

# The Role of Schools in Overcoming Bullying Cases at the High School Level

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## ABSTRACT

Bullying can occur at all school levels, from kindergarten to high school, even to tertiary institutions. The article aims to describe bullying and aggression in Indonesia and the United States of America's high school environments and to focus on the school's role and programs for overcoming these problems. The study uses the literature review to examine available scientific literature on the role of schools in overcoming bullying cases. The content analysis of scientific literature was used. Based on the review, peer-relations, partnerships can form within community members that motivate and inspire students to better behavior or encourage them to find help when they need it. By adopting multiple strategies to some schools' preventions program of bullying, schools will put themselves altogether to deal with bullying as soon as possible before it has resulted in anything tragic. The whole-school approach for promoting school harmony is desirable to use the multidisciplinary cooperation strategy conducted by involving all the students and includes teachers, school administrations member, and doctors to set up a long-term anti-bullying platform in schools. It was recommended that students be taught in the classroom everyday learning process how to treat and respect everyone and that there is no excuse for saying something mean or disrespectful to someone else.

## KEYWORDS

schools' role, bullying cases, high schools, the United States of America, Indonesia

## INTRODUCTION

Nowadays, people live in times of rapid societal change, and there are several reasons that the trend of growing harassment and aggression attracts so much attention in society. The purposes of education are to provide individuals with tools and opportunities that support students for co-existence and create positive interpersonal relationships and solidarity in society. Bullying is a form of violence committed by students in the school environment, in addition to brawls between students (Carrera-Fernández, 2018). Bullying can occur at all school levels, from kindergarten to high school, even to tertiary institutions. Bullying is estimated at 8 to 50% in some Asian, American, and European countries and has become a phenomenon spread throughout the world. Although this phenomenon about bullying has been going on for a long time and occurs in many aspects of life, including the world of education, a few formal research measures measure student understanding of the term bullying, especially in Indonesia (Safaria, 2016). A story has not faded from Indonesian citizen memories, namely violence which befell a teenager named Muhamad Fadhil (16), a class student at SMA 34 Pondok Labu, South Jakarta. He was beaten, burned with cigarettes, and broken by his senior because he refused to go inside Gang Gezper, who is at the school.

Although Bullying has been a problem for centuries include in America and Indonesia, it did not receive significant research attention until the 1970s (Gredler & Olweus, 1993). The term violence among students since the 1970s is better known as Bullying. Then through times, many studies explain why some children were bullying and why others become the victim of Bullying. A student is said to be a victim of Bullying when he is known to be repeatedly exposed to negative actions by one or more other students. These adverse actions include hurting or trying to cut or make the victim feel uncomfortable. This action can be done physically (beating, kicking, pushing, strangling, etc.) verbally (calling with a bad name, threatening, making fun of, ignorant, spreading bad issues, etc.). The other actions of Bullying, such as putting a face and making movements the body that harassing (sexually) or continuously alienating victims from the group we also called bullying actions (Olweus, 2011). Because of this, Bullying harms perpetrators and victims. Strategies in Handling Bullying in schools require a holistic approach that involves teachers, parents, students, and social workers, including doctors. Based on that condition, this paper will discuss the role of schools in overcoming bullying cases at the high school level, especially in the United States of America and Indonesia.

## OBJECTIVE OF THE STUDY

The article aims to describe bullying and aggression in Indonesia and the United States of America's high school environments and to focus on the school's role and programs for overcoming these problems.

## METHODOLOGY

The study used the literature review to examine available scientific literature on the role of schools in overcoming bullying cases. The content analysis of scientific literature was used. The sources came from research databases such as google scholar, directory of open access journals, PubMed, and other websites. Content analysis is a method in research used in the social sciences to draw textual inferences (Shropshire & Kadlec, 2012). The content analysis followed a 5-step procedure: selecting the content to analyze, defining the unit's ad categories of analysis, developing a set of coding rules, coding the text according to the rules, analyzing the results, and drawing the conclusions (Cooper, 2015). The websites were selected using the following criteria: reputation, accessibility, content availability, and bibliometrics. The articles found were coded in terms of content as the role of schools in overcoming bullying cases at the high school level.

