

Indonesian Head Teachers' Understanding about Bullying and Its Relation to Action, Policies and Programs in Tackling it

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Abstract: *A sufficient understanding of bullying is necessary for every school leader. Thus, they will then be able to undertake prevention action before bullying incidents appear at school. This case study research seeks to discover Head Teachers' understanding about bullying, how this understanding is related to actions, programs and policies manifested at school and how these issues differ between state and private elementary schools. The study was carried out in Lombok, West Nusa Tenggara, in Indonesia. Six Head Teachers were selected by employing a purposive sampling method. Three participants came from state elementary schools and the other three came from private elementary schools. A semi-structured interview was employed to gather the data. This was then coded, sorted and analysed by performing the content analysis method. Furthermore, in organising the data, a constant comparative approach was also implemented to review and search for the key issues or other aspects within which later became the focus categories. The findings of the study concluded that Head Teachers' understanding of bullying was very limited. As a result, the study found no direct actions, programs and written anti-bullying policy in place to tackle bullying. However, some programs were identified to have a role in preventing bullying. These focused on promoting good behaviour. Finally, the study also discovered a slight difference between state and private elementary schools, and in respect of these programs. Namely that the private schools utilized more of these programs. The study was found to be immediately useful for all participants and the researcher. A seminar to address the issue of bullying was arranged to be held in the following months in all of the sampled schools.*

Keywords: Head Teacher, bullying, anti-bullying policy, programme in preventing bullying

1. Introduction

Creating noble and well-behaved citizens are two of Indonesia's national education goals. Therefore, Indonesia emphasizes that any forms of discrimination is unacceptable, especially at schools. According to *Keputusan Presiden* (Presidential Decree) number 36 (1990) about Convention on the Right of the Child, it is a must for Indonesia to ensure that all Indonesian children should be protected from any form of harassment and discrimination regardless of skin colour, race, gender, ethnicity, religion, language and political belief. Hence, they can live, grow and develop optimally (Constitution of the Republic of Indonesia, Number 23, 2003). However, these noble ideals still look far from expectations. Cases of aggressive behaviour such as bullying are still found in most schools in Indonesia. A survey conducted by UNICEF, cited in UN News (2018) found that one in five children in Indonesia have been bullied – some 18 million in all.

The Head Teacher of a school acts as its architect in creating what it is. Research by Leithwood et al. (2008, p.5) found that “leadership has very significant effects on the quality of school organization and on pupil learning”. This claim is supported by the study of Sammons, Hillman and Mortimore (1995) and Robinson (2007) concluding that there are no documented cases of where a school has successfully turned around its and its pupils’ achievement direction of travel without a talented Head Teacher. It could be that an explanation for this is that good leadership acts to unleash the latent potential that is already in existence with the organization in question.

The Head Teacher’s role is very crucial. However, not all Head Teachers in Indonesia are aware of bullying. According to Frey et al. (2005), low level of awareness is one of the main factors for the existence of bullying. Therefore, this research seeks to discover how Head Teachers’ understanding of bullying affects the actions, policies and programs related to bullying prevention. In addition, this study intends to seek the types, forms, and impacts of bullying based on Head Teachers’ views and how these differ between state and private elementary schools.

The study was conducted in Lombok, in the West Nusa Tenggara context. Lombok, which is located in the east side of Indonesia, is nominated as one of the 3T areas. 3T is an acronym of *terpencil* (remote), *terluar* (outermost) and *tertingal* (left behind). In addition, in this year, 2019, education in West Nusa Tenggara is ranked 33rd out of 34 provinces. Therefore, such aggressive behaviour was predicted to be extensive. As a result, the Head Teacher’s role in confronting this issue is very interest topic to be studied.

This research is expected to raise the awareness of all sampled-school Head Teachers and readers of how important it is to have in-depth knowledge about bullying. Thus, appropriate actions, policies and programs can be implemented in reducing this aggressive behaviour.

2. Literature Review

The aggressive behaviour known as bullying commenced several thousand years ago when the more developed and stronger Homo sapiens replaced the Neanderthals. Historically, bullying behaviour is an exploitation that is done by the strong to the weak, not accidentally but purposively.

