

EXPLORING THE FEELINGS OF STUDENT VICTIMS OF BULLYING AND PERPETRATORS OF BULLYING AT MIDDLE SCHOOL

Ika Candra Destiyanti

Universitas Islam Al Ihya Kuningan

*Correspondence: Email of the correspondence author

Abstract

Bullying is an act of physical and psychological violence by perpetrators towards victims of bullying. The tendency of bullies is that they have had a history of violence in the past. This study uses a narrative qualitative methodology with semi-structured interviews with victims and perpetrators of bullying at school. The results of this study are that awareness of bullying as an act of violence is a strong basis for perpetrators not to bully repeatedly. Parents' occupation and income do not have a dominant impact on child violence at school because anyone can potentially become a bully or a victim of bullying at school. The conditions and situation of children at school who do not have the ability to solve problems is an important factor in them becoming perpetrators or victims of bullying. This research provides insights for observers of children and adolescents to be more concerned about their problems of bullying and for teachers to communicate a lot to students who experience bullying and bullies before deciding on punishment.

***Keywords:* Bullying, Punishment, Narrative**

INTRODUCTION

The contents Bullying has become a phenomenon of public health and in recent decades has become the focus of western scientific attention. Bullying has also become a serious concern in the world of education (Heerde & Hemphill, 2019; Strøm et al., 2013; Turner et al., 2017). Dhon Dupper, D. R. (2013). in his book revealed that social support in schools is an important component that must pay attention to students with limited health to. As narrated by Chester (2015); state that the discourse of bullying in schools is a serious problem because its actions are unreasonable aggressive behavior and tend to be repeated behaviors that occur in the future for victims (Thornberg & Knutsen, 2011)

Governments around the world are taking preventive measures to enact laws specifically for bullying. In Canada, there are laws and regulations with Code Number C-13 concerning Protecting Canadians from Online Crime Act (protecting Canadians

from online crime). In New Zealand there is a law on the harmful digital communications bill on cyber bullying, even the United States proclaims October to be month to prevent bullying. North Carolina Law Article 60 Computer Related Crime Explains that cyberbullying is anyone who uses a computer with the intention of committing bullying in Indonesia through the concept of the 2015 Criminal Code concerning cyberbullying, which is included in the articles of insult, light insult, slander, and decency and threats.

The results of a national survey from the National Center for Education Statistics in the United States in 2015 reported that bullying in schools was increasing every year, the victims were more than one in five students aged 12 to 18 years, even another national study in the US found 19% of middle school students commit bullying (Musu Gillette.2017; Kann 2018). Research results reported by Qodar (2015) stated that child violence in schools in the Asian region has a percentage of up to 70% committing bullying known as the country with the best education system, successfully suppressing bullying in schools using the *KiVA (Finland is Kiusaamista method Vastaaan)* the aim of this program is to make students aware of the dangers of bullying and help them become advocates for their friends, even Kiva's anti-bullying method is accepted in Latin American countries, Colombia, Spain, Mexico and Chile, even the Netherlands, Germany, Belgium, Italy, Luxembourg, Estonia, Sweden and Poland and Hungary have also started using this method in their schools. The 2019 Data Program for International Student Assessment (PISA) reports that Indonesia is ranked fifth after the Philippines, Brunei Darussalam, the Dominican Republic and Morocco with a bullying rate of 41.4%, so according to study, the consortium National School Character Development including bullying in schools, it is highly recommended to adapt the method *KIVA* as an alternative to preventing bullying in schools.

Bullying is a threat to schools around the world. The victim will suffer immensely, both in the short and long term. Previous research conducted by Olweus (1978) and Slee (1995) reported bullying as a form of proactive or reactive aggression from time to time with the aim of harming / annoying others who are weaker.

