



Gender and Tendency of Bullying Behaviour in Adolescents

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ABSTRACT

Violence is increasingly rampant everywhere, one of them in the field of education. One type of violence that often occurs in schools is bullying. One of the factors related to bullying behaviour is gender. This study aimed to analyze the relationship between gender and the tendency of bullying behaviour in adolescents at SMK Negeri 1 Dlanggu, Mojokerto Regency. A correlative analytic study with a cross-sectional approach was used in this study. The sampling technique used was proportional stratified random sampling and used a sample of 212 teenagers. The tool used to measure the tendency of bullying behaviour in adolescents is the Adolescent Peer Relations Instrument-Bully/Target (APRI-BT). The data analysis used is the chi-square test. The results showed that 44% of male respondents tended to be victims, while 39% of female respondents had tendencies to either be victims or perpetrators. The results of the statistical test using chi-square obtained a p-value of 0.715, which means that there is no gender relationship with the tendency of bullying behaviour in adolescents. There is no difference in the tendency of bullying in males and females; they have almost the same tendencies. Only the types are different. Men tend to bully directly, while women tend to bully indirectly. Bullying is a problem that can harm adolescents in the future. So, various efforts to prevent it must continue to be made.

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1. Introduction

Bullying is something that is currently being discussed a lot, especially in the field of adolescent growth and development. The Ministry of Women's Empowerment and Child Protection (Kemenppa) of the Republic of Indonesia defines bullying as a form of oppression or violence that is carried out intentionally by one or a group of people who are stronger or more powerful towards another person, with the aim of hurting and doing it continuously. Bullying is often found in educational settings, and it is not uncommon to result in fatalities.

Based on data from the National Survey of Child and Adolescent Life Experiences (SNPHAR) by Kemenppa in 2018, it was found that 2 out of 3 girls or boys aged 13-17 years have experienced at least one type of violence in their lifetime. In addition, data also shows that 3 out of 4 children and adolescents who have experienced one or more types of violence report that the perpetrators of violence are friends or peers. Based on the survey, the types of bullying that have been experienced include being beaten or ordered around by other students (18%), other students taking or destroying their friends' personal belongings (22%), being threatened by other students (14%), ridiculed by students

others (22%), socially isolating (19%), spreading bad rumours/gossips about friends (20%) (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2018).

The three main concepts of bullying are intentionality, repetition, and power imbalance. There are at least three types of bullying, namely physical (hitting, pushing, kicking, and punching), verbal (teasing, insulting, mocking, and threatening), and relational (social exclusion and spreading gossip) (Yan et al., 2023). One study stated that serious injuries resulting from bullying incidents in vulnerable youth ranged from 45.10% - to 50.11%, while the prevalence collected from direct bullying victims ranged from 35.54% - to 45.21%. Indicators that play a role include socioeconomic conditions, health status, income, and gender inequality (Ran et al., 2023).

The educational environment, especially schools, is a place that is expected to be a place for children and youth to gain knowledge and experience for life in the future, however, the opposite is true. Bullying happens a lot in the school environment. The incident then went viral on social media, including the incident of bullying that occurred in a junior high school; in the video circulating, it can be seen that three students bullied a female student in class by hitting and kicking, even using palm fibre brooms, and it was seen that the victim only cry. In another location, the victims of bullying had to have their legs amputated. This happened after his friends lifted the victim's body together and then dropped him by deliberately slamming him to the floor.

In Indonesia, regulations regarding child protection in the school environment have been regulated in Law No. 35 of 2014 concerning Child Protection. Article 9 paragraph (1a) reads, "every child has the right to receive protection in an education unit from sexual crimes and violence committed by educators, education staff, fellow students, and/or other parties". These regulations seem not to be fully understood by many parties, so there are many bullying incidents.

Bullying behaviour can have a harmful impact, whether as a perpetrator, victim, or even perpetrator and victim. Involvement in bullying behaviour can result in poor psychosocial adjustment, impact the occurrence of health problems, and have adverse emotional and social effects (Hakim et al., 2019; Nugroho et al., 2020; Trisanti et al., 2020). Even in adulthood, for someone who has received or carried out bullying behaviour, it is possible to be diagnosed with a psychiatric disorder (Vanderbilt & Augustyn, 2010). There are several factors related to bullying behaviour, namely differences in class or seniority, economy, religion, gender, ethnicity, families that do not get along, school situations that are not harmonious and discriminatory, and perceptions of wrong values (Hosozawa et al., 2021; Sitasari, 2017; Zhao et al., 2020). In several previous studies, it was found that there was a significant relationship, but there were also research results that stated that there was no relationship between gender and bullying behaviour.

