

Analyze the Characteristic and Factors Cause of Bullying Behaviours in Early Childhood

Fadhilah Syam Nasution
Basic Education Study Program
Universitas Negeri Medan
Medan, Indonesia
fadhilahsyamnst@yahoo.co.id

Anita Yus
Department of Science Education,
Universitas Negeri Medan
Medan, Indonesia

Aman Simaremare
Department of Science Education,
Universitas Negeri Medan
Medan, Indonesia

Abstract - This research aims to know the characteristic behaviour of perpetrators and victims of bullying in early childhood, analyze family factors as cause of bullying behaviour which happen in early childhood, analyze friend of the same age factors cause of bullying behaviour in early childhood, and to analyze mass media factors as cause of bullying behaviour that happen in early childhood. The kind of the research that use in this resereach is descriptive qualitative. This research subject is early childhood, headmaster, teacher, and parents on 4 place school kindrgarten in Medan Tembung. The technique of data collection is done by observation, interview, and documentation. Data were analyzed by qualitative with data reduction measure, presentate data and conclusions. The results shows that: (1) the characteristic of perpetrators of bullying is hyperactive child, broken home; (2) the victim considers that bullying that happen is reasonable thing. Next; family factors became cause of bullying behaviours in early childhood is because families who pay less attention to children and broken home parents, friend of the same age factors became cause the emergence bullying behaviour in early childhood is because environment that can influence the child to imitate, and mass media factors became cause of bullying behaviour in early childhood, and the existance of social media as a medium to do bullying. The result of data above shows that cause of bullying behaviour in early childhood is family factors. This thing has a strong influence on children who lack the love and attention of parents.

Keywords: *The Characteristic of Bullying, Factors Cause of Bullying in Early Childhood*

I. INTRODUCTION

Early childhood is called the golden age. This condition for teachers and parents should be the golden ways to realize the ideals of national education. Early childhood is a future investment for family and nation. Later, early childhood will be the people who will build the nation of Indonesia into a developed nation and not left behind from other nations. In other words, the period with the nation is largely determined by the education given to early childhood.

Early childhood education becomes an important education for a child. This is related to the child's growth and development. At that age everything that a child receives will give a strong mark. Therefore, children are given the right

stimulus to grow flowers. In growing up there are various needs that need to be understood as invited to play freely, giving children the opportunity to speak, attention, sense of security and affection, so that children can develop all the capabilities it has.

Positive social behavior for early childhood as a process to adapt to the group to communicate with each other and work with one group. So that children can socialize where the child to make joint decisions and agreements. Therefore, the need to educate young children to foster and train children in socializing. Meanwhile, the negative social behavior of course delinquency and violence that children make against a group of friends who caused unrest in the community.

The emergence of this behavior can be caused by several factors that interfere the perpetrator to perform bullying behavior on the victim. Actually children are not taught to behave bullying. The behavior is also not taught directly to children. There are various factors that influence a child developing into a bullying agent. These factors include biological and tempramental factors, the influence of family, friends, and the environment. Research Verlinden, Herson & Thomas, (2000). Bullying Behavior: Multidimensional Assessments and Interventions prove that a combination of individual, social, environmental, and protection factors interacts in determining bullying behavior.

Bullying is an unexpected behavior occurring especially in the environment of early childhood institutions. Bullying can be interpreted as aggressive behavior that occurs among children especially school age and involves potentially repetitive power imbalances to be performed repeatedly (Control Disease Center: National Center for Injury Prevention and Control, 2014). Bullying is a form of aggression done by one individual or another group with the aim of dominate (dominate), hurt (hurt), or alienate others (exclude another). The magnitude of the effect of bullying in schools has factors from family, school and peers. However, it is not known exactly what are the main characteristics and causal factors so that the occurrence of bullying and this is reinforced by the existence of research specifically about the analysis of

characteristics and factors that cause bullying in early childhood.