Whilst bullying has been an issue for centuries, it was only through the publication of ‘Aggression in the Schools: Bullies and Whipping Boys’ Professor Dan Olweus in 1978. Olweus was the first to give focus to this issue and so to provide scientifically-approached data to the body of bullying literature. Many of Olweus’ studies explain why some children commit bullying and why others are the victims of it. Furthermore, Olweus pointed out that bullying around the world can be significantly reduced.

The results of the study by Olweus impressed many social researchers across the world. Before the 20th century ended, hundreds of similar studies had been carried out in many countries especially in Europe. The attention of research in Norway and Sweden in 1980 meant that a first ever national campaign for intervention against bullying was created. Furthermore, the study’s success gave motivation to countries such as Finland and Ireland in the Europe and Japan in Asia to consider the issue of bullying (Smith and Brain, 2000).

Japan is an example of an Asian country that has undertaken a serious study to discover expand method in omitting bullying. Ijime is a special Japanese word that is used to describe bullying.

Ijime specifically refers to bullying that gives cause to trauma and, potentially, school phobia (Kawabata, 2001). Japan has also discovered a special type of bullying namely 'shunning' (Tanaka, 2001). It constitutes bullying where, together, a group of peers exclude the victim from their group.

In Indonesia, few people know about bullying, the main reason is that there is no special Indonesian word which refers to it. This research, therefore, intended to discover more information about bullying in Indonesia's context, based on Head Teachers' views.

2.1 Bullying

One of the biggest issues in Indonesia's education is a negative behaviour which is well known as bullying. Many researchers follow the idea of Olweus (1998) in defining bullying as a negative action that is intentional and repeated (Olweus, 1978; Sullivan, 2011; Rigby, 2003; Ross, 2002; Bennett, 2009). Whilst this concept has been broadly accepted, a few researchers have sought a deeper explanation (Bennett, 2009). There is the question of whether we can refer to it as bullying if a person commits a similar negative and aggressive behaviour towards certain people just once or twice. And if an individual allows them self to suffer a similar negative behaviour from another, different person, then are they being bullied then? What if a person commits such an act just once to several different people? Is that bullying? This, it can be seen that defining bullying is problematic, as there can be a blurring between the intent and the perception of it, as well as issues in considering the power differentials that are experienced by both of the parties to a single, one-off event (Bennet, 2009).

Therefore, some researchers have also adopted the belief of Smith and Sharp (1994, p.4) who claim that bullying is 'a systemic abuse of power'. Such an abuse was conceptualized by Rigby (2003) as being an action that may cause hurt or injury to, or at the very least threaten, a person who is less powerful. Rigby (2012) gives further explanation by noting that this may include situations in which the perpetrator is fully aware of this power imbalance, and that the victim is unlikely to be in a position to resist effectively, for example due to being outnumbered or being physically or psychologically less powerful than the bully. It seems that Rigby is looking to emphasise the concept of bullying not occurring when both parties have equal or similar power. This is a key point as, in this way, Rigby considers that different effects are likely to occur if someone is attacked or threatened repeatedly by a more powerful person, compared to if the victim and perpetrator hold equality of power.

As a result, a more complex idea comes from Storey et al. (2008) who claim bullying to be a form of emotional and/or physical abuse which involves at least three characteristics. The first one is 'being deliberate', where the perpetrator intends to hurt someone. The second is 'repetition', i.e. often the target of the bullying is the same person. And the last is 'power imbalance', where in this case the offender chooses the victim, he considers is susceptible. On the other hand, 20 or 30 years earlier, people considered verbal bullying to be harmless (Hazler, Hooper and Oliver, 1992). This idea was then followed by others saying that bullying should include a physical harassment (McCudden, 2001). However, more recently, everyone now seems to believe that every type of bullying including verbal, physical and cyber bullying should not be tolerated (Rigby, 2007).

There is no clear idea on what motivates pupils to bully others. Although researchers such as Rigby (2010) have tried very hard to find motives behind bully, he found it was still very difficult to measure the desire of the bully. However, in his study he sought to conceptualize some possible reasons for bullying others. He claimed the most likely reason why people

bullied others is because they felt annoyed but then satisfied after committing the bullying. Some others undertake bullying just for fun, showing their strength, getting money, dealing with jealousy and or just following the actions of others. Even though there is very little evidence that bullies felt satisfaction after bullying others, Rigby (2012) believes that there is strong evidence that the bully undertook bullying just for laughs and for showing their power. A strong piece of evidence found by Rigby is that a person undertook bullying because they were jealous of another's physical appearance or intellectual abilities.

