulation techniques. The research results indicate that the factors contributing to students' bullying behavior in elementary school include: 1) Family factors, as parenting styles and home conditions can influence a child's behavior; 2) Peer environment factors, such as the attitudes and characteristics of peers who exert a dominant influence, as students at this age are easily influenced by others; and 3) Factors related to the bullying victims themselves, as their daily attitudes affect how they are treated by others. Based on the research findings, these three factors can be the focus of efforts to prevent and address bullying cases in educational environments, thereby reducing bullying incidents in schools. *This is an open access article under the <u>CC BY-SA</u> license.*

Corresponding Author:

Three Rahmadona
Universitas Negeri Padang, Padang, Indonesia
Email: threerahmadona@student.unp.ac.id

1. INTRODUCTION

Bullying is a serious issue in various countries and has become a global concern because it occurs in all nations. On average, cases of bullying in each country mostly occur among school-age children and adolescents. Being intimidated, humiliated, ostracized, and threatened with violence are forms of bullying behavior that result in mental harm and even death for the victims. Based on the 2018 PISA statistics from a survey of 96 countries worldwide, 23% of students were reported to be victims of bullying at least a few times a month.

The incidence of bullying in Indonesia is still high. Minister of Education, Culture, Research, and Technology, Nadiem Makarim, stated on April 12, 2022, that bullying is a significant issue in the Indonesian education system. One example from last July in the Tasikmalaya region of West Java involved an 11-year-old boy in fifth grade at an elementary school who was physically, sexually, and psychologically bullied, leading to his death due to depression. Bullying continues to plague the education world. The educational environment, which should foster scholarly behavior, has become a place for very negative activities like bullying.

According to data from the Indonesian Child Protection Commission (KPAI), in 2021, there were 2,982 cases of violence against children, with 1,138 cases involving physical and psychological violence. Ironically, the perpetrators of violence often come from the victim's closest circle, such as friends, neighbors, teachers, and even parents. As social beings, children often interact with their peers. In school, in tutoring centers, or at

home, children can become targets of bullying by their peers or even become bullies themselves, especially if solidarity, affection, and camaraderie have not yet developed among them (E. Andina, 2014, pp. 9–12).

In 2022, KPAI recorded 226 cases of physical and psychological violence, including bullying. These data only account for reported cases, while unreported cases, even if victims keep them to themselves, should be taken seriously. The term "bullying" is still unfamiliar to most Indonesian society, even though the phenomenon has been ongoing for a long time (Nurhamzah et al., 2013, pp. 174–180). Most teachers will address bullying cases in school if a child is physically bullied to the point of serious injury (Fatimatuzzahro et al., 2017). This is due to the widespread stigma in society that mocking, fighting, or disturbing other children is normal and not a serious issue (Dewi et al., 2016). Even though name-calling, taunting, or threats are considered forms of bullying (Hertinjung, 2013). Bullying not only causes physical harm but also inflicts mental damage (Aini, 2018). An example of bullying problems that the author encountered was in class IIA at SDS IT Cinta Islam Padang. Almost all students exhibited bullying behaviors and some even became victims of bullying. Among the 24 students, five had the highest bullying frequencies. These students tended to mock, insult, and even physically assault their peers.

Sadly, the prevalence of bullying in the education environment has undermined one of the primary goals of education: to develop good character. The educational environment, which should be safe and promote learning, has become a frightening experience for some students, especially when bullying is perpetrated by fellow students. Teachers should work together with parents to educate and supervise students because both teachers and parents play a role in shaping the character and attitudes of students.

Student bullying behavior has its underlying causes. The seriousness of the bullying problem necessitates a deeper examination of the factors that lead children to engage in bullying behavior to prevent or control such negative behavior. Therefore, in this study, the researcher will attempt to delve deeper to find answers regarding the factors that cause students to engage in bullying behavior. Investigating and understanding these factors will assist teachers and parents in addressing students' bullying behavior.

In a study conducted by Junindra et al., it was found that the factors causing bullying in children include parents, the environment, peers, social media, and the school climate (Junindra et al., 2022). However, the researcher's study discovered another unique factor: the victim of bullying themselves (the victim's everyday behavior) also contributes to a child's bullying behavior. This aligns with the saying, "your attitude determines how you will be treated by others." Herawati and Deharnita, in their research, revealed three factors causing children to engage in bullying, namely family factors, schools that neglect bullying behavior, and peer factors, with samples of junior high school students (Herawati & Deharnita, 2019). This differs from the researcher's study, which focused on elementary school students. The research conducted by Muspita et al. revealed that there are four factors causing elementary school students to engage in bullying, including families engaging in or displaying violence, peer bullying, schools not imposing strict sanctions on bullies, and exposure to violence in the media (Muspita et al., 2017). The three previous studies generally obtained similar results and did not have a different focus on the factors causing students to engage in bullying, as the researcher did in this study. The researcher took a broader perspective by remaining neutral in cases, focusing on whether the victim's everyday behavior contributed to their mistreatment by other students. Surprisingly, the results obtained by the researcher were quite startling: the everyday behavior of bullying victims (how they treated their peers) also became a factor causing them to be treated poorly by other students.

