

Mental Health Overview in Bullying Victim Students: A Descriptive Analysis

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Abstract

Objective: To identify the impact of bullying behavior on the mental health of students who are victims of bullying.

Methods: This was a cross-sectional descriptive quantitative study on 105 students in Medan Perjuangan district from November - December 2021. Sampling was performed using accidental sampling techniques on students living in the study area. A questionnaire was used to collect data and analysis was performed using univariate analysis with an estimated value of 95% confidence of 5%.

Results: More than 70% of respondents received some forms of bullying such as body shaming, intelligence discrimination, and parental work shaming, discrimination based on their religion and beliefs, and abusive words. More than 60% of students were also discriminated, ridicule, and subjected to physical violence. About 50% of respondents were also bullied based on their financial, racial/ethnicity, and skin color traits and received physical abused.

Conclusion: There is a link between mental health conditions and bullying behavior in students who are victims of bullying.

Keywords: Battlefields, bullying, college, mental health, student

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Introduction

Bullying is bad or deviant behavior because bullying behavior has a serious impact on the mental development of learners. The phenomenon of bullying causes anxiety for the students and parents of learners.¹ Another factor that can cause teens to lack confidence is bullying from friends or their environment. Bullying is aggressive behavior that is done intentionally and occurs repeatedly to attack a target or victim who is weak, easily insulted, and cannot defend themselves.²

Bullying behavior has a bad impact on victims of bullying, including Low self-awareness, victims often feeling anxious and even depressed, insomnia caused by pain

both physical and psychological, Difficulty Concentrating, insecure, and sustainable meaning that victims of bullying who hold a sense of resentment will potentially become bullying behavior in the future.³ The main factors causing bullying must be realized by parents to guide their children in the use of media at home. One example of a case of bullying that can be seen in the television media is the mobbing of a student whose perpetrator is the victim of a close friend, a father who beat his son to death and is still a case which we often encounter about bullying, another factor that causes bullying is the strength gap factor that arises from physical aspects, social media access containing embarrassing information, the popularity factor that owned, and the desire to harm others.⁴

The provision of homeroom techniques to adolescents aims to provide views as well as knowledge related to the importance of speaking to someone without harm that leads to bullying, in addition to the formal learning that has been obtained in schools researchers

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want to explore the extent to which students' understanding of bullying as a form of reducing bullying behavior, approaches in homeroom techniques are preventive, i.e. directly related to group members in obtaining information, orientation, on new issues, planning and implementing activities, and activities data collection in terms of future education planning.⁵ The results of previous studies state that bullying can affect the confidence of the victim. This requires effort to improve the confidence of those affected by the threat. Self-confidence can be obtained from factors external to the victims of bullying such as the social environment. Forms of influence on the social environment of victims of bullying can be through social support, when the victim of a bully gets high social support from the surrounding environment, they instantly receive help from others in the form of affection, trust, care, gratitude, and positive values.⁶

Indonesia's Child Protection Commission identified cases that led to child protection clusters from 2011 to 2016. KPAI said the number of victims of bullying was above 50 from 2011 to 2016. Lastly, in 2016 the number of victims reached 81 people.⁷ The figures were found in cases of bullying in the school environment. For the number of bullies, KPAI got a total of over 40 people. The number of bullies in school environments rose to 93 in 2016. The smaller number of victims of bullying compared to the number of bullies indicates that bullying is done by some people, while not comparable to victims.⁸

The results of the study found that as many as 10–60% of school students in Indonesia, at least once a week get unpleasant treatment from bullies either in the form of non-physical such as scorn, ridicule, exclusion, or in the form of bullying treatment physical harm such as beatings or encouragement.⁹ According to the National Center for Educational Statistics says one in five students in the U.S. aged 12 to 18 report having been bullied (20.8%). Cases of bullying in Indonesia often occur in educational institutions. Bullying in educational institutions is referred to as KPAI as a form of violence in schools.¹⁰ According to the Findings of the National Commission on Children's Protection, from 2011 to mid-2014 recorded a total of 369 complaints related to the problem. That's about 25% of the total complaints in the field of education as many as 1,480 cases. This study aims to see or identify images of bullying behavior in mental health events in the district of struggle.