## RESULTS AND DISCUSSION

### **Bullying in schools**

Bullying or specifically bullying in schools, is not new in society. However, little attention is given to bullying cases and how to tackle this condition from the schools' roots when students or teenagers spent most of their adolescence. Student's aggressive behavior in the way of fight receives enough attention, both from educators, parents, government, and many social communities. Whereas Bullying as the specific terms of violence in academic settings, even though it has been happening for a long time in an educational environment, does not seem to get adequate attention (Menesini & Salmivalli, 2017).

### **Types of Bullying**

When most people think about Bullying, their vision will lead to some physical intimidation. In this point, Bullying can take on many forms, which are just as emotionally and psychologically damaging as physical intimidation and harassment. Khasanah & Sirodj (2018) define school bullying as an aggressive behavior of power towards students, which is repeated by a person/group of students who control other weaker students intending to hurt that person. Then they grouped bullying into four general forms of bullying categories include:

### **Physical Bullying**

It involves aggressive physical intimidation and is often characterized by repeated tripping, pushing, hitting, kicking, blocking, or touching in some other inappropriate way. Even though it is the most apparent form of Bullying, Physical Bullying is damaging and can be emotionally and psychologically devastating. When a child fears for their safety, they are not a strong focus on life and function. Besides the trauma that physical

bullying causes, most children do not report it to a teacher or their parents. Physical bullying signs may include unexplained scratches, bruises, cuts, unexplainable headaches, or stomach aches. However, the psychological effects of physical bullying may be, even more, pronounced than the physical scars. Children who are often withdrawn, struggle to focus, become anti-social may also be the recipients of physical bullying—even if there are no other outward signs (Finkelhor, 2009).

### **Verbal Bullying**

It typically involves putting down others and bullying them using cruel, demeaning words. This kind of bullying is one of the most common forms of bullying students dealt with in school in their everyday lives. Verbal bullying includes name-calling, making racist, sexist or homophobic remarks or jokes, insulting, slurs, sexually suggestive comments, or abusive language of any kind. So, people recognize when a child that verbally got bullied is when they may become moody, withdrawn, or shown on the change in students' appearance. They may directly mention that somebody said something that hurt their feelings or asks you if something someone said about them is right. The utterance that is categorized as bullying can sometimes be challenging to see. The excellent way to deal with verbal bullying is to build children's self-confidence. Confident students are less susceptible to verbal bullying than those who already struggle with imperfect self-esteem and self-image (Bauman & Del Rio, 2005).

### **Social Bullying**

It is a common form of bullying among children and high school students. It involves excluding groups, spreading rumors and stories about others, and generally alienating or pushing people out from social acceptance and interaction among students. Besides verbal bullying, social bullying also one of the most common forms of bullying. As the hardest type of bullying to identify and address, this social bullying has a harmful impact. It has a prolonged effect on the evictions, like they may experience the changing mood and behaviors, choose to be quiet, and prefer being alone for sure (Albuhairan et al., 2017).

### **Cyberbullying**

It is mentioned as the least common type of bullying, but it can be just as damaging as other forms of bullying. It includes any bullying that occurs via the Internet or through an electronic medium. The most common types of cyberbullying include text message or email bullying, photos/videos -clip through mobile phone cameras, chat-room bullying, and bullying via websites. Children who are being cyberbullied spend more time online or texting most of their time; they actively use internet-sites such as Facebook or Twitter. If there is an unusual sign from the children after being online like anxious, disappointed, it might be because they become cyberbullied. Students who become cyberbullied have shown many of the same characteristics as teenagers being bul-

lied, even physically, verbally, or socially forms (Safaria, 2016). Cyberbullying can occur 24/7, so the best way to tackle cyberbullying is to monitor children's Internet uses and limit time spent on social media websites. Based on Safaria (2016) stated that children must comprehend that they must not need to respond, engage, or forward it to stop the bullying chain if they encounter cyberbullying. Instead, they need to inform their parents or teachers so the communication can be printed out and taken to the proper authorities. When cyberbully includes threats of violence or sexually explicit content, law enforcement should be involved.