2.2 Types of bullying

According to Levine and Tamburrino (2014), there are two types of bullying - physical and relational aggression. For them, physical bullying typically takes place in the form of pushing, hitting or kicking, relational bullying can entail verbal, sexual or cyber bullying. Whereas as, Rivers and Smith (1994) consider aggressive behaviour has emerged in respect of three forms - physical assault (hitting, kicking and pushing); non-physical types of aggression such as verbal (shouting, verbal threats, or calling of names) and indirect (telling lies or spreading rumours about a person); and various types of cyber bullying (through the use of mobile phones, email, or social networks).

This idea is very similar to the finding of Hertinjung (2013). Conducting a research in 6 elementary schools in Indonesia, he tried to find types of bullying that potentially emerged in the pupils' years of 10 and 11. In his study, he found the three types of bullying of physical, verbal and indirect. In another study performed in a single elementary school in Indonesia, bullying appeared only in two forms, physical and verbal (Siswanti, 2009). Physical emerged in the form of hitting or pushing when fighting, kicking and throwing chalk. The verbal bullying included name calling, saying insults or threats, ignoring, and excluding from groups.

Cyber bullying has become a new form of bullying and which has increased at a dramatic pace, hand-in-hand with technological developments. It has emerged mostly in the forms of receipt of upsetting emails from a stranger, the spreading of rumours, the posting / sharing of something about others so as to ridicule them, and the posting / sharing of something which the victim would not want others to know about (Hinduja and Patchin, 2010). Cyber bullying is believed to be more severe than that of face to face (Campble, 2005). However, not a single study has found this to be appearing in elementary age schools in Indonesia. The main reason for this is that most elementary-aged children do not have access to gadgets and social media.

However, bullying might emerge as different types and forms depending on the context. As mentioned above, Japan has a form of bullying which is only found there, called 'shunning' (Tanaka, 2001). It occurs when a group of peers together neglect or ignore their victim. In Indonesia, there is very limited literature that has looked deeply into any other type of bullying. Because Indonesia consists of thousands of islands, there might be particular types of bullying emerging in these islands due to the beliefs, religion, race or social and economic conditions in each island. Thus, this research is intended to discover whether there is any type or form of bullying that is emerging in the West Nusa Tenggara context.

Bullying also occurs not only among pupils, but also between pupils and teachers. In her study, Siswanti found that some students experienced bullying performed by teachers. There were at least 0.25% of participants who had experienced physical bullying, commonly in the form of physical punishment, and 35.8% of participants (out of 78 elementary-aged participants) who had experienced verbal bullying, such as being insulted.

From these many types and forms of bullying, there are some that occur more frequently. As claimed by Rivers and Smith (1994) and Hertanjung (2013), physical aggression is considered to be the most occurring form among boys, whilst verbal aggression is the most common form among girls in primary-aged students. Furthermore, name calling has been identified as the most frequent form of bullying among students (Rivers and Smith, 1994). Nevertheless, the most difficult to identify is that of indirect aggression, as it typically also involves a third party (Sanders and Phey, 2004).

2.3 Impact of bullying

Bullying is one of the most serious issues that is occurring in Indonesia's education. It is a negative aggressive behaviour which has a detrimental effect. Some negative impacts that occur as a result of bullying are the reasons why bullying is not accepted by the community. The actions of bullying carried out by perpetrators towards their victims have different effects. In some cases, the bullying undertaken by someone is felt by ordinary victims, because the culprit is amongst his own peers. But some cases of bullying also have a big influence on the victims. As stated by Ken Rigby (2008), bullying can cause a strong emotional reaction of anger and sadness. Most children report that they do not feel safe from oppression at school, with that being a reason for absence from school. But there are also those who do not report the cases of bullying they experience. In terms of mental health, children involved in bullying at school are significantly below average. Victims suffer more psychologically than others, especially depression and thoughts of suicide. For children identified as bullying, they tend to behave antisocially.