This research makes a significant contribution to the field of education regarding the rampant issue of bullying by uncovering the factors causing students to engage in bullying behavior. With this research, teachers and parents will understand and address the issue of bullying by not only focusing on the bullies but also observing the behavior of the victims, gaining a deeper perspective when dealing with the problem. This research analyzes the factors causing students to engage in bullying by conducting in-depth interviews with five students who had the highest bullying frequencies at the school. The research conducted helps teachers and parents in preventing and addressing bullying cases in school.

Bullying Definition
Oppression in schools has become common and widespread among teenagers in many different cultures (Nozaki, 2019). Bullying is a form of violence in the form of psychological or physical coercion against an individual or group considered "weaker" by an individual or group to dominate, hurt, or isolate others (Firdaus, 2019; Nurhayaty & Mulyani, 2020; Sukmawati, 2017; Zakiyah et al., 2017). Bullying is defined as a form of aggression that reflects an imbalance of power between the perpetrator and the victim (Gustiwan et al., 2021). Bullying is synonymous with the act of bullying someone who is perceived as "weaker" than oneself. It is not

limited to the physical realm; psychological acts like taunting and mocking are also considered bullying because they can profoundly impact someone's life (Brewer Jr et al., 2018), (Halimah, 2020). Verbal harassment of this kind is often carried out, sometimes unconsciously (Putri, 2018). Any action that uses power to harm others verbally, physically, or psychologically, causing the victim to feel oppressed, traumatized, and helpless, is considered bullying (Zakiyah et al., 2017). According to Gardella et al., in schools, victimization refers to experiencing acts intended to harm, which can take various forms, including direct physical, verbal, and sexual aggression, as well as indirect social or relational harmful behavior (Gardella et al., 2020).

Bullying is divided into three types: verbal, physical, and psychological bullying (Saftiani et al., 2018). This includes throwing mocking glances and engaging in demeaning body language towards others, which falls under verbal bullying (Wakhid et al., 2019). Physical bullying encompasses any form of physical disturbance, as well as psychological disruptions like mocking, threatening, and insulting. Child violence is a serious violation of children's rights and a serious public health issue as it can disrupt a child's mental health (Smith & Kilpatrick, 2022). There are at least three direct engagement patterns in bullying: bullies, bullying victims, and most commonly, becoming a victim (Monopoli et al., 2022).

Children who engage in bullying may have good self-esteem and development. However, they lack responsibility, always seek power and dominance, and do not respect others (Sufriani & Sari, 2017). On the other hand, victims tend to experience trauma that can hinder their development (Istati and Rahmi, 2017). Victims often have negative self-perceptions and perceptions of their environment, tend to be isolated, lack confidence in their abilities, and face obstacles in self-actualization (Fajrin & Christina, 2020). The danger of bullying not only affects the victim and the perpetrator but also those who witness the bullying (Eksi & Türk-Kurtça, 2021).

Regarding the above definitions, teachers and parents must understand and be able to anticipate student actions that lead to bullying behavior in order to protect and save students.

The Impact of Bullying on Learning
Students who are victims of bullying usually have academic achievements ranging from average to below average because they become less focused on their lessons. This statement is in line with research conducted by Dwipayanti and Indrawati, which concluded that there is a negative relationship between bullying and the academic performance of victims at the elementary school level (Dwipayanti & Indrawati, 2014). This is because the performance of bullying victims declines (Huang, 2022). Academic performance will be even lower if the bullying received by the victim occurs more frequently. The biggest impact experienced by victims, in addition to psychosomatic and psychosocial disturbances, disruption in academic performance, and chronic school absenteeism, is also related to the possibility of becoming victims of bullying (Glew et al., 2000). Not only victims but also bullies tend to have low academic grades (Dwipayanti & Indrawati, 2014).

The elementary school level receives special attention because it is the educational level that experiences the most cases of bullying (Hopeman, 2020). As the most basic form of education, children should be nurtured to have admirable qualities and attitudes and to live comfortably as children, aside from their status as students. However, in reality, the situation in the field makes school life difficult even for children. Children, as the future generation and the hope of the nation, must be protected, shielded, and monitored to grow and develop into morally upright individuals. Schools need to understand the negative impact of bullying on students' sense of security in school (M. G. Zacharia & Y. B. Yablon, 2021).

Understanding the definition of bullying and its impact on learning emphasizes that teachers and parents need to understand, prevent, and address bullying behavior in students. The main thing that needs to be explored is the factors causing students to engage in bullying so that teachers and parents can work on and refer to these factors to address the problem of bullying.

2.   METHOD
This research used a qualitative research method. Qualitative method is a descriptive research procedure involving written and oral words from subjects and observed behaviors. The research design is descriptive with an interview approach to uncover the factors causing students to engage in bullying. The descriptive method can explain a problem and the findings of a study (Sukawati et al., 2021). This method can delve deep into researching an issue. Data collection techniques include observation, interviews, and documentation. The researcher observed students' behavior in the classroom during the learning process. Interviews were conducted privately with students after school to obtain more in-depth and serious results. Documentation was obtained from the case notes of bullying students held by the homeroom teacher.

The main instrument in this research is the researcher themselves. As stated by Nasution, in qualitative research, the researcher is the instrument (Nasution, 2016). The researcher serves as a tool and data collector, which is one aspect of qualitative research (Wahidmurni, 2017). Other instruments can be used, but their primary purpose is to assist the researcher in performing their tasks. Other instruments used in this study include interview guidelines, observation sheets, and documentation. In this research, the researcher plays a crucial role as an observer and deep information explorer through interviews. During interviews, the writer was aided by structured and unstructured interview guides. Additionally, the researcher conducted observations to match interview results with the reality in the field and analyzed documentation in the form of case notes written by students.