### **Bullying cases occur among Indonesia high school students**

Bullying is an aggressive behavior of power towards students, which is done repeatedly by one / group of students who control other students who are weaker intending to hurt that person. Yulianti (2013) stated that bullying has recently been roused up; moreover, these cases occur in the world of education, especially children of high school or high school age in Indonesia. However, do not neglect that rule out the possibility that bullying will occur in pre-school age children or early childhood to college students. There are also many forms of bullying, not only physically but also in psychic ways such as mocking or the like. Although it is only a mockery, bullying will harm the psychological development of its victims. As same as occur in Indonesia.

According to Safaria, 2016, on their data collected from three main cities in Java's Island (Jakarta, Yogyakarta, Surabaya), there is an alarmingly high rate of bullying at high schools. On average, roughly 67.9 percent of senior high school students and 66.1 percent of juniors in these cities claim to have been victims of verbal or physical abuse. One of the most common forms of bullying case occurs in high school when senior students intimidate and rough up first-year students during orientation, known as hazing. Many students perceive it as a tradition to be upheld. In the most extreme cases, hazing had led to the loss of life, as was the case in January this year, when 18-year-old Amirullah Adityas Putra was beaten to death by seniors in the dormitory of a Jakarta military academy. Statistics from Indonesia's child protection commission indicate that such incidents among children are on the rise. More than doubled from 2,178 reported cases in 2011 to 5,066 in 2014 (Safaria, 2016).

### **Bullying cases occurs among United States of America high school students**

Many US articles and news had headline tags of bullying cases among teenagers and high school students. When it comes to verbal bullying, about 77 percent of all students in high school levels got bullied verbally in some ways, including on the mental bullying version, or even verbally abused verbally. Those types of bullying include spreading rumors, yelling obscenities, or other derogatory terms based on an individual's race, gender, sexual orientation, religion, and so on. About 77 percent of those bullied, 14 percent have a severe or adverse reaction to that abuse.

According to recent school bullying statistics in Graham (2016) reported that those numbers of bullied victims made the students experienced obstacles such as poor self-esteem, some depressions, anxiety, and hesitation when they must go to school, and even dealt with the desire to commit suicide (bullycide) because of their peers, were bullying them in schools. Also, Graham found that one in five students admitted they are responsible for bullying their peers in the school environment. According to these school bullying statistics, a fifth of all students fears harassment or bullying in the bathroom at school.

School also reveals that teens ages 12-17 believe they have seen violence increase at their schools. Thus, the violent altercations between students recently are more likely to occur on school grounds than on the way to school for many teenagers (Allen, 2015). Adults in the academic area did not have a significant intervention or effort to prevent or stop bullying. However, now that more and more schools are taking an active approach to cut down on the number of students that live in fear of being bullied, the numbers will go down.

The other predominant cases of bullying in America are in the form of cyberbullying. It has become one type of bullying between teens- social networking and online social interaction. It is growing more and more popular with sites like Facebook and Twitter, and many teenagers said that they have considered becoming violent toward their peers and had been threatened online. Nearly half of all teens admit they have said something mean or hurtful to another teen online. Most have done it more than once.

### **The role of schools in overcoming bullying cases at the high school level (The United States and Indonesia)**

The fine line between bullying and “joking” to be blurred contributes to the increasing number of violent acts. Former victims believe that integrated guidance from institutions such as schools, ministries, local governments, and social organizations is needed to tackle the problem. Still, schools must be the leader of the actors for handling the bullying problems. Preventing bullying begins when children are young. Currently, they are more susceptible to parental and teacher influence. Early childhood is the ideal time to foster anti-bullying behavior in children. The longer they persist in negative behaviors, the harder and costlier it becomes to correct later in life. In general, initiatives designed for primary schools show more positive results than those aimed at adolescents (Bosworth et al.,2018). In elementary school, teachers deal with the same group of students for more extended periods, thus giving them more significant influence over the students’ actions. Students in high school are more involved in various activities and less influenced by parents or teachers, as they spend more time with their peers. Bosworth et al., 2018 cited proven strategies to help a school culture that promotes respect, recognition, learning, safety, and positive experiences.