Baron and Byrne (2005) argues that bullying can have damaging effects on victims. There are some cases where children who are victimized brutally and repeatedly by classmates have committed suicide. Students assume that the teacher is not aware of bullying behaviour. In addition, students report that they do not get a positive response from the teacher concerned, even if they report it, it is feared that it will increase bullying actions. The inability to deal with bullying makes students feel anxious and isolated, including isolated from environmental interactions, making it difficult to build interpersonal relationships and may be problematic in academic terms. Bullying victims experience insomnia, show signs of depression, get physically ill, have difficulty concentrating on school assignments and refuse to attend class regularly. Victims are also unable to eliminate their stigma as the target of bullying.

If we pay close attention, we can see that bullying perpetrators and victims will feel the negative impact of these actions. Even though the victim is the person who will feel the most negative impact, the perpetrators will also get the reward for the actions they did. According to Crick and Dodge (1999), bullying also has an impact on the perpetrators which is a big risk for shaping antisocial or criminal behaviour in their future. A United States government website, stopbullying.gov (2017), has warned school practitioners that the child that commits bullying is likely to portray risky conduct, such as alcohol abuse, drug taking, involvement in fights, and committing other criminal acts. In addition, they will later receive social penalties from the surrounding environment. Actors will usually be shunned by the community due to their disgraceful actions. They might be excluded from the group. Furthermore, this is strong evidence of such students being very likely to have worse academic success (Strabstein and Piazza, 2008; Al-Raqqad et al., 2017). The worst impact that will be experienced by the perpetrators of bullying is the punishment that comes from a legal entity. The worst forms and consequences of bullying can cause the perpetrator to be imprisoned.

On the other hand, Sutton, Smith and Swettenham (1999) had found that bullies had a tendency to have good mind skills, using their high-level mind and social skills when seeking and intimidating their victims. However, this view was contradicted by Crick and Dodge (1999), who instead argued that bullies are in fact more likely to be lacking in social skills.

Furthermore, bullying victims are proven to experience worse impacts than the bullies. The victims tend to suffer immense inner pressure which can lead to depression and anxiety (Rigby, 2003). They will often have feelings of sadness, loneliness and avoid associating with others (Smith and Brain, 2000). Therefore, they might frequently be absent from school. As a result, the academic performance of victims in schools will drop dramatically (Juvonen, Wang and Espinoza, 2011; Glew et al., 2005; Al-Raqqad et al., 2017). Bullying destroys the victim's confidence and self-esteem and therefore they are very likely to feel unsure of themselves (Rigby, 2003; Nunn, 2010). If the bullying undertaken is quite severe - especially when there is physical bullying - victims can also experience health complaints. Furthermore, feeling traumatized and saddened due to being a victim of bullying also makes a victim far more vulnerable to trying to 'escape' through drug use or alcohol abuse, to increased risk of stress and suicide.

There are indications that both victims and bullies have suicidal ideation (Hinduja and Patchin, 2010). Pupils who have continuously suffered bullying and were not given appropriate support may take their own life (Ditch the Label, 2018). The British Medical Journal published a study a decade ago which indicated that 4% of boys and 8% of girls (out of 16,410 participants) and who suffered bullying at least once a week were likely to suffer severe suicidal thoughts, whereas 8% of both boys and girls who bullied others had shown suicidal thoughts (Kaltiala-Heino et al., 1999 cited in Hinduja and Patchin, 2010). In Indonesia, although bullying incidents seem to be extensive, there are still very few cases in which it has been reported as being the cause of a suicide action.

2.4 Programs in Addressing Bullying

Bullying is an action that can be detrimental to the perpetrators and also their victims, thus requiring preventive and handling measures. Cases of bullying are often trivialized by teachers, especially in elementary schools, as they assume that the actions taken by the student are part of the student's growth period. A teacher's ignoring of this bullying behaviour must be corrected so that the teacher must become more sensitive to the students' behaviour. Astuti and Resminingsih (2010) argue that prevention of bullying in schools can begin with creating a culture or atmosphere in schools where the students learn fearlessly, through character education, and creating a bullying prevention policy in schools by involving students, creating a school model of implementing an anti-bullying system, building up awareness among stakeholders of bullying and its prevention. Below are some programs that can be used to mitigate and tackle bullying.