Bullying can be overt or closed off, from verbal taunts (eg, mentioning names, threats) to physical assaults (eg hitting, kicking) and psychological aggression (eg rumors). The phenomenon of hate speech on social media has increased during the COVID-19 pandemic. In fact, reports of bullying for this category have increased where the government has implemented a covid alert through distance learning. The activities of children at home with devices without supervision parental are one of the causes of the many cases of hate speech through social media.

Bullying research focuses a lot on the impact and methods of preventing bullying, but studies on the emotional feelings of victims and perpetrators of bullying have not been widely discussed in some of the novelty studies offered in this study related to the feelings of bullying victims and perpetrators of bullying and what are the factors behind it so that when it is known the source of the bullying problem, it will be appropriate to provide treatment to victims and perpetrators of bullying. Based on these reasons, this study examines (1) how the feelings of students narrated as bullies in middle school, (2) how the feelings of students narrated as victims of bullying in high schools (3) what meaning do these students want to convey?

LITERATURE REVIEW

Bullying from a Perspective Social and Psychological

Olweus (1993) analyzed school-age bullying in three components, namely (1) the recurrence of verbal, relational, and / or physical incidents of being hurt by the bully, (2) considered more powerful than the victim, with (3) the intention to harm the victim. The occurrence of bullying has no geographic boundaries, since both research and intervention efforts have been seen around the world (Espelage & Swearer, 2003; Merrell, Gueldner, Ross, & Isava, 2008). The articles in this particular issue reflect this effort, as they include examples of children from Australia, Finland, Italy, New England, and Poland. Bullying in various countries shows that the perpetrators of bullying constitute 24% of the population are school-aged and the victims are 44% (Haynie et al., 2001; Nansel et al., 2001;). Bullying tends to increase in frequency

during transitional periods, such as the transition of early adolescents from primary to secondary school (Espelage & Holt, 2001; Graham, Bellmore, & Mize, 2006; Haynie et al., 2001; Leadbeater, 2010). Subsequent research data shows that boys are more likely to bully using physical means to bully their female friends (Haynie et al., 2001; Pellegrini et al., 1999; Salmivalli, Kaukiainen, Kaistaniemi, & Lagerspetz, 1999).

With advances in technology, our understanding of bullying changes (Walker, 2010). Initially, bullying is something that occurs far from home, so the preventive action is to stay at home to avoid bullying. However, with advances in technology, there are many ways of bullying. The articles of Wingate, Minney, and Guadagno (2013) compare the components of face-to-face bullying with online cyberbullying. For example, virtual bullying occurs without any visual cues about a person's intentions being present in a face-to-face bullying situation. Additionally, cyberbullying includes a larger permanent impression of the bully's statement, and subsequent acts of bullying, due to their constant presence online or on someone's phone.

Bullying is widely recognized as a problem in many schools and can cause considerable suffering to every student as well as create a bad school atmosphere (Olweus, 1993). Students who are victims of bullying have reported generally being lonely, unhappy and showing a dislike for school (Kochenderfer & Ladd, 1996). Studies show that bullying can be linked in the field of developmental psychopathology (Rønning, Handegaard, & Sourander, 2004; Schwartz, McFadyen-Ketchum, Dodge, Pettit, & Bates, 1998), including suicidal ideation (Rigby & Slee, 1999), anxiety, depression (Baldry, 2004), loneliness and loss of self-esteem (Egan & Perry, 1998; Olweus, 1992). and some evidence that victims of peer bullying may also experience victimization in other domains such as conventional crime, child abuse or sexual abuse (Holt, Finkelhor, & Kantor, 2007). Longitudinal studies have found a significant relationship between victim /victim status non-in adolescence and increased bullying is widely recognized as a problem in many schools and can cause a lot of suffering for individual students as well as create a bad school atmosphere (Olweus, 1993). Students who are victims of bullying are generally lonely, unhappy and show dislike for school (Kochenderfer & Ladd, 1996). and there is some evidence

that victims of peer bullying may also suffer victimization in other areas such as conventional crime, child abuse or abuse sexual (Holt, Finkelhor, & Kantor, 2007). Longitudinal studies have found a significant relationship between victim /victim status non-in adolescence and an increase in these findings has led some to suggest Educational Psychology applied in schools that witnesses should be viewed as co-victims (Morgan & Zedner, 1993).