The subjects in this study were five students from class IIA of SDS IT Cinta Islam Padang, selected using purposive sampling techniques, where the researcher chose samples based on students who engaged in bullying most frequently and extensively. The researcher obtained recommendations for five bullying students from interviews with the class teacher and subject teachers, as well as analyzed the student case books.

This research follows three procedures (Sugiyono, 2022), namely: 1) Description or orientation stage. During this stage, the researcher observed phenomena occurring in the classroom. It was observed that almost all students engaged in various forms of bullying with varying degrees of severity; 2) Reduction stage. In this stage, the researcher chose to narrow the research focus to focus on students who engaged in bullying behavior the most among their peers. Thus, five students became the focus; 3) Selection stage. The researcher delved deeper into the research focus. Through interviews, the researcher collected in-depth information needed for the study. The researcher also reviewed and analyzed the five student case books to obtain data on the forms of bullying the students engaged in and the punishments they received.

The researcher used triangulation techniques in data analysis. According to Moleong, triangulation is a data validity technique that uses something other than the data itself (Fiantika et al., 2022). The researcher conducted observations, particularly of behaviors that led to bullying, and then conducted in-depth interviews to gather more detailed information. The researcher also studied documentation, such as case books or teacher notes about bullying students. These sources were analyzed and compared to obtain valid and accurate results in identifying the factors causing students to engage in bullying. Structured interviews with interview guidelines were conducted, combined with unstructured interviews to obtain deeper data. The researcher also interviewed subject teachers to obtain more accurate results and conducted re-observations to verify the accuracy of the interview results. Additionally, an analysis of the student case book records was performed.

The limitation of this methodology is during interviews, where informants sometimes lacked focus when answering the researcher's questions. However, the researcher decided to use qualitative methodology because it allowed for direct information gathering from the research subjects. Moreover, only slight repetition and clarification from the researcher were needed to refocus the interviewees.

3.   RESULTS AND DISCUSSION

Age range 6-12 years is the period when children begin to leave their families and start forming social interactions within peer groups, thereby becoming one of the factors contributing to bullying (M. Z. Rohman, 2016). This is in line with the most common factors behind bullying, which are family and school-related (Lestari, 2016). Bullying perpetrators tend to choose fellow bullies as friends, while victims tend to befriend other victims (Shin, 2022), (Sun & Cao, 2022). However, studies on the relationships of bullies with others and how bullies perceive themselves need to be reexamined.

Through in-depth interviews with five students to gather data for this research, the researchers focused on questions regarding the students' relationships with their parents, their relationships within their peer groups, and their responses to their environment. This was guided by previous research that uncovered the factors causing bullying, ranging from internal factors to family, peer, and environmental factors. Therefore, from these aspects, the factors causing students to engage in bullying actions at school can be analyzed to address the research inquiry.

.

Table 1. Factors Contributing to Students Engaging in Bullying at School

Student Name	Family and Peer Factors	Response to the Environment
A.A.H	My relationship with my parents is good, but my mother tends to get angry often. My relationship with peers is generally good, but I am easily influenced by negative things, and sometimes I am treated poorly by friends.	I do not like listening to the teacher. I hit myself when I am angry.
A.C.W	My relationship with my parents is good, but both of them work every day from morning until night, so I often stay at home with my older sibling and have the freedom to play with friends until evening.	I am easily offended, fussy, bite, and hit my friends.
H	My relationship with my parents is good, and I am very happy. I have a gentle mom. However, I have a close friend who is mean and talkative, so I am also influenced to act like that.	I will hit and use foul language when I am angry.
V.N.A	My relationship with my parents is good. I am often with my mother, while my father is busy working and sometimes doesn't come home. I have a friend who uses harsh language.	I am playful and indifferent to my friends. When I am angry, I will shout and hit.
Z.I.M	My relationship with my parents is good and very caring, and I am happy, but my parents get angry and sometimes hit me when I do something wrong. I am easily influenced by the bad behavior of friends.	I do not care about the teacher, I like to get angry, use harsh words, and hit.

Other data to support the findings from the above interview, in the form of notes in the student case book, also serve as a source of information that is observed. The case book is part of the documentation that is one way to collect data in research. Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers, and images in the form of reports and information that can support research (Sugiyono, 2022). Documentation is used to gather data and then reviewed. Based on the notes in the case books of the five students mentioned above, sourced from the homeroom teacher, several points were found:

1. For student A.A.H., there was a bullying case involving taunting of the victim, causing discomfort to the victim. The punishment given was to write in the notebook for ten pages with the sentence, "I will not taunt and bully again." This was done by the teacher to instill a sense of deterrence.
2. For student A.C.W., it was written that the bullying case involved insulting and taunting the victim. This made the victim feel hurt and uncomfortable. The classroom teacher imposed a punishment of writing in the notebook for ten pages with the sentence, "I promise not to disturb again."
3. In the student H's case book notes, it was recorded that the student bullied the victim because the victim couldn't read. The student did it relentlessly and excessively. The classroom teacher imposed a punishment of writing an agreement not to repeat the behavior in the case book and standing in front of the class during homeroom class to deter.
4. In the case book notes of student V.N.A., the student engaged in bullying by persuading everyone not to be friends with the victim. The behavioral sanction for this was standing in front of the class during homeroom class and writing an agreement not to repeat the behavior in the case book.
5. Student Z.I.M had a case record of mocking and insulting the victim with frequent intensity, causing the victim's annoyance. Student Z.I.M was given the punishment of writing a commitment letter not to repeat the behavior in the case book, and the classroom teacher called the student's parents to discuss the student's inappropriate behavior.