2.5.1 Anti-bullying Policy

School as a place for socialization and academic development requires the responsibility of the Head Teacher, teachers and other school members to create a positive culture (having positive values embraced in it), so that this culture will also help in overcoming negative actions, one of which is bullying. This also occurs through special programs designed by schools for the tackling of bullying, one of which is an anti-bullying policy. Priyatna (2010) also revealed several anti-bullying programs that can be undertaken at school:

- a. The school should know the prevalence of bullying cases that occur, as well as anyone involved in the case, including perpetrators, victims, witnesses and their parents, so that

the school has complete information about how effective school policies are in dealing with bullying that occurs in their environment.

- b. The intervention is carried out individually per class by paying attention to the benefits that will be gained for the students and the school. Schools can list suggestions for intervention strategies.
- c. The teacher should play a role not only as a facilitator and motivator in learning, but also in understanding the situation of the child so that activities carried out by children in school can be monitored.

Baron and Byrne (2005) reveal actions that are undertaken to reduce the occurrence of bullying:

- a. Children are trained to intervene rather than keep quiet when bullying occurs.
- b. The need for teacher understanding that the perpetrator and the victim both have low self-esteem, means that the teacher can then take steps to improve the child's feeling of self-worth.
- c. Bullying as a problem for all parties, namely teachers, students and parents, is not a normal part of a child's growth.
- d. In the incidents of bullying, the teacher must immediately pay attention to and oppose it clearly.
- e. Students are provided with knowledge of how to deal with bullying directly.
- f. If the teacher or school refuses to overcome the problem, then outside experts must be called in to help.

2.5.2 Whole-school Approach

Bullying is not just a school problem, rather it is also the responsibility of parents, the surrounding environment and institutions that are responsible for schools such as the Local Authority. Thus, the handling of bullying requires cooperation from various parties from all school components - Head Teachers, teachers, school committees, non-education personnel, school guards, parents, organizations in the school environment and responsible institutions.

Cowie and Jennifer (2009) explained that the approach to a whole-school approach is very necessary for the success of promoting non-violence in schools. This strategy is most likely to succeed if the Head Teachers have good communication and relationships among all members of the school community and if the goals and values are communicated to all interested parties.

As an effort to overcome bullying carried out through the community, it is necessary to build an anti-bullying network involving various schools, community components and related institutions. This is as explained by the Sejiwa (2008). Community components such as the school surroundings, local authority, parents, police, community leaders, and other components can be given debriefing about the dangers and impacts of bullying, so that they can contribute to increasing public awareness of bullying in and around them, while inviting them to fight it. Through their strategic position, school leaders can invite the community component at the right time to come to the school and hold joint discussions on bullying issues. Sejiwa (2008) said in building networks in and around schools, the school leaders should encourage all involved parties in the schools including teachers, parents and students to move against bullying. The role of the teacher can be started by commencing the practice of peer support, which is to appoint a number of students who have the potential to become friends to assist their friends who are at risk of being bullied and need assistance. But there is also a need for clear rules regarding peer support so that it can play a good role. *Wali Kelas*, the teacher who has the responsibility to control and manage the class, should have the ability to provide counselling to the students who need help, including overcoming those involved in bullying.

This is very important because the Wali Kelas is the closest person to students at school. In addition, in the whole-school approach, the role of parents is needed in inviting neighbours and fellow parents to establish a shared attitude towards bullying in the surrounding environment. If one person detects bullying behaviour, the whole community can explicitly and wisely take steps without worrying about attacking the private spaces of certain families (Sejiwa, 2008).

3. Methodology

3.1 Ethical Considerations

Considering any ethical issue that might emerge is pivotal in any research, especially research involving social institutions and people (Zeni, 2001). Therefore, before the research was conducted, the ethics form, participant's consent form and research information sheet were formulated and discussed with the supervisor. To obtain the approval from the School of Education, these were then submitted.

Whilst some argued that completing the procedural ethic only as a formality to be allowed to do the research (Guillemin and Gillam, 2004), every steps of the research considered this ethical consideration seriously. For all stages of the research, wide-scale consultation was undertaken with the supervisor to identify relevant ethical issues in the research context and with respect to all related stakeholders (BERA, 2018). There are at least three general criteria of ethic which should be taken into account, a respect to the participants, justice and beneficence (Kubanyiova, 2013). It includes protecting participants confidential and well-being, guarantying their safety and ensuring advantage for the participants.