On the other hand, there are some indications that witnessing bullying can actually reduce the other effects of experiencing bullying. For example, Nishina and Juvonen (2005) reported on a study of 11-year-olds in which abuse that was experienced and witnessed in person was associated with anxiety. However, witnessing abuse was found to protect students from humiliation when they were personally harassed, as well as protect them from negative self-perceptions. Therefore, there is a need to examine the similarities and differences in the psychosocial adjustment of witnesses, compared to victims and non-victims, and how this might influence them to react to bullying in some way. Gender is another relevant factor. Research shows that boys are more often victims of bullying as well as victims of bullying than girls (Camodeca, Goossens, Terworgt, & Schuengel, 2002; Johnson et al)

Bullying in the context of school

Bullying is a fairly high problem among adolescents. KPAI (Indonesian Child Protection Commission) notes that bullying cases in Indonesia are increasing every year and most cases are committed during the orientation period when children enter school. The country has protected its citizens through law number 35 of 2014, where every child is protected from acts of violence committed by people around him with a violation of 3 years in prison or a fine of 72 million. Article 54 of Law 35/2014 places more emphasis on schools to protect students from acts of physical, psychological and sexual violence in educational settings. Even in Permendikbud Number 18 of 2016, it is a preventive step taken by the government to protect students from acts of violence in the educational environment with strict rules about limiting student orientation periods.

Various issues regarding the Convention on the Rights of the Child are also of particular concern where children who are in conflict with the law need to get legal protection by being treated humanely and not giving life sentences or death sentences to children under 18 years of age. The 1945 Constitution of the Republic of Indonesia Article 28 B paragraph 2 states that *"Every child has the right to live, grow and develop and has the right to protection from violence and discrimination"* so that children who experience bullying get their right to defend the law besides Indonesian children. Those who experience bullying in their environment are protected by Law No. 4 of 1979 on Child Welfare Presidential Decree No. 36 of 1990 concerning the Ratification of the Convention on the Rights of the Child.

In the past 8 (eight) years, based on the KPAI complaint report, the number of victims and perpetrators of violations of children's rights reached 36,379 people with the number of victims and perpetrators being dominated by men. This indicates that bullying that occurs in schools is mostly done through victims of physical violence rather than verbal abuse. Bullying at school In the past three decades, researchers analyzed the effects of bullying and victims of bullying on physical, psychological, and well-being. The results show that adolescents who are bullied tend to be lazy in school and have low achievement scores (Nakamoto & Schwartz, 2009), research further was conducted (Fekkes, Pijpers, Fredriks, Vogels, & Verloove-Vanhorick, 2006), reported levels of anxiety and depression victims of bullying were higher than their peers who did not experience bullying (Juvonen & Graham, 2014). Reijntjes, Kamphuis, Prinzie, and Telch (2010) analysis of clicking the role peers tend to play an active role intimidated his fellow

METHOD

Context Research

Indonesia has become the place for research into ranked bullying fifth in the world after the Philippines, Brunei Darussalam, the Dominican Republic and Morocco with a bullying rate of 41.4%, so according to a study by the consortium National School Character Development, it is an emergency school bullying. Participants consisted of victims and perpetrators of bullying in Indonesia for 1 year whose cases

were repeated with the same case theme so that this study could explore participants' experiences during bullying at school.

This study uses the narrative research design of Hargreaves, 2001) where this design is to explore the feelings of students who experience bullying and the perpetrators of bullying, then the information extracted through the interview process is interpreted contextually (Schreiber & Asner-Self, 2011) so that it can provide insight into the bullying discourse. deep (Webster and Mertova, 2007). This narrative research examines the role of researchers as collaborators and participants (James, 2018). Collecting data to find meaning in the feelings of participants who experience bullying and the perpetrators of bullying so that accuracy in interpreting bullying at school is the main focus of researchers in presentation.