All five students have case records and have been punished. However, these students continue to engage in bullying, and there is no apparent deterrence effect on them. In an interview with the subject teacher, the Quranic teacher, they confirmed that the perpetrators continue to engage in bullying and find it difficult to change this habit. They also assumed that there might be factors unknown to the teachers that make it difficult

for the students to change their bad habits. Therefore, further analysis was conducted by the researcher, which will be discussed subsequently.

In the above results section, we can see the background of the bullying perpetrators and their reactions to the environment. To answer the research focus on why students bully, we need to analyze parts of these findings. The following will present a more in-depth analysis of the findings mentioned above.

Analyzing the situation of A.A.H., the student has a good relationship with their parents. However, their parents always restrict them from leaving the house and do not allow them to go out. The student also has a mother who tends to get angry. Meanwhile, the student cannot interact well with peers because when they try to make friends, they exhibit disruptive behavior. Lack of knowledge on how to interact well may be due to being frequently restricted at home and rarely socializing with the environment. This is because parenting styles can influence a child's personality (Anggraini & Hartuti, 2018; Hutabarat & Putrawan, 2021; Supandi et al., 2019; Ulfah, 2022; Utami & Raharjo, 2021). How these parents raise and treat their child will impact the child's attitude. In this case, it has produced a student who tends to resort to physical aggression when disturbed and engages in bullying through isolation, taunting, name-calling, and physical violence. However, the student derives satisfaction from these actions even though they know they are wrong. According to the student's admission, what they often do is taunt their peers for not being able to read and write. When asked why they have such behavior, their answer is that they have been mistreated (bullied) in the past. They were taunted and physically assaulted by their peers. External influences can also shape a student's character, such as the influence of peers in their environment (Latifah et al., 2021), (Musslifah et al., 2021). However, this student cannot maintain a strong bond with the peer they have bullied.

Analyzing the situation of A.C.W., despite having a good relationship with their parents, the student has parents who work late into the night, leaving no one to supervise them at home except their older sibling. Interaction is crucial for a child to learn and acquire social skills (Hamuddin et al., 2022). For example, learning about proper conduct from parents as the closest people. Parents have the potential to educate and nurture their child to develop good behavior (Anisah, 2017). Family has a significant influence on the formation and development of a child's personality (Christine et al., 2021; Sari, 2020; Taib et al., 2020), as the family is the primary place for a child to interact. However, in this case, if parents are busy with work and have little time for their children, the peer environment can have a significant impact on the student. Since the student is free all day outside and returns home late, their friends have a great influence on them because they are often together. The student tends to bite and hit when provoked, engaging in bullying actions such as disrupting their peers, using foul language, inciting others to stay away from the victim, and taunting. The student also resists if someone disturbs them first. When asked why they engage in bullying, their answer is that they don't like the victim's behavior of taunting and taking other people's belongings.

Analyzing the situation of student H, the student has a good relationship with their parents, and their mother has a gentle attitude. However, in the home environment, the student has a peer group that engages in rough talk. This is highly dangerous for the student's personality development because someone within a group tends to follow whatever their peers do. Thus, peer influence plays a crucial role in a student's bullying behavior at school (Aminah & Nurdianah, 2019; Wahidah, 2018; Wibowo et al., 2022). The environment is an essential factor that can shape a person's violent character and bullying behavior towards others (Poppyariyana et al., 2022). Even peer groups play a vital role in how bullying can occur or be suppressed to avoid it from becoming a chain of bullying (Saftiani et al., 2018). This is evidenced by the student's tendency to become angry and resort to physical violence when provoked, engaging in bullying actions such as pranking (putting trash in the victim's bag), taunting, using foul language, inciting others to stay away from the victim, and physical violence. However, the student admits that their actions are wrong and that they are not happy with their behavior. They often engage in taunting and disturbing the victim. When asked why they engage in bullying, their answer is that they are only interested in disturbing, and the victim also provokes them first, so they only retaliate.

Examining the situation of V.N.A., the student has a good and close relationship with their mother. However, their father is busy working and sometimes comes home late. However, the student is in an environment where their peers use foul language. The student tends to use foul language when provoked, engaging in bullying actions such as disruption, pulling, coercion, persuading others not to be friends with the victim, and taunting. Persuading others not to be friends with the victim and mocking are negative behaviors, even though they may not directly affect the victim. Nevertheless, this falls under verbal bullying actions that cause mental harm to the victim (Fadhlilah & Tias, 2020). The student knows their actions are wrong but tends to feel satisfied after doing them. What the student often does is mock and annoy the victim. When asked why

they engage in bullying, their answer is that they are attracted to annoying the victim, and the victim also annoys them first, so they only retaliate.