The Scottish Council for Research in Education (1991) reveals the similarity of personality characteristics of bullying victims, usually shy victims. This is stated by Olweus (in Nurul, 2012), the characteristics of victims of bullying are children who like to be alone, sensitive, very cautious, shy and reserved. In addition, the victim is usually a person who has low intelligence so it is difficult to learn new things. Meanwhile, the personality of the bullying agent, the lack of attention to others, tends to regulate and control the environment, stubborn and unfriendly to his peers. Sullivan (in Levianti, 2008) explains that many reasons can cause a person to be a bully. One can be a bully because of family, life events, peer group influences, social climate in school, personal characteristics, or a combination of these factors. The results of this study indicate that school and family are the most influential factors in determining a person's involvement in bullying behavior. In addition, factors that cause bullying or aggression, certain forms of parenting and family problems are among the most important factors that encourage bullying behavior in children.

Victims of bullying actors who not only have a negative impact on victims, but also on the perpetrators. For the victim will usually feel a lot of negative emotions (anger, resentment, irritation, distress, fear, shame, sad, uncomfortable, threatened) but helpless face it. The result is a sudden onset of violence by a group of children as an act of treatment or disturbance of another person to a group member then an action performed by a person as an initial motivation or punishment on the victim to get a reply. The above problem should be addressed immediately by conducting action research to reduce the frequency of victims of bullying.

What can strengthen bullying in early childhood is the emotional social development of children characterized by the appearance of poor children's behavior at school and at home. Behavior is like hitting, pushing, pinching, clawing and damaging the property of others. Besides mocking friends, threatening, sticking out tongues and calling friends names with nicknames like "fat," "black" and so on. It can also be seen from children who are less adaptable to their social environment. Bullying behavior is often done in early childhood is verbally that is mocking, dubbing is not good whereas physically often found is hitting, pushing, punching, throwing and grabbing his friend's hair. This behavior is not continuously done by the child. Obviously this is a concern because the child has not got the right approach so that the risks will show the behavior of bullying to friends or the environment.

The purpose of this research is to know behavior characteristic of perpetrator and victim bullying at early child, to analyze family factor as cause of bullying behavior that happened at early child, to analyze peer factor as cause of bullying behavior that happened to child of age early, to

analyze the mass media factors as a cause of the incidence of bullying behavior that occurs in early childhood.

II. DISCUSSION

Social behavior is an atmosphere of interdependence which is a must to ensure human existence (Rusli Ibrahim, 2001). As proof that human beings in fulfilling the necessities of life as a self can not do it themselves but require the help of others. There is a bond of interdependence between one person and another. This means that human survival takes place in an atmosphere of mutual support in togetherness. For that people are required to work together, mutual respect, not disturbing the rights of others, tolerant in community life. Social early childhood is influenced by three factors, namely family, society and school. Social environment causes children to be influenced by the environment of parents, especially peers. To achieve social goals the child must make new adjustments by increasing peer group influence, changes in social behavior and social grouping.

The word bullying comes from the English language, ie from the word "bull" which means the bull is happy menyurudkan to and fro. The term was eventually taken to describe a destructive act. Unlike other countries such as Norway, Finland, and Denmark that call bullying with the term mobbing or mobbing. The original term is derived from the English language, the mob which emphasizes that mob is usually an anonymous and large group of people and engage in violence. In Indonesian, etymologically the word bully means bully, the person who is disturbing the weak. The term bullying in the Indonesian language can use menyakat (derived from the word sakat) and the culprit (bully) called penyakat.

Bullying is a recurring aggression, done by someone or more with the intention of harming or disturbing others physically (hitting, kicking, pushing, picking up something belonging to someone else), verbally (mocking, threatening), or psychologically group, isolate, spread gossip) according to Veenstra, et.al (2005). According to Djuwita (2006), bullying or peer victimization are forms of behavior in which there is coercion or attempts to harm psychologically and physically by a weaker person or group of people and done in a group such as a student of a school.

Olweus identifies two bullying subtypes, namely direct bullying, such as physical assault and indirect bullying, such as social exclusion. Underwood, Galen, and Paquette in 2001 (in Novan Ardy Wiyani, 2012), proposed filling Social Aggression for indirect hurtful

behavior. In the case of bullying there are several roles that occur, including perpetrators, victims and supporters, silent spectators and spectators who help the victims (Salmivalli, et al, 1996). According to Hansen (2013) suggests that bullying behavior often depends on the observation of bystanders, ie passive observers or bystanders supporting by cheering. Meanwhile Elliot (2005: 5), defines bullying as an act by someone deliberately making others afraid or threatened. Bullying causes the victim to be fearful, threatened or at least unhappy.