The research ethics were ensured in this research through the use of consent forms and research information sheet which were provided to the participants. The information sheet was used to explain the objectives of the study and state the participants' right to withdrawal from it at any time and that this would not affect them or anyone else. The participant consent and information sheets were also translated into Indonesian (the participants' first language) to ensure that the participants would understand every important point of the research. Furthermore, the participants were also informed of how their personal information and other data would be stored and handled. The data was then collected after the participants had agreed and signed the consent form.

Pseudonyms and anonymity were employed to protect the participants' right of privacy. The pseudonyms used were Head Teacher 1 (HT1), Head Teacher 2 (HT2), Head Teacher 3 (HT3), Head Teacher 4 (HT4), Head Teacher 5 (HT5) and Head Teacher 6 (HT6). These were adopted so as to ensure that the participants' personal and sensitive information could not be identified. All the data collected had been saved on a personal laptop using a password and also a hard drive as a back-up in case of the laptop being broken or stolen.

3.2 Data Collection

The process of data taking was conducted from 17 June until 15 July 2019. As mentioned previously, the data were collected by employing a semi-structured interview.

Several steps were taken in collecting the data. First, because not all of the Head Teachers in the targeted research context do not have a personal email, I decided to directly go to some schools where they were working, to give them the information sheet, explain the research aims and their rights in the research and finally to ask them to volunteer in the study.

As targeted, 10 Head Teachers agreed to participate in the study. They were asked to sign the consent form, then the interview schedule was discussed and formulated. However, in the initial stage, four of them withdrew due to their respective school’s excessive schedule, a national examination and an annual test that would be occurring. Therefore, there were the remaining six who participated until the end of the research.

Table 3.1: Schedule of data collection

Name of participants	Contacting the participant, giving information sheet, explaining the objectives of the study, signing the consent form and arranging the interview schedule	Semi-structured interview date
Head Teacher 1	13 June 2019	18 June 2019
Head Teacher 2	14 June 2019	19 June 2019
Head Teacher 3	15 June 2019	20 June 2019
Head Teacher 4	13 June 2019	17 June 2019
Head Teacher 5	14 June 2019	14 July 2019
Head Teacher 6	15 June 2019	15 July 2019

Schools’ excessive schedules were found to be the main challenges faced during the data collection. Not only because there was a long holiday during Ramadhan time, but also because there was a national examination and annual test. Therefore, it was very difficult to find volunteer participants and to arrange interview dates. Three of the participants were my friends, and so which helped in overcoming this issue. However, the process of data collection was undertaken professionally. Another main challenge was the participants’ understanding of the term ‘bullying’. Not all of them knew what bullying was. As a result, I had to explain what it is in the Indonesian language.

In creating a comfortable and relaxed atmosphere, all interviews were conducted in a place and date chosen by the participants. All of them considered their own room in the schools as the interview location. The interviews lasted between about 28 minutes and 1 hour and 2 minutes. The interview questions were translated into the Indonesia language to ensure that the participants understood all the questions. With the permission of the participants, the interviews were recorded. The recording was then stored carefully.

In commencing with the establishment of rapport, the research employed the suggestion of Thomas (2013). He states that in constructing a relax atmosphere during the interview, it is important for both interviewer and interviewee to have a good relation. Therefore, the interview was started by asking general questions such as participants’ daily activities, hobbies and others. After that, the questions followed in respect of the context of each participant. This was very necessary in order to address the different contexts of the state and private elementary Head Teachers. Finally, the questions relating to the specific main topics and research questions were asked.