Methods

The study uses descriptive research methods with quantitative approaches, as well as a cross-sectional study design. This research was conducted in Medan Perjuangan district in November–December 2021 with the subject being a person who is a student and active student in his school and university. The sample size taken was 105 students and students who met and lived in the area using accidental sampling.

The data collection technique is to use a research questionnaire by looking for samples of people who are still students who are about 15 to 25 years old and have good knowledge and attitudes about mental health. Research instruments using online questionnaires. The variables measured were student bullying behavior as an independent variable and mental health as a dependent variable. Data analysis techniques use univariate analysis and chi-square bivariate analysis to obtain crude odds ratio as measured by an estimated confidence value of 95% to 5%. Data processed with IBM SPSS Statistics Version 20 application.

Results

Studies were conducted to find out the incidence of bullying on students' mental health. The results of the survey of respondents there are as follows.

Table 1 Characteristics of Respondents

Variable	n=105	%
Gender		
Man	49	46.7
Woman	56	53.3
Age	-	-
15–20 years	79	75.2
20–25 years	26	24.8
Job		
Student	69	65.7
College student	18	17.1
Job seekers	18	17.1
Level of Education	-	-
High School	58	55.2
Diploma	4	3.8
Bachelor	43	41.0
Length of Sleep	-	-
<10 pm	51	48.6
>10 pm	54	51.4

Table 2 Distribution of Bullying Behavior in Medan Perjuangan District

Variable	n=105	%
Often get physically bullied	68	64.8
Often get body shaming bullied	74	70.5
Often get discriminated against intelligence bullied	79	75.2
Often get discrimination from the surrounding environment	64	61.0
Often get bullied from a financial point of view	59	56.2
Often get bullied in terms of parental profession	74	70.5
Often get bullied in terms of race/ethnicity and skin color	54	51.4
Often get bullied in terms of religion and belief	75	71.4
Often get bullied in terms of harsh words	77	73.3
Often get bullied by physical violence	63	60.0
Often get bullied by physically harassed	58	55.2

In Table 1. Based on the characteristics of respondents there were 53.3% of the gender variable that dominates in this study, namely women. Furthermore, in the age range category of 75.2% in the range of 15–20 years. According to job variables, 65.7% of respondents are still students. Furthermore, at the education level,

55.2% of respondents were educated in high school. Lastly, on the variable length of sleep, there were 51.4% of respondents had hours of sleep >10 pm. Factors of mental health that affect the bullying behavior of students.

In Table 2. This shows that more than 70% of respondents get body shaming, intelligence

Table 3 Bivariate Analysis of Bullying Victim Factors to Mental Health Students in Medan Perjuangan District (n=105)

Variable	Mental Health		COR (95% CI)**	P-Value
	Yes (%)	No (%)		
Often get physically bullied	86 (81.9)	19 (18.1)	2.056 (1.476-2.862)	0.000*
Often get body shaming bullied	74 (86.0)	12 (14.0)	2.583 (1.659-4.023)	0.000*
Often get discriminated against intelligence bullied	79 (91.9)	7 (8.1)	3.714 (1.972-6.997)	0.000*
Often get discrimination from the surrounding environment	64 (74.4)	22 (25.6)	1.864 (1.402-2.477)	0.000
Often get bullied from a financial point of view	59 (68.6)	27 (31.4)	1.704 (1.337-2.171)	0.000
Often get bullied in terms of parental profession	74 (86.0)	12 (14.0)	2.583 (1.659-4.023)	0.000*
Often get bullied in terms of race/ethnics and skin color	54 (62.8)	32 (37.2)	1.594 (1.290-1.969)	0.000
Often get bullied in terms of religion and belief	75 (87.2)	11 (12.8)	2.727 (1.704-4.365)	0.000*
Often get bullied in terms of harsh words	77 (89.5)	9 (10.5)	3.111 (1.816-5.329)	0.000*
Often get bullied by physical violence	63 (73.3)	23 (26.7)	1.826 (1.387-2.404)	0.000
Often get bullied by physically harassed	58 (67.4)	28 (32.6)	1.679 (1.326-2.124)	0.000