Based on the above definition, it can be concluded that bullying in early childhood is aggressive and negative behavior of a person or group of people who repeatedly abuse the power imbalance with the aim of hurting the target (victim) mentally or physically. As well as strong parties suppress, cornering, harassing, hurting someone weak with repeatedly. Strong parties here can be strong in physical terms, and can be strong mentally. In this case the victim of bullying is unable to defend or defend itself because of physical or mental weakness.

Erik Erikson's theory of human development is known as the psychosocial development theory. Psychosocial development theory is one of the best personalities in psychology. Erikson's psychosocial-level theory is the development of ego equations. The ego equation is the conscious feeling we develop through social interaction. According to Erikson, the development of the ego is always changing based on experience and new information gained in interacting with others. Tahapan Erik Eriskon also explained among others: a) Case studies are viewed from family education, and; b) Case studies are viewed from school guidance.

Ecological theory considers the development of children from 3 (three) environmental systems according to Bronfenbrenner, 1993 (in Tri Na'imah, 2012), namely: a) Microsystems; b) Ecosystems; c) Makrosistem. Microsystems, sub themes that have direct interaction with individuals consist of individual families, peers, schools and the environment. For example, home circumstances can affect the behavior of early childhood in school, if the child's home experience bullying behavior problems that have an impact on the school problem. Ecosystems, a larger social system where children do not function directly. It consists of experience in social settings where the child has no active role but affects his development. For example, parenting problems affect the pattern of communication with children, so the child is less attention and cause the child can do bullying in the

environment. Macrosystem, the outermost layer of the child's environment consists of the culture, customs and laws in which the individual is located.

Bullying has certain characteristics, among others: a) Characteristics of the perpetrator (Bully); b) Characteristics of victims (Victim). It can be argued that the actors' character traits include: a) having a need to feel powerful and superior; b) Usually physically stronger than his peers; c) Impulsive, irritable and frustrated; d) Generally dissidents, non-compliance with the rules and aggressive; e) Show less empathy towards others and engage in anti-social behavior; and f) tend to have a relatively high self-concept (Berns, 2004). While the characteristics of victims (Victim), among others: a) Physically weaker than peers, physical conditions are not good; b) Appearing to fear of being hurt or afraid of self-harm; c) Generally cautious, shy, sensitive, quiet and passive; d) Restlessness, feeling insecure and unhappy; e) tend to have a negative self-concept and self-assertion.

Quiroz (in Huraerah, 2006: 30-32), suggests that there are at least three factors that can lead to bullying behavior, namely: a) Family relationships; b) peers; and c) Influence of media. Family relationships of parents who are able to provide good behaviors for the child's example. Peers, things that are caused by peer influences that exert a negative influence by actively suggesting that bullying has no impact. Meanwhile, the influence of media things that allow children to commit acts of violence such as television shows "smack down". According to Monrad et al (2008) the bullying factor is an external factor associated with bullying behavior ie school climate. Monrad et al (2008) reveals that aspects of school climate include the learning environment, the physical and social environment, the relationship between home and school.

Based on some opinions above can be concluded that the factors causing bullying behavior is a family factor that is poor parenting pattern of the child, harmony of family relationships, association or peers, the environment and the influence of television shows that show with scenes of violence. Bullying acts perpetrated by the offender begins by seeking to be victimized and usually targeted are the weaker than himself.

III. METHODOLOGY

The research method used in this research is descriptive qualitative research. Theoretical basis is used as a guide to focus the research in accordance with the facts in the field. In addition the theoretical basis is also useful to provide an

overview of the background research and as a material discussion of research results. According Sugiyono (2011) descriptive research is a study that aims to provide or describe a state or phenomenon that occurs when in using scientific procedures to answer the problem in actual. Meanwhile, according to Sukmadinata (2006) states that descriptive research method is a method that tries to describe, menginterpretasikan something such as existing conditions or relationships, opinions developing, ongoing processes, effects or effects that occur or on the ongoing trend.