Judging from the many factors that can influence the incidence of bullying in teenagers, active and appropriate efforts are needed to reduce the number of bullying incidents. Efforts that can be made include increasing knowledge, understanding, and awareness of teenagers about bullying, emphasizing good behavior, empathy, and a life of achievement at school, training students, teachers, and staff in dealing with bullying at school and involving the active participation of parents in preventing bullying incident. Based on this background, this study aimed to determine the relationship between gender and the tendency of bullying behaviour in adolescents at SMK Negeri 1 Dlanggu, Mojokerto Regency.

2. Research method

A correlative analytic study with a cross-sectional approach was used in this study. The population in this study were teenagers at SMK Negeri 1 Dlanggu, Mojokerto Regency, with a total of 450 people. The sample used in this study was 212 people using the proportionated stratified random sampling technique. The tool used to measure the tendency of bullying behaviour in adolescents is the Adolescent Peer Relations Instrument-Bully/Target (APRI-BT). The APRI-BT instrument consists of 2 main domains, namely the domain of perpetrators and victims of bullying. Each domain consists of 3 subdomains: physical, verbal, and social. The total statement items are 36 items. After the data was collected, data analysis was performed using the chi-square test. This study has undergone a STIKES Majapahit Health Research Ethics Commission research ethics test with number 055/KEPK-SM/2023.

3. Results and discussion

Research data shows that half of the respondents are female, most are in the age range of 15-16 years, and almost half tend to become victims of bullying. Based on the statistical test results, the p-value was 0.715, which means there is no relationship between gender and the tendency of bullying behaviour in adolescents.

Table 1. Characteristic of Respondents

Characteristic	f	%
Gender		
Male	104	49.1
Female	108	50.9
Age		
15-16	112	52.8
17-18	100	47.2
Tendency of Bullying Behaviour		
Bully	79	37.3
Victim	89	42.0
Tendencies of both	44	20.8

Table 2. Cross Tabulation

Gender	Bullying Behaviour			p-value
	Bully	Victim	Tendencies of both	
Male	38	46	20	0.715
Female	42	42	24	

Violence is increasingly rampant everywhere, one of them in the field of education. One type of violence that often occurs in schools is bullying, perpetrated against a person or group of students who are weak and can be carried out in groups or alone (Sitasari, 2017). Bullying is considered a behaviour that is intimidating and repeated, occurs due to an imbalance of power, and there are factors to hurt. Several types of bullying behaviour include physical, verbal, social/relational, and cyberbullying (Lapidot-Lefler & Dolev-Cohen, 2015; Zhao et al., 2020).

Gender differences are known as one of the factors that influence bullying behaviour. The results of this study indicate that the male sex tends to be more victims, while the female sex has the same tendency to become perpetrators and victims. This can be caused because the male sex tends to behave aggressively physically; they often also show an attitude of acceptance of bullying behaviour. The results of Nansel's 2001 study also showed that males are more often victims of bullying than females (Rohman, 2016).

According to gender differences, men engage in physical bullying, while women engage in verbal bullying (Galaresa & Al Kasanah, 2022). These differences can be attributed to patterns of socialization starting from the family, school and community environment, which have already formed stereotypes and are applied to both men and women. However, both have the same potential tendency towards bullying behaviour (Cosma et al., 2022; Sitasari, 2017; Zhao et al., 2020).

The results of other studies show that this is consistent with this study, that there is no significant difference in the tendency of bullying behaviour when viewed from gender differences (Amalia et al., 2021). Bullying behaviour that occurs a lot is of the verbal type. The research shows that men tend to engage in direct verbal bullying, such as threatening, giving nicknames, mocking, and spreading gossip. Meanwhile, women tend to engage in social bullying, such as keeping someone silent and manipulating friendships so that they break up, isolate, ignore, and send anonymous letters (Trisnani & Wardani, 2016). Researchers assume that each gender has the same potential for bullying behavior but different types.

4. Conclusion

The results showed that 44% of male respondents tended to be victims, while 39% of female respondents had tendencies to either be victims or perpetrators. The results of the statistical test using chi-square obtained a p-value of 0.715, which means that there is no gender relationship with the tendency of bullying behaviour in adolescents. There is no difference in the tendency of bullying in males and females; they have almost the same tendencies. Only the types are different. Men tend to bully directly, while women tend to bully indirectly. *Bullying* is a problem that can harm adolescents in the future, so efforts to prevent it must continue. This research can be a basis for a gender-appropriate parenting approach to educating children and adolescents, especially at home and school because these two environments influence bullying incidents. Approaches from the health education side should also continue to be carried out through collaboration with the UKS and Community Health Center programs. With these efforts, it is hoped that the number of bullying incidents can be reduced. The limitation of this research is that it only connects one factor out of the many factors that can influence bullying behaviour. Suggestions for further research are to link all factors that can influence bullying behaviour to determine which factors have the most significant influence.

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