*p-value significant; **crude odds ratio

discrimination, parental work, religion, beliefs, and abusive words. Furthermore, more than 60% of students also get discrimination from the surrounding environment, ridicule, and get physical violence. Not only that, more than 50% of respondents have been bullied in terms of finances, race or ethnicity, skin color, and physically abused.

In Table 3 based on the results of the chi-square statistical test showed that this study found that there was a relationship between Often getting body shamed bullied, Often getting physically bullied, Often getting discriminated against intelligence bullied, Often getting bullied in terms of parental profession, Often getting bullied in terms of religion and belief, and Often get bullied in terms of harsh words with significance values ($p < 0.05$) and risks ranging from 2.05 times to 3.71 times.

Discussion

Based on the results of the study, the sex variable showed that 53.3% of respondents were women. Furthermore, the age category gets 75.2%. According to job variables, 65.7% of respondents worked as students. At the education level, respondents showed a figure of 55.2% in high school. Next the variable length of sleep time there is a figure of 51.4% in the category of $>$ at 10 pm. The results of this study in line with Novilia & Budiman showed that the frequency distribution in characteristics is based on the sex of respondents with the majority in men as many as 79 respondents (43.6%) and women as many as 102 respondents (52.4%).¹¹ This study also contradicts Nauli *et al.*¹² that generally the respondents are between the age of 10 years, which is as many as 99 people (41.9%), and respondents who are between the age of 9 years as many as 86 people (36.4%). This is also different from Devita & Dyna who showed that Bullying behavior is 0.6 times more likely to happen to a mother. And results also showed a 2,955 times greater risk of bullying behavior in children.¹³ Research conducted by Lestari *et al.*¹⁴ showed that 96% of students of State High School 15 Bandar Lampung committed bullying behavior. Research conducted by Prihatiningsih & Wijayanti, there is a meaningful relationship between sleep disorders and emotional and mental disorders. This is based on the Chi-Square test result of 0.044 ($< \alpha 0.05$).¹⁵

Based on the results of studies on the category of factors of bullying behavior on

student mental health reported that more than 70% of students were bullied by body shaming, parental work, in terms of religion and beliefs, etc., and above 60% received discrimination from the surrounding environment, physical violence, and others, and more than half of respondents were bullied financially, ethnic race and skin color and harassment. In another study conducted by Aminah *et al.*¹⁶ Students who do forms of physical bullying behavior are several 121 students or 44% and students who do not have Physical bullying behavior amounted to 156 students or 56% of the overall sample. The results of the study conducted by Geofani, 2019 stated that it was obtained T_{hitung} 6,963 is greater than T_{tabel} , which is 1,984, with a significance level of 0.000 smaller than $\alpha = 0.05$, so it can be concluded that Variable X affects variable Y, it can be concluded that there is The influence of cyber bullying body shaming on Instagram social media on the confidence of career women in Pekanbaru.¹⁷