Analyzing the situation of Z.I.M., the student has a good relationship with their parents, even though their parents scold and physically discipline them when they misbehave. However, verbal and physical violence by parents can have severe consequences for a child's mental development and can lead to behavioral problems (Ladapase & Novianti, 2020), (Putra, 2019). Parents should be positive role models for their children as they are highly susceptible to imitation (Setiowati & Dwiningrum, 2020). Additionally, interpersonal communication between the child and their parents significantly influences whether the child engages in bullying behavior or not (Herawati & Deharnita, 2019). The student tends to use physical violence when provoked, engaging in bullying actions such as disruption, pulling, coercion, physical violence, isolation, and persuading others not to be friends with the victim. The student does not care if their actions are wrong and will continue to retaliate if provoked, such as continuing to hit if they are hit, and this makes them satisfied. What the student often does is disrupt their peers. When asked why they engage in bullying, their answer is that they were bullied first, challenged to fight by the victim, ridiculed, and had their belongings taken by the victim.

Focusing on the reasons why students engage in bullying, researchers discovered unexpected factors. The five students bullied the same victim. Based on the analysis above, two things caught the researchers' attention. First, they did not engage in bullying unless provoked first. Second, the victim exhibited mocking behavior and took others' belongings. To follow up on these findings, researchers conducted interviews with teachers and analyzed teacher notes on student behavior. From the results, teachers confirmed that the victim indeed exhibited mocking behavior, such as using parents' names and taking others' belongings without permission. This behavior angered their peers. In fact, calling a friend by their parents' names is considered a form of verbal bullying (Arraziq & Armansyah, 2021; Astuti et al., 2021; Se, 2022). The victim was also physically small and skinny, often losing in fights or conflicts with other students. These five bullies never targeted other friends and were more likely to react when bullied by the victim. Student A.C.W disliked the victim because of their mocking behavior and habit of taking others' belongings. On the other hand, the other four students could still interact with the victim because they shared similar hobbies.

Based on statements from teachers and the five bullying students, there was a commonality in their claims that the bullying victim also engaged in disturbing behavior, prompting the bullies to retaliate. However, if both parties engaged in bullying, why was the victim labeled as such and not the perpetrator? After analyzing the previous interviews, observations, and documentation in the form of student case files, the researchers concluded that this was because the bullying perpetrators retaliated more than what the victim had initiated, even though the victim had started the bullying initially. Additionally, in this case, the victim appeared physically weaker and smaller, creating a strong impression of intimidation from the bullies. If we trace back, it was the victim who initiated the problem with their bad behavior of mocking and taking others' belongings. However, because the responses from other students (in this case, labeled as "bullies") were more severe and successful in intimidating, the label of perpetrator was pinned on them, even though it was the victim who initiated the bullying. This finding highlights a difference from previous research, where this aspect had not been considered.

When we only focus on the bullying perpetrators, such as analyzing family factors or environmental factors, but neglect the bullying victim who also exhibits annoying or disruptive behavior initially, bullying will not cease. This is because when previous bully perpetrators have changed, and when the victim starts bothering the perpetrators again, the perpetrators will be provoked to seek revenge, leading to more severe retaliation and continued bullying.

This fact underscores the need for caution and thoroughness in addressing bullying issues, as victims may engage in "playing victim" behavior, and we should not rush to judge the perpetrators without evidence that could influence their development. This finding is highly useful for helping to address bullying problems in the future, where teachers and parents can pay attention to the new findings in this research, specifically helping to analyze the victim's behavior.

A gap in this finding is that in other cases, victims may behave well but still become bullying victims because each case has different factors. Furthermore, this study has limitations because it was conducted in only one class in a school.

In dealing with bullying, teachers play a significant role (Junindra et al., 2022). The results of the student case book notes research show that teachers have made efforts to punish the perpetrators, but the bullying persisted. Therefore, before addressing bullying cases, teachers should be aware of and analyze the factors mentioned above to find wiser solutions. Teachers should not only focus on students labeled as bullying perpetrators but also observe and analyze the behavior of students who become bullying victims.

4.   CONCLUSION

Bullying is one of the ongoing issues in the field of education that continues to be addressed to this day. Therefore, it is necessary to understand the factors that cause children to engage in bullying in order to help address this problem. The results of the analysis in this study conclude that the factors causing children to engage in bullying are: 1) Family factors, such as parenting styles and the home environment; 2) Peer group factors, such as the attitudes and dominant characteristics of friends, as students are still at an age when they are easily influenced by others; 3) Factors related to the bullying victim themselves. Until now, we have only focused on the backgrounds and attitudes of the perpetrators, but we have not examined how bullying victims behave towards their peers. Although bullying is unacceptable for any reason, and victims deserve attention, examining the attitudes and characteristics of students who become bullying victims can also help address the problem. Despite the wrongness of bullying, the behavior of students who become bullying victims should also be considered in addressing this issue.

Assessing the behavior of bullying victims serves the purpose of allowing us to see the problem from both sides. Although many bullying perpetrators have their own motives without the victim's fault, unusual occurrences like this can happen at any time. Because victims do not always remain victims, and perpetrators do not always remain perpetrators. However, the problem still requires analysis from both parties involved and a broader perspective. This is what makes this research innovative because previous research did not find this factor. Society tends to only focus on bullying perpetrators and does not examine the causes of bullying from both sides, the perpetrators and the victims, to gain a broader perspective. After knowing these factors, namely family factors, peer group factors, and factors related to the bullying victim, it is hoped that teachers and parents can work together to monitor the student environment and address the behavioral issues of students. This research can be further developed to discover more factors causing students to engage in bullying and how teachers and parents can address them. This study makes a significant contribution to the field of education regarding the prevalent issue of bullying by revealing the factors causing students to engage in bullying behavior. Thus, it serves as a basis for teachers and parents to anticipate and address this issue.