3.3 Data Analysis

In analysing the data, content analysis technique was performed. This form of analysis typically aims to investigate and comment on similar data on a specific topic (Büyüköztürk et al., 2008). In organising and analysing the data, this research adopted the idea of Bogdan and Biklen (1998). In the first step, each interview was revisited, and each audiotape listened to, whilst considering the transcripts to ensure the rigorous of the gathered-data. Following that, the data was formulated and coded into some categories, then sorted and analysed the data within each

of the coding categories. Each of the participants' interviews were coded separately in respect of their views on bullying and some themes that emerged. Subsequently, repeated themes across the interviews were grouped into coding categories. This was undertaken in four steps: selection of relevant text, defining of categories, exemplification, and codification regulation. The selecting of pertinent text seemed to be the initial stage for managing the large volume of transcribed data. Whilst all of the transcribed data can be considered as essential, the volume of it meant that it was crucial to scan through it to decide which of the data required advance analysis and which should be neglected. It was necessary because participants sometimes provide their personal concern during data taking process (Berg, 2004). It is what researcher should avoid as it may just reflect personal issues of those participants. The final aspect of this stage was the separation of the relevant answers to each question into appropriate, meaningful categories, then named and coded.

A constant comparative method was implemented in organizing and analyzing the data. Glaser (1992) explains that it is used to yield the emergence of a theory or theories. Such theory will emerge due to a deep analysis and referring back for additional data collection and coding. Furthermore, Glaser (1992) emphasizes that through this method, each set of collected data – the interview transcripts – were reviewed so as to look for key issues and recurring events, or other aspects within the data that then became categories of focus. All the data were reanalysed many times before organising into categories and sub-codes which were satisfactory to answer all of the research questions.

Different colours were used to mark the selected texts so as to categorise them into some themes. These themes were then marked with appropriate, valuable names which were an indication of the ideas that underscored the theory. Some of the themes that were well-thought-of being a supportive of the theoretical construct were: understanding of bullying, types of bullying, impact of bullying, action, policies and program implemented, state and private and which were later repeatedly noticed for each of the participants. All of the sections of text, ideas and statements were similarly coded after they were suitably considered to be a similar group. The coding process necessitated a close reading of the text, where if a theme that was recognised from the data was not in fact suitable for inclusion with the existing codes then a new code was created. Finally, I carried out the organization of the theoretical constructs into the proposed theoretical framework. This step was aimed at connecting the participants' subjective experiences, as told using their own words, with the research objectives.

4. Conclusion

4.1 Head Teachers' understanding of Bullying

In addressing bullying, it is very necessary for every Head Teacher to understand the definition, types and impact of bullying. Thus, in that way, they can at least influence, train and educate their staff and pupils to work together in tackling bullying. By giving training to the staff, it will bring confidence, knowledge and skill to educate pupils about the impact of bullying. By educating pupils, it will make them understand the value of diversity, the difference between a joke and behaviour that can hurt others, and the dangers of bullying. Finally, if Head Teachers and staff understand bullying well, they will continuously and consistently work against and challenge any form of aggressive behaviour including aggressive language and prejudice (Ofsted, 2012).

However, the analysis of the findings has shown that Head Teachers in all the sampled schools have very limited ideas about bullying. None of the sampled Head Teachers could give a

definition of what bullying can constitute, and in terms of the types as well as effects of bullying. This conclusion answered the first research question. There were two prime reasons behind this. First, the term ‘bullying’ was found to be a strange word for the participants. Second, they have never attended any seminar or training about bullying. Therefore, all participants asked me to explain what it meant

5.2 Types, Forms and Impacts of Bullying

After giving a brief explanation about the definition of bullying, I then explained to them the common forms and types in which it occurred, and its impact. I found this to be important, as it thereby enabled the Head Teachers to give appropriate examples of bullying that had occurred within their schools.

Bullying, in this study, was found to be consisting of two types - physical and verbal. This answered the second research question. The form of physical bullying that occurs in the sampled schools is kicking, tackling, hitting, pushing, biting, head-butting, throwing of balls and pulling clothes. Whereas the verbal bullying was found to include intimidating, ridiculing, name calling such as saying ‘foke’ (stupid) to pupils who have low academic competence, calling out at others based on their physical appearance such as badug (fat or obese), jendok (runny nose), and pesek (flat nose), referring to others as the names of animals such as dogs, pigs and monkeys, insulting their victims by calling them by the ‘name’ of their parents or guardians, calling them by rude words such as bajingan (bastard), sundel (bitch), and ubek (whore). This verbal bullying was found to occur the most. This was also argued by Rivers and Smith 25 years ago, who claimed that verbal aggressive behaviour happened more often than others forms (1994). This present study’s findings are also very similar to the study conducted by Ismiatun (2014). Performing a research in a single elementary school in Yogyakarta, Indonesia, she found that bullying was only detected as two types - verbal and physical. Regarding the current research, the sampled Head Teachers found it very difficult to identify examples of indirect bullying, indeed none of them could state any such examples. This finding accords with research conducted by Sanders and Phye (2004), which stated that indirect aggression is arguably the most difficult type of bullying to uncover due to it will normally have an involvement of a third party. Finally, although cyber bullying was found to be growing very fast, this type of bullying was not discovered in any of the sampled schools. Given that it involves mobile phones and social media, it was found not to be occurring due, primarily, to the fact that pupils in these schools did not have access to these.