The subjects of this research are early childhood, principal, teacher and parents in 4 (four) schools of Kakung Park, TK Respondent I, TK Respondent II, TK Respondent III and TK Respondent IV and Department of Women Empowerment and Child Protection Province of North Sumatra. Determination of this class is carried out based on observations of the class to be studied and the approval of the Principal. The object of research is a child who behaves bullying both victims and perpetrators. Data collection techniques in this study are: 1) Observation; 2) Interview; and 3) documentation.

Data analysis is a data management that has been collected and expected to obtain an accurate and concrete picture of the subject of research. According to Miles and Huberman, 1984 (in Sugiyono, 2016: 246), argued that the activity in qualitative data analysis is done interactively and continuously to complete, so the data is saturated. In this study data analysis is done with three steps, namely: a) Data reduction (data reduction); b) Presentation of data (data display); c) Concluding drawing.

IV. RESULTS AND DISCUSSION

Conditions of bullying actors can perform verbal or physical actions that are seen to hit, push, damage belongings of friends, mock and threaten the victim. Researchers see that the offender will hurt his friend to get the desired satisfaction by the child. Then, the perpetrators do bullying outside the hours of the lesson to harm friends outside the knowledge of teachers, so that there arise a child who cried and complained to the teacher. But these victims of bullying just take action silently.

From the result of observation and interview result explained that bully characteristic characteristic obtained from interview result of Principal, Teacher and parent and observation to child is weak individual and deliberate to hurt other person repeatedly. It can also be said that the bully is a child who wants to master that it is his / her, intentionally to graze to a friend (without hurting), deliberately to hit a friend when walking in front of him, upset to friends, revenge, hyperactive child, , damaging the belongings of friends, hit and emerge emotional child.

TABLE 1. The results of research on the characteristics of perpetrators and victims of bullying in early childhood

No	Characteristics	Research result
1.	Perpetrators of	• Intentionally to do

	bullying in early childhood	bullying <ul style="list-style-type: none"> • Broken home • Need attention • Do the breaking up (data from the women's empowerment and child protection offices) • Hyperactive • Emotional • Eyeing the victim • Take action encouragement
2.	Victims of bullying in early childhood	<ul style="list-style-type: none"> • Want to power • Deliberately crash • Angry • Resentment • Annoyance • Emotional • Hyperactive

With the results of analysis that the characteristics of victims of bullying in early childhood is usually an irritable child, resentment, irritation, emotional to his own friends and children who are suspected of being hyperactive. It can not be said that victims of bullying in early childhood can also be bullying perpetrators by friends. It can be seen that a quiet child is not just a victim, but can be a bully because he feels revenge, upset and depressed for the actions of his friend. This is also said from the results of research Riauskina, et al (2005) which suggests that victims of bullying are angry, resentful, upset, depressed, fearful and embarrassed.

It can be concluded that from the observation and interviews, the characteristic of the perpetrator and the victim of bullying is more to the male gender this can cause because the child is suspected to be hyperactive and the attention of the teacher is concerned. Basically, the child who is the victim of bullying can treat the pain and silence if in bullying by his friend. The interview results state that the condition of the child suspected to be hyperactive is always prohibited by the parents, so when the child is outside the home environment the child is free to do anything including bullying that can be done many times by the child and the victim will be easy to take revenge.

The results of the analysis indicate that the characteristics of bullying actors in the Institute of Early Childhood Education is TK is the child of the family whose parents are separated (broken home), so the result of the interview stated that the children get less attention from the parents. Researchers understand the condition of children whose parents split (broken home) lack of giving love and full attention to the child. In accordance with the ecological theory according to Bronfenbrenner (1979) who argued that the family in the child's life has a great influence for the character formation of children. Children who become bullying in this

problem are parents who lack the attention and affection to the child.

It can be described by the victim bullying children this happens when the child wants to rule, deliberately crashing, angry, resentful, annoyed and emotionally diluapkan in the classroom. In accordance with Erik Erikson's theory that psychosocial level is the development of ego equations. The ego equation that the child absorbs without realizing it through social interaction. Researchers understand that early childhood still has a high ego so that the stage of development of trust and mistrust children (believe or disbelief) is based when the caregiver to the child. This condition children also see when his parents are angry, resentful, emotional so children can also do the behavior when the child was bullied by his friend.