There are five ways of fostering this climate of bullying cases or preventing the action of Bullying in schools such as (1) reach out to victims, (2) set and enforce clear

consequences for bullying behavior, (3) supervise students during breaks, especially on playgrounds, in restrooms, and in busy hallways, (4) engage class members in discussions and activities related to bullying so that students who might otherwise passively watch become empowered to intervene, and those victims are allowed to have a voice without shame, and (5) create community action teams comprised of students, parents, and other adults to address bullying issues. Bauman & Del Rio (2005) also support these points as the strategies focus on clear rules that are consistently enforced under proper supervision and create a responsibility for others among both peers and adults, such as parents and teachers.

Adult intervention and engagement are some of the best defense's way to combat bullying. Educators can first learn the warning signs of bullying, especially in social bullying, which research describes is more difficult for adults to identify than other types of bullying (Bauman & Del Rio, 2005). Educators can prevent when they see bullying occur and can send a clear message that the school does not tolerate bullying. Gerlinger & Wo (2016) declaration about some roles that schools might act for ensuring a bully-free school environment as follows: Identify where and when bullying occurs in schools (2) train all school personnel to find bullying; (3) increase adult supervision at schools community (4) create an anti-bullying task force charged by educating students and staff to be accustomed to the acts; and (5) integrate anti-bullying materials into curriculum and learning process for open discussion and through role-playing. Educators can use administrators' meetings, assemblies, parent conferences, schools' programs, and, most importantly, daily interactions with students in high schools to establish a culture of acceptance, tolerance, and respect. Plans for intervening in school settings fall into two general categories: primary prevention and secondary prevention. Primary prevention programs involve all the students, while secondary prevention involves teachers, schools' administration members, and doctors.

### **Comprehensive antibullying programs in Indonesia and The United States of America's High schools**

The The students' experience of harmony in school is a crucial predictor of bullying behavior (Allen, 2015). Therefore, a harmonious atmosphere and culture among students, teachers, and parents are conducive to decisive action and unfavorable to bullying among students (Side & Johnson, 2014). Moreover, schools and teachers can adopt more positive prevention programs and effective methods to deal with conflict and bullying among students.

In America, there are two preventions programs from several anti-bullying programs that schools run out with some positive results as follows: First, Olweus Bullying Prevention Program (OBPP) is a comprehensive approach that includes schoolwide, classrooms, individual, and community members by focusing on long-term change that possibly creates a safe and positive school climate for students. It was designed and evaluated to applicable in elementary to high schools (K-12) settings. The program

aims to reduce and prevent bullying crises among children and teenagers at schools and improve their peer relations at schools. The Olweus Program (Olweus, 2011) has been implemented in more than a dozen countries worldwide and thousands of schools in the United States. The program has been proven to reduce bullying among students, improve the social climate of classrooms, and reduce some antisocial behaviors, such as vandalism and truancy.

The Olweus Bullying Prevention Program has shown that OBPP is also useful in high schools, with some program adaptations based on the school's particular necessity. All students and adults participated in most aspects of the programs, while students identified as bullying others or as targets of bullying receive additional individualized interventions (Olweus, 2005). This program is designed to improve peer -relations experienced and make schools safer, more positive places for students to learn and develop. Through this, the OBPP had proven for: reducing existing bullying problems among students, preventing the development of new bullying problems, and achieving better peer relations at school.

Another good program of bullying prevention applicable in high schools setting in the US is Not on Our Watch - Prevention Program aims to decrease the prevalence of bullying and promote a safe, warm environment in Pre-K-8 and high school in the Cleveland Metropolitan School District. This program can be accomplished from elementary, middle, and high school levels through a prevention model. This schools' programs are integrating current Human-ware/ Social Emotional Learning practices that promoting social skill building, promoting self-control, critical thinking, decision making, and the acceptance of differences for the best practices that ensuring that all human resources from a child's school, family, and within the community had complete function together as a chain so that students are learning in safe, supportive and successful schools (Kennedy, Russom & Kevorkian, 2012).