Participants

The research participants were 10 victims of bullying and bullying perpetrators who came from schools with middle and lower economic levels, totaling 10 victims and perpetrators of bullying in secondary schools. The real names of ten participants were equated with reasons to maintain their privacy in accordance with applicable academic ethics. Demographics of the participants can be seen in the following table:

Participants were recruited are from schools with income of the parents of middle middle to lower totaling 3 victims of bullying and 2 bullies while the school with income parents middle upper amounted to 2 victims of bullying and 3 offenders first bullying in two cities with middle and upper background

Table 1 Participant Demographics

Name Pseudonym	Gender	Age	Class	Work Parents	Study Achievement	Status
B1	Male	13	7	Civil	Low	Performers

				Servants		Bullying
B2	Women	13	7	Private Employees	Low	Victims of bullying
B3	Women	14	8	Farmers	High	Performers Bullying
B4	Women	14	8	Traders	Low	Performers Bullying
B5	Women	13	9	Private employees	High	Victims of bullying
B6	Male	14	9	Civil Servants	High	Performers Bullying
B7	Male	15	9	TKI (malaysia)	High	Victims of bullying
B8	Male	15	9	Private employees	High	Victims of bullying
B9	Male	15	9	Civil Servants	Low	Victims of bullying
B10	Male	14	8	TKI (Arab)	Low	Performers Bullying

The selection of ten participants was made for several reasons, namely:

(1) Participants consisted of various economic backgrounds representing the work of

the parents participants'

- (2) Participants are willing to provide information related to experiences in bullying at school as evidenced by a letter of willingness of the participants.
- (3). The author has a good emotional bond with the ten participants because the school is intended as a place for author dedication in fostering participants in extracurricular activities. These three reasons can make it easier for researchers to retrieve complete data.
- (4). low-level parents 'income below 2.5 million and high-level parents' income above 2.5 million

Data Collection Data

Collection was carried out by interview. Interview activities carried out by the first author using local languages. And then use Indonesian In accordance with the agreement, interviews with participants are adjusted to the schedule of group guidance for 1 lesson hour. at the time of the interview the participants felt ready to pour out their feelings in the guidance class. The questions given to participants focused on their emotional experiences regarding their cases of being the perpetrators or victims of bullying in school.

Data Analysis and Theoretical Framework for Analysis

After obtaining interview data from the ten participants the step next was to transfer interview data based on duration of time. The theoretical framework used to analyze the data in this study was adopted from the emotional geography theory formulated by Hargreaves (2000, 2001a, 2001b, 2005). This theory consists of five interrelated emotional dimensions, namely physical / personal geography, socio-cultural geography, moral geography, professional geography and political geography. Table 1 describes the five dimensions. Data that has been transcribed and translated into Indonesian are analyzed thematically (Widodo, 2014) by identifying patterns that appear repeatedly in the data. Identification of this pattern is generated through the process of coding certain words / phrases / sentences that form certain

categories or topics that refer to the geographic theory of emotions. In providing this code, the process of identifying relevant themes is easily found.

Table 1. Geographical Theory of Emotions

Geography of emotions	Conceptual description of
Physical / personal geography	This geographic dimension affects social interactions that are limited by factors, such as emotional closeness that occurs in the relationship between the perpetrator and victim of bullying and the closeness of the family between the perpetrator and the victim of bullying
Geography Socio-Cultural	This dimension creates a discourse of closeness or social inequality due to economic, social and cultural differences, and gender including differences in how to feel and express emotions that can create distance between perpetrators and victims. against the problem of bullying in schools
Moral Geography	The discourse of social closeness or inequality is influenced by the moral values and norms of the perpetrators and victims of bullying
Professional Geography	In this dimension, professional norms affect social Relationships / interactions between ara student and teacher guidance Each class has of norms professionalism that must be obeyed / followed by student junior
Political Geography	In this dimension, the power hierarchy or <i>power</i> lead to closeness or social inequalities among perpetrators and the victims of bullying eg school rules affecting bullying in schools