The impacts of bullying are essential to know, both in respect of the victims and the bullies. Before asking questions about the impact that bullying can have on pupils, I explained to all participants what the experts in this field had found out about this. The victims are the one who are impacted the most. If pupils are bullied continuously, they may become afraid of others, become introvert, have low self-esteem, be absent from school, feel excluded, experience anxiety and have low academic performance (Rigby, 2003; Nunn, 2010; Glew et al., 2005; Al-Raqqad et al., 2017). Furthermore, strong evidence suggests that victims are very much at risk of suicidal thoughts when they intensively bullied and lack in appropriate assistance and care (Hinduja and Patchin, 2010; Ditch the Label, 2018). Although the present study found no evidence that pupils have this suicidal ideation in the sampled schools, it did discover other impacts. Victims cried, experienced anxiety, had low self-esteem, were introvert and lonely, afraid of the bully and, therefore, had absence from school or wanted to completely leave the school.

In addition to explaining and considering the effects of bullying in respect of the victim, effects potentially experience by the bully were also addressed. Bullies are very likely to be involved in violence, get excluded from school, and be at a high risk of committing illegal acts when they enter their adulthood (stopbullying.gov, 2017; Rigby, 2003). Bullies are found to be likely to be involved in fights, abuse alcohol and drugs, leave university before graduating, commit crimes and enact abusive behaviour towards their partners (stopbullying.gov, 2017).

However, unlike these findings of previous research, these negative effects on the bully were not found to have been occurring in the sampled schools of the present study. Rather, it was found that the bullies felt happy, satisfied and superior after bullying others. The worst effect that could befall bullies was their being banned from coming to school for a couple of days. No bullies were excluded. The reason given was that schools needed pupils to secure their funding from the government. In Indonesia, the amount of funding that the school receives is dependent on the number of pupils. Other effects were not detected because Head Teachers did not have access to their alumni. So, they did not know whether the bullying had affected the bullies into their adulthood.

5.3 Head Teachers' Actions, Policies and Programs in Tackling Bullying

Due to the limitation of Head Teachers' understanding about bullying, direct appropriate actions and policies were not found in all the sampled-school. Therefore, bullying incidents, especially verbal ones, were found to be very extensive. The participants did not realize that verbal bullying is a serious issue that also needs to be tackled. This finding is very similar to the research conducted by Hazler, Hoover and Oliver 27 years ago, when he found that many educators assumed that verbal bullying is normal and harmless (1992).

Although such conscious actions and programs have never been employed in the sampled schools, the research found some programs that indirectly reduce the amount of negative aggressive behaviour. Programs such as 30 minutes of praying and reading Al-Quran before entering the class, and weekly 'IMTAQ' as well as subjects such as PKWN, PAI, Aqidah Ahlaq and Qur'an Hadist were found to be very effective in promoting good behaviour. Such promoting of good behaviour is considered as a better prevention program in reducing negative behaviour (Sherer and Nickerson, 2010; Battistich, 2005; Cross et al., 2011). Sherer and Nickerson (2010) state that the promotion of positive behaviour, school-wide, is a particularly effective and often cited strategy for reducing the incidents of bullying. Similarly, Battistich (2005) comments that a pursuit of improving the quality of person's character through education is likely to succeed in developing good characters, as well as having the potential for addressing and preventing a wider range of society's contemporary problems. Cross et al. (2011) have emphasised that such an approach is a key element for reducing the extent of misconduct, especially that of physical bullying.

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