The results of the statistical test also found a relationship between frequent physical bullying, body shaming, discrimination of intelligence and the surrounding environment, parental work, religion, and abusive words, namely ($p < 0.05$), and having a risk range ranging from 2.05 to 3.71 times. Based on previous research conducted by Kumbara *et al.*¹⁸ in line with this study, student anxiety of 58.75% or 94 answers stated yes anxiety is derived from the aspect of somatic anxiety and 41.25 or as many as 66 answers expressed no anxiety sourced from the somatic anxiety aspect. According to Harahap and Ika Saputri, the subject feels uncomfortable then feels inferior and feels unappreciated so the subject limits themselves in socializing. The statement can be seen in the interview results, "Traumatic, sis, so do not want to be close to him and do not want to bales treatment he, sis" it is contrary to this study.¹⁹ Research by Sari & Hidayati showed that there is a significant negative relationship between self-concept and loneliness. Hypotheses that suggest a negative relationship between self-concept and loneliness are accepted. The coefficient of determination (R square) of 0.585 means that self-concept contributes an effective 58.5% to loneliness in adolescents.²⁰ Based on research Lalenoh *et al* state that it is known that most students have a minimal risk of suicidal ideation (77.2%), but some students have a risk of a suicidal idea that is low to high risk.²¹

This study is in line with Chintya *et al.* Participants with criteria for non-working

work under the age of 19 vented sadness by shouting, being alone, hitting friends, and injuring or hurting themselves (for example, by hitting a glass/ mirror). While participants with a background in housewife work chose to squeeze sago, blame themselves, destroy items in the form of plates, and go to the garden and escape. In addition, participants said that it takes time to relieve sadness, which can be in a matter of a few days. Here are the participants' expressions: "Choosing to shout" (P1:220-225) "Yes alone, self-harm" (P2:85-95) "this must go to the hamlet, must go to the garden" (P3:215-220)" "Choosing to be silent." (P4: 105-110) "It can be sad." (P2:50-55) "Throw the plate." (P2:65-70) "Injuring, usually mashing glass, chose to escape because he ran to calm down." (P2: 70- 75) "Maybe one week like that." (P4: 110-115) "Have to leave this house to go to the garden." (P3: 215- 220) "Venting profanity." (P3 105-110) "Angry" (P8: 55-58) "Destroy the plate so" (P4 95-10)²². Research conducted by Hidayati that of 254 study subjects, there were 73 subjects, or 28.7% had high self-compassion, and 181 subjects or 71.3% had low self-compassion. There were 134 subjects or 52.8% who had high loneliness and 120 subjects or 47.2% who had low loneliness.²³

Based on the results of the research outlined above, there are several conclusions, namely as follows: The results of the study found that as many as 10–60% of school students in Indonesia, at least once a week get unpleasant treatment from bullies either in the form of non-physical such as scorn, ridicule, exclusion, or in the form of physical bullying treatment such as beatings or encouragement. In the characteristic distribution of subjects' length of sleep, 51.4% of respondents had >10 p.m. sleep hours. The distribution of bullying

behavior is on variables ever physically bullied there 3.8% of respondents answered often. Furthermore, getting bullied body shaming by 11.4% in the category often. Based on the mental health distribution there is 7.6% on variables of feeling anxious and thinking hard in the category often. Furthermore, for the category of feeling scared, 5.7% of respondents answered often. Based on variables feeling useless there were 10.5% of respondents in the frequent category. Furthermore, the category of ever thinking about suicide shows a figure of 2.9%. After that, variables once cried so much, pulling hair, and blaming yourself showed 3.8% in the category often. While variables feel alone and no one cares about the category there is often a figure of 13.3%.

Based on the conclusions above, there are suggestions in this study: For the perpetrator: never bully someone, because a little bad action and speech from you both verbally and physically will have a very big impact on the person. For victims: never want to be bullied, reduce your bad taste, and dare to say no because everyone has the right to it, if you get action immediately report it to teachers, lecturers, or officers in schools and campuses. For parents: pay more attention to the child, because the bully does this is the cause is the lack of attention from his parents and he envies seeing his friend who gets more attention from his parents. For Health Workers: Provide counseling that is more related to mental health and bullying behavior and its impact on the school environment, campus, etc. For Counseling Guidance Teachers: Be a place to vent for students who are in school or on campus, when they vent do not be scolded, but try to be like friends and understand the student and do not be told secrets from the student to others.

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