RESULTS AND DISCUSSION

This study was designed to explore the feelings of bullying perpetrators and victims in Indonesia. Based on the analysis, it is known that these conditions affect their emotional experiences in five ways. The five things are the guidance process of mental psychological state counseling, relationships with family, finance and spirituality. In the sections below, the identified themes are presented together with supporting data.

Peer intensity peer in the act of bullying

Is an important interaction with the social development of students. Students who experience bullying have a close relationship with peers who have low emotional levels. according to a study developed by Elliott, Huizinga, & Menard, 1989; Vitaro, Tremblay, Kerr, Pagani, & Bukowski, 1997) there is a distorted friendship relationship between the victim and the bully, even according to studies (Elliott, 1994; Elliott, Huizinga, & Ageton, 1985), naughty and deviant friends influence bullying in future. so that in the guidance group carried out by the authors of bullying victims are given sheets to fill in records of their deviant behavior and how many actions have received complaints from their closest people, then at the next meeting, bullying victims are given sheets about what acts of bullying they often receive and how do victims of bullying act on the treatment of the bully. Bullies also get observation sheets and interviews with questions about what bullying is doing and how they solve the problem of their actions.

“I often can't express my wishes to other people and this is what makes a lot of people angry with me. I want them to understand what I feel but I am afraid they will be angry if I say what I mean, but they are already angry before I say what I mean. I just want to be heard if they took longer to wait for my explanation. (B2, Interview, 6 July 2020)

“The Bullying that I often receive is cyberbullying. My statement on the Instagram caption that triggers them to bully me. They even put me in

the whatsapp group without my consent. Even though those who bully are friends I know in real life and we are good friends. I often get verbal bullying because I like k-pop bands who are enemies of their k-pop bands. I was bullied via the WhatsApp group they created. ". (B5, Interview, 6 July 2019)

" Many don't understand me because of my graceful actions. The number of people around me disliked my graceful attitude and among them turned violent for me to change according to what they wanted "(B7, Interview, 6 July 2019)

The influence of peer intensity at school makes bullying victims get good violence treatment verbal and non-verbal, this is according to the research of Dorothy L. Espelage, Melissa K. Holt, and Rachael R. Henkel (2003) that intensity peer effects bullying is higher. In the results of the interview, it was obtained analysis data that sex differences were also explored in investment investigative considering that research that is often carried out by men is described as more physically aggressive and women as more relationshipally aggressive (Boulton & Underwood, 1992; Crick, 1996; Sharp & Smith. , 1991). In addition, some authors argue that bullying serves to improve peer group status for men, whereas body image and appearance are important actors for the status of peer groups of women (Eder, 1995). Consistent with previous studies, men bully more and more. fights than women, and men were more likely to be nominated by their peers as bullies. However, peer context appears to be very important for both men and women.

"I didn't get the full attention of my family. I got the attention of my friends, but unfortunately they demanded me to join their team to take my classmates' pocket money during break time. Some of my problems always ended in arguing with other friends so that I wouldn't be punished alone (B4, Interview, 8 September 2019)

"I was bullying my motorcycle group's demands. Whoever is the

enemy of the motorbike group will become my enemy. I have committed violent acts attacking another group by using a belt decorated with rivets. It's the tool that makes me win the fight. In my opinion, I will stop bullying if I leave the motorbike group but it is very difficult (B6, Interview, 8 September 2019)

"I have never committed acts of violence at school, it is risky for me to commit violent acts at school because I will be dealing with parents who were called to school. My parents work overseas and I don't want them to worry about my problems here. It was my actions that made me go to school because I often ride in open trucks and sing on the streets. For me it's not a violation of acts of violence. But the counseling teacher often calls me for the act. " (B10, Interview, 15 September 2019)