The results of the observations and interviews stated that the bullying actors in the Early Childhood Education Institution, TK, were from less intact families, lack of harmony, lack of adaptation, unmet needs of children and also children who were not getting attention. While the victims of bullying include children who get the attention of their parents and maintain good communication with their parents. But it can also be a reciprocity where the offender can become a victim and the victim can become a perpetrator. The parent-child relationship described in Slavin's (1997) theory that parenting patterns of permissive parenting affects bullying because of family problems. Researchers understand when children see the condition of parent arguments, divorce and so on children will lose affection. If the parenting authoritarian parenting (authoritarian parenting) is concerned with adherence to the child's parenting. This condition may be parenting as a matter of coercion against children that make children can be depressed and resisted. Uninvolved parenting, affects the child if the parent neglects the child's desire, it also causes the child to mischief and misbehave.

TABLE 2. Results of research factors causing bullying behavior in early childhood

No	Factors	Research result
1.	Family Factors	<ul style="list-style-type: none"> • Broken home • Lack of affection • Less time giving to children • Lack of approach to children (children become closed)
2.	Peer Factors	<ul style="list-style-type: none"> • The environment is less comfortable • Has a <i>geng</i>
3.	Mass Media Factors	<ul style="list-style-type: none"> • Communication tools (<i>handphone</i>)

In accordance with the theory of ecology states that peer factors will affect the character of the child. Researchers understand that aggressive behavior of children occurs because children try to maintain aggressive from other children. This is

what became the class of the class. So that with the group in class will cause bullying to friends and hordes to membullying his friend. The offender who became popular in the school came from a family of high social status to get an appreciation in the association that the child feels great when membullying his friend. Meanwhile, the victims of bullying tend to have few friends, less happy in hanging out and fun to play alone.

But from the results of interviews and observations, the cause of mass media factors from the perpetrators and victims of bullying in early childhood is a sophisticated communication tool such as mobile phones so that children can see videos that can cause bullying. But this can also be said by the parents of students, children are always given videos that have positive impacts such as about lessons, short verses and so forth. In accordance with the cognitive theory that states if children are given a positive mass media, then the child will reject or contradict the mass media that are negative.

The cause of this occurs in accordance with ecological theory that family factors will affect the development of children to determine the style of educating parents to children. Parents who are busy or rarely at home know less about the existence of their children, as well as parents who split this matter the child also needs parental attention and affection between his parents. The results of the interview states that family conditions can form a child who is less confident, embarrassed, disrespectful behavior towards the teacher, irritable and often bullying to friends.

The result of peer factor analysis also causes children to behave bullying which is stated by the theory of Badura that children can observe the behavior of others to imitate and exemplify the behavior of others and the state of the environment that is less comfortable with the child. Researchers see that young children who have a group as perpetrators will be together to look for victims to be bulldozed. This can be done by the child as the perpetrator against the victim.

From the framework of the ecological system according to Bronfen brenner, that the cause of the behavior of bullying in early childhood is the family. This theory provides an understanding to researchers when conducting interviews, if children lack of affection and attention of parents then outside the child can perform bullying behavior against others. Even with a child's home environment, if the child is not being noticed while playing, the child will be easy to model non-negative behaviors. So it can be said that the family operates as a social system, family system and environmental system in society.

This happens when a child doing bullying can be seen from the parenting pattern in the family can be one component of triggering bullying behavior in children. Because the child will become an aggressive behavior. Researchers understand how inattention and parental love to children, behavioral models that exist in the home and lack of supervision of children will allow the emergence of aggressive behavior and bullying in children so that the process takes place the child's lack of education from parents. Child development is determined by the various environmental functions that interact with the

individual through an approach that is giving attention, affection, and opportunities for children to actualize themselves according to the needs of child development.