REFERENCES

Aini, D. F. N. (2018). Self esteem pada anak usia sekolah dasar untuk pencegahan kasus bullying. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (Jp2sd)*, *6*(1), 36–46.

Aminah, A., & Nurdianah, F. (2019). Pengaruh Teman Sebaya Terhadap Perilaku Bullying Siswa. *Jurnal Eksplorasi Bimbingan Dan Konseling*, *1*(1), 1–10.

Anggraini, A., & Hartuti, P. (2018). Hubungan pola asuh orang tua dengan kepribadian siswa SMA di Kota Bengkulu. *Consilia: Jurnal Ilmiah Bimbingan Dan Konseling*, *1*(1), 10–18.

Anisah, A. S. (2017). Pola asuh orang tua dan implikasinya terhadap pembentukan karakter anak. *Jurnal Pendidikan UNIGA*, *5*(1), 70–84.

Arraziq, M. I., & Armansyah, A. (2021). Kebijakan Kepala Sekolah Dalam Pencegahan Bullying Verbal Di Madrasah Tsanawiyah Ma'arif Nu Malang. *Tsaqila/ Jurnal Pendidikan Dan Teknologi*, *1*(2), 73–81.

Astuti, Sulistiyana, & M. A, S. (2021). Effectiveness of Role Playing Techniques To Reduce Verbal Bullying Behavior Through Group Counseling Services of Islamic School Students of Sabilal Muhtadin. *J. Pelayanan Bimbing. Dan Konseling*, *4*.

Brewer Jr, S. L., Brewer, H. J., & Kulik, K. S. (2018). Bullying victimization in schools: Why the whole school, whole community, whole child model is essential. *Journal of School Health*, *88*(11), 794–802.

Christine, C., Karnawati, K., & Nugrahenny, D. (2021). Pola Asuh Orang Tua Terhadap Anak Generasi Alfa Dalam Meningkatkan Keterampilan Sosial. *EDULEAD: Journal of Christian Education and Leadership*, *2*(2), 235–250.

Dewi, N., Hasan, H., & AR, M. (2016). Perilaku Bullying yang Terjadi di SD Negeri Unggul Lampeuneurut Aceh Besar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *1*(2), 37–45.

Dwipayanti, I. A. S., & Indrawati, K. R. (2014). Hubungan antara tindakan bullying dengan prestasi belajar anak korban bullying pada tingkat sekolah dasar. *Jurnal Psikologi Udayana*, *1*(2), 251–260.

E. Andina. (2014). Culture of Violence Between Children in Elementary Schools. *A Br. Inf. J. Soc. Welfare*, *6*(A Br. Study Latest Issues).

Eksi, H., & Türk-Kurtça, T. (2021). The Witness Experiences of Bullying in High School Students: A Qualitative Study. *Online Submission*, *11*(60), 37–48.

Fadhlilah, A., & Tias, I. W. U. (2020). Hubungan Verbal Bullying dengan Kecerdasan Interpersonal Peserta Didik SD. *Jurnal Inovatif Ilmu Pendidikan*, *2*(2), 147–160.

Fajrin, N., & Christina, E. (2020). VERBAL DI SEKOLAH DASAR Novia Mentari Fajrin Abstrak. *Jurnal BK Unesa*.

Fatimatuzzahro, A., Suseno, M. N., & Irwanto, B. (2017). Efektivitas terapi empati untuk menurunkan perilaku bullying pada anak usia sekolah dasar. *PETIK: Jurnal Pendidikan Teknologi Informasi Dan Komunikasi*, *3*(2), 1–12.

Fiantika, F. R., Wasil, M., Jumiyati, S., Honesti, L., Wahyuni, S., Mouw, E., Mashudi, I., Hasanah, N., Maharani, A., & Ambarwati, K. (2022). *Metodologi Penelitian Kualitatif*. Get Press.

Firdaus, F. M. (2019). Upaya Mengatasi Bullying di Sekolah Dasar dengan Mensinergikan Program Sekolah dan Parenting Program melalui Whole-School Approach. *DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar*, *2*(2), 49–60.

Gardella, J. H., Fisher, B. W., Teurbe-Tolon, A. R., Ketner, B., & Nation, M. (2020). Students' reasons for why they were targeted for in-school victimization and bullying. *International Journal of Bullying Prevention*, *2*, 114–128.

Glew, G., Rivara, F., & Feudtner, C. (2000). Bullying: Children hurting children. *Pediatrics in Review*, *21*(6), 183–190.

Gustiwan, J., Karneli, Y., Miaz, Y., & Firman, F. (2021). Pembinaan Karakter Hormat dan Tanggung Jawab Anak untuk Pencegahan Bullying di Sekolah Dasar. *Jurnal Basicedu*, *5*(5), 3216–3223.

Halimah, M. (2020). *Penanganan Perilaku Perundungan di Sekolah Dasar Memakai Metode Golden Circle (Studi di SDN Tanah Sereal 03 Pagi Jakarta)*.