Based on the results of the above research, male bullying perpetrators committed more acts of violence with their group, they wanted to show their identity as someone who was respected and feared by their enemy group, while female perpetrators solved the problem. by arguing with peers. This is in line with research (Haynie et al., 2001; Pellegrini et al.,

1999; Salmivalli, Kaukiainen, Kaistaniemi, & Lagerspetz, 1999) that male sex offenders will show their power to commit bullying while female bullies use verbal actions in bullying. In Geography, personal emotions between bullying perpetrators and victims are depicted as having positive feelings to change and understand their actions violating school, family and environmental rules. This is evidenced by respondents' statements about prerequisite actions that can change their saving behavior.

The Dimension Socio-Cultural in bullying in schools

The social culture of students who experience bullying and victims of various intimacy make bullying case handlers at school not immediately deal with it so that it

exacerbates bullying. Handling bullying cases by isolating students, has the potential to make them more vulnerable to becoming bullies again. Olweus (1993) in his narrative states that bullying is widely recognized as a problem in many schools and can cause considerable suffering for every student as well as create a bad school atmosphere (p. 9). And the understanding of bullying between children and adults is different, making bullying case handlers in schools different as well (Smith et al., 2002), in revealing the geography of emotions in the dimension socio-cultural in schools the author provides an observation sheet about what questions do you understand about bullying

“In my opinion, bullying is where we commit acts of violence which results in us being called to the counseling guidance room. If there are no reports of our actions then it is not considered bullying. I often do actions that are not called to the bk room, for example, teasing friends until they cry, physically cursing friends, hiding friends' homework books so that the teacher scolded me, physically teasing female friends (B1, Interview, February 8, 2020)

“Bullying is me. I have limitations in my physique. I have a serious illness that prevents me from doing excessive physical activity. Even though I am a boy, I often fainted during flag ceremonies. I often miss sports lessons and I get bullied a lot because of my limitations. The bullying I receive is verbal and physical bullying. I received verbal bullying from my female friends, while I received physical bullying from my male friends. The person who can protect me from bullying is myself (B8, Interview, 10 February 2020)

“I often experience violence because I often have learning difficulties, I am the last student in class. Bullying for me is everyday life, students in one class used to call me the “last student” and they would stop scolding me after the teacher admonished them (B6, Interview, 10 February 2020)

“Why does school never support me to achieve my dream of becoming the best gamer in the games championship? They demanded me to study diligently regardless of my talent in gamers. Bullying is when a school does not accept students' talents outside the academic field. And I was bullied by the school rules. Why don't they have a humanist policy for each student? Isn't every talent a gift that we should be grateful for? (B4, Interview, 30 September 2019)

The difference in the concept of bullying between students is influenced by the social culture they have. Bullying to victims who have physical limitations is obtained without their cause. Bullying acts of mentally disabled people are serious, widespread, and potentially long-lasting: including detrimental effects on children's well-being (McMahon et al., 2010), behavior (e.g., Sourander et al., 2007) and difficulties at school (for example, Green, Collingwood and Ross, 2010) this is according to the narrative of the respondents where they receive treatment physical and verbal abuse almost every day because of these physical limitations. The difficulties of students who have limitations physically in negotiating the social world, especially in the class Sofronoff et al. (2011) found social vulnerability to be the cause of bullying in schools In their qualitative study, Humphrey and Symes (2010b) found social support as a useful strategy to combat bullying. Difficulty negotiating in social life becomes a complexity in adolescence (Locke et al., 2010) - According to the research results narrated respondents whose physique was the subject of classmates' jokes every day (Humphrey and Lewis, 2008). Socio-geography culture in special needs children experiences negative reactions where they get physical and verbal abuse mass from their school friends. They need school and parental support for their mental protection while in school.

