

CHAPTER 1

INTRODUCTION

1.1 Background

Bullying has various impacts on their lives among students. Bullying is a growing problem in several countries, especially bullying that occurs in school environments (Guy, Lee, & Wolke, 2019). The negative impact of bullying can affect several aspects, including physical and mental health, which increases the risk of non-compliance during school, insomnia, anxiety, and depression (Murshid, 2017; World Health Organization, 2016). Adolescents are a transitional phase or transition from children to adults, with an age range between 10-19 years; this group is more at risk of becoming perpetrators or victims of bullying; it is also become a common occurrence among adolescents and being the leading cause of adolescent health (Bowes, Aryani, Ohan, Haryanti, Arsianto, et al., 2019; Le et al., 2017). Society or citizens considers that bullying is natural and essential. Still, bullying impacts the growth and development of children during the process of knowing and learning about their environment (Oliveira, de Menezes, Irfi, & Oliveira, 2018). Besides, bullying can interfere with social interactions and feelings of insecurity for students, teachers and family often ignore this situation (Jan, 2015; Kibriya, Xu, & Zhang, 2015). Thus, bullying is a vital topic to identify effective interventions from various empirical studies. Many studies were conducted between 2010-2015 and evaluated the primary school group that the development of bullying programs in youth groups has not been widely discussed.

Research conducted in 40 countries involving 202.056 adolescents showed the prevalence of being the victim of bullying and the number of bullies is 12.6% and 10.7%, respectively. Globally, about 30% of teens report bullying (Elgar et al., 2015). The incidence rate of bullying in Brazilian schools shows that victims of bullying ranged from 7.1% to 37.6% in public schools and 7.6% to 35% in private schools (Malta et al., 2014). Self-reported victimization with rates of 55% in North America and Asia, 25% in Canada and 30% in Europe (Chan & Wong, 2019; Zich, Farrington, Liovent, & Ttofi, 2017). In 2015, the Indonesian Ministry of Social Affairs reported that some 40% of Indonesian students or children experienced cases of planning suicide as a result of bullying that occurred in the 10-14 year age group (Khidhir, 2019; Ruangnapakul, Salam, & Shawkat, 2019). As reported from academic achievement, the victims of bullying show a reasonably low score compared to adolescents who are not involved in bullying (Li, Chen, & Li, 2020). The bullying was affected on many aspects 35.80% reported mild depressive symptom (Naveed, Waqas, Aedma, Afzaal, & Majeed, 2019); School works (20%), relationship with others (18%), physical health (14%) (Institute of Education Sciences, 2018). This situation shows the various possible impacts on teenage students who are being bullied victims.

Bullying is an aggressive act that is manifested in various patterns of relationships with its surroundings (Swearer & Hymel, 2015). Bullying is aggressive treatment by someone to hurt another person, done repeatedly, and aims to show the strength of the perpetrator to the victim (Pontes, Pontes, Ayres, & Lewandowski, 2018). Various types of bullying that can occur in youth groups,

from verbal, social to physical bullying such as kicking, hitting and other physical incidents. (Shayo & Lawala, 2019). Further research states that direct bullying is more common than indirect bullyings, such as spreading false issues and isolating victims from their environment (Cho & Lee, 2018).

In general, bullying victims have the risk of emotional and social consequences that are detrimental to students who are victims of bullying expressing feelings that lead to depressive symptoms, students feel anxious due to treatment from their peers (Naveed et al., 2019). This socio-emotional disorder is also able to affect the mindset of students and exacerbate the level of anxiety and discomfort of students while at school (Fullchange & Furlong, 2016). Other factors that influence anxious conditions include the lack of peer support to strengthen them during difficult conditions at school (Ringdal, Espnes, Eilertsen, BjØrnsen, & Moksnes, 2020).

School programs to reduce the incidence of bullying in schools are designed to suit different conditions and needs and problems. Several supporting systematic reviews of bullying prevention programs in schools have been conducted before. Various interventions are carried out, but it is necessary to analyze the interventions and identify the most effective components of each intervention. Previous research reviewed bullying prevention programs such as the KiVa Bullying Prevention or whole school program (Ahtola, Haataja, Kärnä, Poskiparta, & Salmivalli, 2012; (Yang & Salmivalli, 2014); *Olweus Bullying Prevention Program* (Yaakuba, Haron, & Leong, 2010); feeling comfort and getting support (Rezapour, Khanjani, & Mirzai, 2019). To draw concrete conclusions about the effectiveness of various

interventions, the review includes the most recent research needed. Based on the explanation above, the authors are interested in summarizing the interventions and developments for implementing bullying prevention programs in schools that have been implemented as a whole. This research is necessary because it can provide information and information for students, teachers, and community nurses about trends and the most effective interventions to optimize a significant school climate and reduce bullying.

1.2 Research Question

The research question in the research was, “What is the difference of effective bullying prevention program for adolescent students at school?”

1.3 Research Objectives

1.3.1 General objective

The general objective of this research was to analyze the effectiveness of bullying prevention programs based on the school.

1.3.2 Specific objective

1. Analyze the types of school-based bullying prevention programs for bullying victims.
2. Analyze the effectiveness of each bullying prevention program in school.
3. Analyze the comparison of each bullying prevention program in school.