Hamuddin, B., Syahdan, S., Rahman, F., Rianita, D., & Derin, T. (2022). Do They Truly Intend to Harm Their Friends?: The Motives Beyond Cyberbullying among University Students. In *Research Anthology on Combating Cyber-Aggression and Online Negativity* (pp. 775–788). IGI Global.

Herawati, N., & Deharnita, D. (2019). Gambaran faktor-faktor penyebab terjadinya perilaku bullying pada anak. *NERS Jurnal Keperawatan*, *15*(1), 60–66.

Hertinjung, W. S. (2013). *Bentuk-bentuk perilaku bullying di sekolah dasar*.

Hopeman, T. A. (2020). Dampak bullying terhadap sikap sosial anak sekolah dasar (Studi kasus di sekolah Tunas Bangsa Kodya Denpasar). *PENDASI: Jurnal Pendidikan Dasar Indonesia*, *4*(1), 52–63.

Huang, L. (2022). Exploring the relationship between school bullying and academic performance: The mediating role of students' sense of belonging at school. *Educational Studies*, *48*(2), 216–232.

Hutabarat, C., & Putrawan, B. K. (2021). Pengantar Pola Asuh Orang Tua Dalam Keluarga Kristen. *PNEUMATIKOS: Jurnal Teologi Kependetaan*, *11*(2), 84–94.

Istati and Rahmi. (2017). Strengthening Children's Counseling Skills: Choosing the Right Media and Activities. Proceeding Seminar and National Workshop on Guidance and Counseling. *Malang: Scientific Journal in the Implementation of the KKNI-Based Guidance and Counseling Curriculum,*.

Junindra, A., Fitri, H., Desyandri, D., & Murni, I. (2022). Peran Guru terhadap Perilaku Bullying di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, *6*(2), 11133–11138.

Ladapase, E. M., & Novianti, C. (2020). PENGARUH VERBAL ABUSE ORANGTUA DAN KONFORMITAS TEMAN SEBAYA TERHADAP PERILAKU BULLYING PADA REMAJA DI SMP KATOLIK VIRGO FIDELIS MAUMERE. *MEDIA BINA ILMIAH*, *15*(2), 3941–3952.

Latifah, N., Munajah, R., & U. Hasanah. (2021). *Pengantar Sastra Anak*. Universitas Trilogi 2021.

Lestari, W. S. (2016). *Analisis faktor-faktor penyebab bullying di kalangan peserta didik (studi kasus pada siswa smpn 2 kota tangerang selatan)*.

M. G. Zacharia, & Y. B. Yablon. (2021). Bullying in Schools and Student Security in Schools: The Moderating Role of School Climate. *Eur. J. Psychol. Educ*, *37*.

M. Z. Rohman. (2016). Relationship Between Age, Grade Level, and Gender with the Tendency to Be a Victim of Bullying. *Proceedings of the University Research Colloquium*.

Monopoli, W. J., Evans, S. W., & Himawan, L. K. (2022). Risk and protective factors for patterns of bullying involvement in middle school students. *Journal of School Violence*, *21*(2), 175–189.

Muspita, A., Nurhasanah, N., & Martunis, M. (2017). Analisis faktor-faktor penyebab perilaku bullying pada siswa SD Negeri Kecamatan Bukit Kabupaten Bener Meriah. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, *2*(1).

Musslifah, A. R., Cahyani, R. R., Rifayani, H., & Hastuti, I. B. (2021). Peran pola asuh orang tua terhadap perilaku agresif pada anak. *Jurnal Talenta*, *10*(2).

Nasution, H. F. (2016). Instrumen penelitian dan urgensinya dalam penelitian kuantitatif. *Al-Masharif: Jurnal Ilmu Ekonomi Dan Keislaman*, *4*(1), 59–75.

Nozaki, Y. (2019). Why do bullies matter?: The impacts of bullying involvement on Adolescents' life satisfaction via an adaptive approach. *Children and Youth Services Review*, *107*, 104486.

Nurhamzah, W., Maureen, A., & Wiguna, T. (2013). *Gambaran bullying dan hubungannya dengan masalah emosi dan perilaku pada anak Sekolah Dasar*.

Nurhayaty, E., & Mulyani, A. S. (2020). Pengenalan Bulliying dan Dampaknya Pada Pelaku dan Korban. *Jurnal Khatulistiwa Informatika*, *3*(2), 173–179.

Poppyariyana, A. A., Wahyuni, A. D., Shuhupy, D. N., Putri, R., & Salaswati, K. A. (2022). SOSIALISASI TERKAIT PENCEGAHAN TINDAKAN BULLYING DI SEKOLAH DASAR NEGERI 1 CIJUREY KABUPATEN SUKABUMI. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, *2*(5), 4841–4850.

Putra, D. A. (2019). PENGARUH BULLYING VERBAL TERHADAP KEPUTUSAN MENJALIN HUBUNGAN PERTEMANAN PADA SISWA KELAS VIII SMP N 4 WATES. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*, *5*(5), 344–356.

Putri, D. P. (2018). Pendidikan karakter pada anak sekolah dasar di era digital. *AR-RIAYAH: Jurnal Pendidikan Dasar*, *2*(1), 37–50.

Saftiani, T., Hamiyati, H., & Rasha, R. (2018). Pengaruh Tingkat Konformitas Teman Sebaya Terhadap Intensitas Perundungan (Bullying) Yang Terjadi Pada Anak Sekolah Dasar. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, *5*(2), 173–177.