The values of morality in handling bullying in schools

The values of morality in students consist of the role of a good human being, justice and rights and punishments for deviant behavior towards others. (Nucci, 2001; Turiel, 1983) narrates the moral concept that the author adapts as a conceptual framework for the

value of morality in dealing with bullying in schools. Bullying that is dangerous and repeated is immoral acts that cause physical and psychological harm to the victim (Hymel, Schonert - Reichl, Bonanno, Vaillancourt, & Rocke Henderson, 2010). The majority of bullies commit immoral acts (Menesini et al., 1997; Thornberg, 2010a); To get moral values in the process of guidance for repeated bullying case handlers, the author provides a question sheet as an observation step about what good values you have been working on so far and how these values affect your daily behavior.

"Religion and parents, I feel these two things can control my deviant actions. Through religion I am afraid that my actions will be rewarded in the future and the advice of my parents controls my deviant actions. I get the value of goodness through parental advice and religion controls my actions (B2, Interview, 6 July 2019)

"Every action someone takes will have consequences in the future. Actually, I believe that each of these consequences becomes my lesson to change. If I still do repeated bullying, it means that I will run repetitive consequences as well and it creates a deterrent effect that is faster than I get punishment from other people "(B3, Interview, 10 December 2019)

" I don't feel bullying as long as I'm busking on the streets "I got a life lesson from those who live hard on the streets. Giving kindness to everyone regardless of social status will make our lives easier in the future. I feel that as long as we are good, other people will be good to us too "(B10, Interview, 26 December 2019)

Intimidation that occurs to students is more due to lack of parental, teacher and community control in their environment (Craig & Pepler, 1998; Craig, Pepler, & Atlas, 2000; Hawkins, Pepler, & Craig, 2001; O'Connell, Pepler, & Craig, 1999). In fact, according to the results of research, control from outside parties will have a changing impact on students who experience bullying and bullies. This is consistent with the positive statements of respondents where the influence of outsiders has a significant share in the impact of changing their behavior.

Intensity of Guidance in the Action of Bullying

Children who commit bullying and get intimidation are mostly at school because school is where most of their social interactions with their peers are. School climate can provide a strong influence and good management in the prevention of bullying (Ttofi and Farrington, 2011). Bullying often occurs in unstructured places where adults are not immediately present, and the opportunity is during recess where bullying often occurs at school (Hebron and Humphrey, 2013). To get a professional value in the process of mentoring repeated bullying case handlers, The author provides a question sheet as an observation step about how the role of teachers and schools in overcoming bullying in schools?

"I really need the role of teachers, especially guidance teachers, in overcoming my problems at school. The teacher's role is very important in my psychological protection during the learning process at school. I hope there is a special policy from the school to protect students with special needs "(B9 Interview, 26 December 2019)

" If there is no help from the teacher, maybe I will not survive here. The teacher not only gives a strong reprimand, but through the guidance teacher, class rules are enforced not to do verbal bullying "(B8, Interview, February 10, 2020)

" Teachers become law enforcers of school rules and schools become a means for correcting acts of violence, whether it is done in school and outside of school "(B8, Interview, 10 February 2020)

" I understand the school is where he pursues academic science and I shouldn't take out my dissatisfaction with school rules and parents' attention by bullying friends at school. I refused the offer of the guidance teacher to mediate my case because I wanted to learn independently how I can communicate my wishes well to the school and parents so that they understand my talents and desires that is my promise to my guidance teacher "(B9, Interview, 26 December 2019)

According to the results of the research above, the respondents narrated that teachers play an important role in overcoming bullying in schools, but they are more consistent in recognizing small incidents of disrespect towards young people, such as mentioning names and teasing, or scolding in class because of physical limitations, this is an obstacle to professionalism teachers in the face of bullying at school. This highlights the long-lasting differences in existing definitions between adults and children (Smith et al., 2002) and acts as a reminder that bullying needs to be seen in context and from the perspective of the victim. strong predictors for being bullied (e.g., Hebron and Humphrey, 2013), and this most likely stems from the fact that extreme behavior differentiates any child from its peer group, potentially making the child more difficult to approach, isolated and less likely to be protected by peers (Card, Isaacs and Hodges, 2008).