The school's role in this anti-bullying program (N. O. W) is four steps such as; Firstly, let students know the schools' policies by asking for a copy or check the student handbook to see if the school has standards in place that will help resolve the bullying situation. Second, the school is open the line of communication for parents. In this part, set up an appointment to talk with children, teachers, or schools' counselors, schools' principals, and establish an unbreakable chain-partnership to stop the bullying from getting help for the victims. Third, collect information and advice from teenagers' guidance counselor, principal, assistant principal, and other school-based health professionals (doctors). They may be able to help the victims cope with the stress of being bullied. Fourth, commit to making the bullying stop (Kennedy et al.,2012). Parents must talk regularly with the children and with school staff to see if the bullying has stopped.

While in Indonesia, for their prevention programs for overcoming bullying is the schools and the social community collaborates by also getting support from the government to create an anticipation program for overcoming bullying in schools

setting namely The Roots anti-bullying program and “Sudah Dong” anti-bullying program (Menesini & Salmivalli (2017)). First, The Roots anti-bullying program helps students who were bullied find more positive ways to deal with bullying. This program aimed is for underlying problems holistically so that people in Indonesia take bullying seriously. Indonesian people sometimes see it as just a normal part of childhood and going to school. It is socially acceptable. Sometimes teachers punish bullies, but they do not address the reasons behind it. The Roots program aims to change that.

The program had benefit results in four middle and high schools and now expanded to several schools. Their peers choose children to be ‘agents of change.’ Together with teachers and facilitators from Non-Government Organization now, they try to change the school culture through several steps; First, Root’s facilitators go through training designed by the government with support from UNICEF. Second, the children assess the situation in the school using U-Report, a mobile social media-based tool that enables anonymous opinion polls. Next, the facilitators learn how to work with children and teenagers and change negative behaviors to positive. Last, they help the students develop their campaigns based on the issues identified in their school.

These steps involve making posters and developing an action plan to fight bullying in the school, including by being champions of positive behavior (Yerger & Gehret, 2011). Second, the well-known anti-bullying program is the “Sudah Dong” anti-bullying program, initiated by Katyana Wardhana in 2014 to consider the bullying case to be a significant threat. That case can prevent young people from fulfilling their dreams. In the Sudah Dong movement, children will be better educated. The Community of Sudah Dong has educated the public and schools through social media and immediate changes such as talk shows, presentations, and seminars in several schools and colleges, as mentioned in Menesini & Salmivalli (2017). Until now, the community has visited 42 schools and 12 universities and conducted 100 talk shows. Besides being held with talk shows, seminars, and presentations, Sudah Dong also educates the public through social media. Victims of harassment can complain through the story-sharing feature on the official website [Sudahdong.com](http://Sudahdong.com) (Yulianti (2013)). In the next step, Sudah Dong will provide feedback in the form of suggestions.

## CONCLUSION

Quite obviously, for people within society, especially in academic settings that bullying can be a massive problem worldwide. Although it has declined over time, it still affects so many students that it negatively impacts schools. Students’ grades start falling, and students themselves stop attending school altogether. However, schools can address this by collecting supporting evidence on what is happening inside their school setting and environment. Peer- Relations, partnerships that can form within community members motivate and inspire students to better behavior or encourage them to find help when they need it. By adopting multiple strategies to some schools’ preventions

program of bullying, schools will put themselves altogether to deal with bullying as soon as possible before it has resulted in anything tragic. Students should be taught in the classroom everyday learning process how to treat and respect everyone and that there is no excuse for saying something mean or disrespectful to someone else.

## RECOMMENDATIONS

These findings provide valuable insights into the further development of schools' roles, some bullying prevention programs, and strategies in overcoming the high school bullying case in Indonesia and the United States of America. The students should be taught in the classroom everyday learning process how to treat and respect everyone and that there is no excuse for saying something mean or disrespectful to someone else. The whole-school approach for promoting school harmony is desirable to use the multidisciplinary cooperation strategy conducted by involving all the students and includes teachers, school administrations member, and doctors to set up a long-term anti-bullying platform in schools.

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