Sari, C. W. P. (2020). Pengaruh pola asuh otoriter orang tua bagi kehidupan sosial anak. *Jurnal Pendidikan Dan Konseling (JPDK)*, *2*(1), 76–80.

Se, B. R. S. (2022). SOSIALISASI GAMBARAN PERILAKU VERBAL ABUSE DAN KONFORMITAS TEMAN SEBAYA TERHADAP PERILAKU BULLYING PADA REMAJA DI SMP NEGERI 2 ENDE. *JURNAL PENGABDIAN KEPADA MASYARAKAT CAHAYA MANDALIKA (ABDIMANDALIKA) e-ISSN 2722-824X*, *3*(1), 181–183.

Setiowati, A., & Dwiningrum, S. I. A. (2020). Strategi layanan bimbingan dan konseling di sekolah dasar untuk mengatasi perilaku bullying. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, *7*(2).

Shin, H. (2022). The role of perceived bullying norms in friendship dynamics: An examination of friendship selection and influence on bullying and victimization. *International Journal of Behavioral Development*, *46*(5), 432–442.

Smith, D. E., & Kilpatrick, C. T. (2022). School bullying in the Jamaican context through an ecological lens. *Global Studies of Childhood*, *12*(2), 134–146.

Sufriani, S., & Sari, E. P. (2017). Faktor yang mempengaruhi bullying pada anak usia sekolah di sekolah dasar Kecamatan Syiah Kuala Banda Aceh. *Idea Nursing Journal*, *8*(3).

Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (4th ed.). Alfabeta.

Sukawati, A., Lidinillah, D. A. M., & Ganda, N. (2021). Fenomena Bullying Berkelompok di Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *8*(2), 354–363.

Sukmawati, F. (2017). Bullying di media sosial: Potret memudarnya empati. *Jurnal Dakwah*, *11*(1), 77–88.

Sun, J., & Cao, L. (2022). Explaining physical bullying in Chinese middle schools. *Journal of School Violence*, *21*(1), 19–33.

Supandi, D., Hakim, L., & Hartono, R. (2019). POLA ASUH ORANG TUA DALAM PERKEMBANGAN MORAL REMAJA (STUDI KASUS DI DESA PERNEK. *Jurnal Psimawa*, *2*(1), 35–46.

Taib, B., Ummah, D. M., & Bun, Y. (2020). Analisis Pola Asuh Otoriter Orang Tua Terhadap Perkembangan Moral Anak. *Jurnal Ilmiah Cahaya Paud*, *2*(2), 128–137.

Ulfah, A. A. (2022). Identifikasi pola asuh orang tua di kecamatan mesuji makmur. *Jurnal Pendidikan Anak*, *11*(2), 181–188.

Utami, A. C. N., & Raharjo, S. T. (2021). Pola asuh orang tua dan kenakalan remaja. *Focus: Jurnal Pekerjaan Sosial*, *4*(1), 1–15.

Wahidah, S. (2018). Pengaruh Konformitas Teman Sebaya Terhadap Perilaku Menolong Korban Bullying Di SMK Negari 1 Tenggarong. *MOTIVASI*, *6*(1), 36–49.

Wahidmurni. (2017). Pemaparan Metode Penelitian Kualitatif. *Res. Repos. UIN Maulana Malik Ibrahim*.

Wakhid, A., Andriani, N. S., & Saparwati, M. (2019). Perilaku Bullying Siswa Usia 10-12 Tahun. *Jurnal Keperawatan Jiwa*, *5*(1), 25–28.

Wibowo, D. P., Asri, D. N., & Trisnani, R. P. (2022). Pengaruh Empati dan Konformitas Teman Sebaya Terhadap Perilaku Bullying pada Siswa. *Prosiding Seminar Nasional Bimbingan Dan Konseling*, *4*(1), 18–25.

Zakiyah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Faktor yang mempengaruhi remaja dalam melakukan bullying. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, *4*(2).

BIOGRAPHIES OF AUTHORS

	Nur Azmi Alwi is a lecturer at the Faculty of Education, Padang State University, Indonesia. She completed a postgraduate program in Indonesian Language Education in 2007, and obtained a doctorate in 2020 in the field of Educational Sciences. Currently, she is active as a lecturer. She is interested in conducting research in education. She can be contacted via email: nurazmialwi@fip.unp.ac.id.
	Three Rahmadona is a postgraduate student in the Basic Education study program at Padang State University. She completed her bachelor's degree in 2020 majoring in Elementary School Teacher Education. She is interested in conducting research in education, especially elementary education. She can be contacted via email: threerahmadona@student.unp.ac.id.
	Dina Erina Nasution is a Padang State University student majoring in elementary education, who is currently pursuing an M.Pd. Dina was interested in conducting this research because she wanted to change education that was based on knowledge, civility and knowledge. She can be contacted via email: dinaerina06@gmail.com.
	Elza Eka Lestari is a student at Padang State University majoring in basic education, who is currently pursuing an M.Pd. degree and also as a teacher, and Elza is interested in doing research. Research is a journey that requires the basics in the form of curiosity, knowledge, expertise and hard work. To conduct research, researchers should be interested in words that foster curiosity and desire to conduct research. Apart from curiosity, another motivation for conducting research is research that is useful for increasing strategic activities and most importantly learning to write. She can be contacted via email: lestariake@gmail.com.