Reward and Punishment

The loss of morale that causes bullying according to Osofsky, Bandura, and Zimbardo (2005) because of the factors of moral development, economic and security justification, dehumanization, and irresponsibility among the perpetrators of bullying in connection with the implementation of the punishment Pozzoli et al. (2012) confirmed the four main domains of moral disengagement (cognitive restructuring, minimal-one's agentive role, ignoring / distorting consequences, and victim attributions) as different factors. To find the political emotional geography of bullying in schools, respondents were asked what punishment only what the bullying got so it got a deterrent effect. and what steps can prevent someone from doing bullying.

“I am glad that the school is following up on cyberbullying cases that I received for almost a year. They get punished for closing their social media accounts. although as a consequence I also had to close my social media accounts. For me it is a fine fine solution for cases of cyberbullying at school (B5, Interview, 10 February 2020)

“I received a warning with the issuance of a warning letter to undergo lessons at home and my parents were obliged to report the results of my work every day to school, this made me stopped being a motorbike member

and committing speeding actions on the streets (B6, Interview, 10 February 2020)

“The acts of violence I experienced during recess because of my physical limitations traumatized me. Teachers and school officers are the best gift for me to help overcome my difficulties at school (B9, Interview, 10 February 2020)school officials

The assertiveness of teachers and in dealing with bullying can prevent bullying from getting to a more severe stage Carrington and Graham (2001), in the narrative mentions that frustration at not understanding a situation can trigger sudden and increased levels of anxiety which can increase control. For special needs children, for example not taking actions that provoke the bully to bully but from their physical disabilities trigger other children to commit bullying while at school In both cases, this reaction may be negative between staff and parents, creating a need for control and negative behavior are difficult to distinguish (MacNeil, Lopes and Minnes, 2009). Lack of relationships with adults and peers (or poor quality) social relationships were recognized as an important risk factor for becoming victims of bullying (Bauminger et al., 2008), however, all children in this study had positive relationships with adults in school: something which has been identified as essential for a successful school experience (Dillon et al., 2014; Sciutto et al., 2012). The consistency and fairness expected by teachers exemplifies the rules that apply without all parties becoming a political force in overcoming bullying in schools.

CONCLUSION

This study describes a case study of emotional geography of 10 junior high school students as perpetrators and victims of bullying during a period of 1 year with the same bullying cases. The research was taken through in-depth observation of the perpetrators and victims of bullying through the process of counseling. Victims and perpetrators of bullying have feelings on the geography of physical emotions, socio-cultural, moral, professional and political. Based on the conceptual description of emotional geography, information is obtained that male bullying perpetrators perform more physical actions against victims than female bullying actors, bullying is more dominant in male gender and has groups. From various feelings expressed through counseling guidance sessions, victims and bullies

experience positive emotional geographic feelings for guilt and correct themselves for their mistakes. Based on the findings of this study, it is suggested that victims and perpetrators of bullying can make peace and not take repeated actions because it will bring feelings of guilt in the future. The role of the teacher. Guidance and strict school rules are very influential on bullying in schools. Ongoing guidance activities for bullies and victims of bullying can restore their confidence not to commit bullying.

Bullying that occurs has no effect on the work status of parents or parents' income. the reason they do bullying is because of the influence of their situation and condition when they cannot solve the problems they face. The contribution in this study is the views of students in understanding bullying as an act of violence and how they stop bullying others. because a person who experiences bullying, the majority will become a bully in the future if given access and opportunity. This study provides a view for child and adolescent observers to be more concerned with their problems of doing bullying and for teachers to communicate a lot to students who experience bullying and bullies before deciding on their punishment.

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