V. CONCLUSSION

Characteristics of the behavior of the perpetrator and the victim of bullying in early childhood from the results of research on the analysis of characteristics and factors causing bullying behavior in early childhood that can be known the characteristics of the perpetrators and victims of bullying in early childhood is something that is quite noticed. Family factors causing bullying behavior in early childhood from the results of research on the analysis of characteristics and factors that cause bullying behavior in early childhood that can be known still not optimal. This leads to poor family factors such as broken parents that the child lacks the love and attention of parents, the lack of parental harmony with the child, the busy work of the parents and the lack of communication to the child. This case is caused by family especially family of perpetrators who do not give love and full attention to child, whereas early child really need the love and attention of parent like perpetrator and victim bullying.

Peer factor causal causes of bullying behavior in early childhood from the results of research that peer factors as the cause of bullying that occurs in early childhood. How this factor occurs is due to the child's home environment to interact with peers. Interaction of children with peers will cause the emergence of children who easily imitate what he saw and do bullying on his friends. Mass media factors causing bullying behavior in early childhood from the results of research that the mass media factor (television and video) as the cause of bullying. How this factor occurs at home often watch television that causes children to imitate, but with the results of research for mass media factors are not too large.

REFERENCES

[1] Bronfenbrenner, U. 1979. *The ecology of human development*. Cambridge, MA: Harvard University Press.

- [2] Djuwita, Ratna. 2006. *Kekerasan Tersembunyi di Sekolah: Aspek-Aspek Psikososial dari Bullying*. Makalah. Diperoleh 26 Oktober 2006 dari <http://www.ditplbr.or.id>
- [3] Elliot, Michele. 2005. *Meredam Bullying*. Depot: PT Gramedia Widiasarana Indonesia
- [4] Hidayati, Nurul. 2012. *Bullying Pada Anak: Analisis dan Alternatif Solusi*. Jurnal Insan Vol. 14 No. 01. Hal 44
- [5] Hansen, B. 2013. *Bullies and Bystanders*. Diunduh dari: <http://www.yourtango.com/experts/brock-hansen/bullies-and-bystanders-expert> tanggal 11 Juli 2013
- [6] Huraerah, Abu. 2006. *Kekerasan Terhadap Anak: Fenomena Masalah Sosial Kritis di Indonesia*. Bandung: Nuansa
- [7] Huraerah. 2006. *Kekerasan Pada Anak*. Bandung: Nuansa
- [8] Ibrahim, Rusli. 2001. *Pembinaan Perilaku Sosial Melalui Penjasa*. Jakarta: Ditjen Dikdasmen, Depdiknas.
- [9] Levianti. 2008. *Konformitas dan Bullying Pada Siswa*. Jurnal Psikologi Vol 6 No. 1. Hal. 3-8
- [10] Miles, M.B & Huberman A.M. 1984, *Analisis Data Kualitatif*. Terjemahan oleh Tjetjep Rohendi Rohidi. 1992. Jakarta : Penerbit Universitas Indonesia.
- [11] Monrad, D.M., May, R.J., DiStefano, C., Smith, J., Gay, J., Mindrila, D.,
- [12] Gareau, S., & Rawis, A. 2008. *Parent, Student, and Teacher Perception of School Climate; Investigations cross Organizational Level*. Diakses pada 2 Maret 2005. <http://www.ed.sc.edu/scepc/Documents/OEC%20Climate/Parent.%20Student.%20and%20Teacher%20Perceptions%20of%20School%20Climate.pdf>
- [13] Riauskina, dkk. 2006. *Kekerasan Tersembunyi di Sekolah: Aspek-Aspek Psikososial dari Bullying*. Makalah. Diperoleh 26 Oktober 2006 dari <http://www.ditplbr.or.id>
- [14] Salmivalli, C. dkk. 1996. *Bullying as a Group Process: Participant Roles and Their Relations to Social Status Within The Group*. *Aggressive Behavior*, 22 (1), 1-15.
- [15] Sugiyono. 2011. *Metode Penelitian: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta
- [16] Sukmadinata. 2012. *Metode Penelitian Pendidikan*. Bandung: Rosdakarya. Hal. 216
- [17] Veenstra, R., Lindenberg, S., Zijlstra, B. J., De Winter, A. F., Verhulst, F. C., &
- [18] Ormel, J. (2005). *The dyadic nature of bullying and victimization: Testing a dual-perspective theory*. *Child Development*, 78, 1843–1854. <http://dx.doi.org/10.1111/j.1467-8624.2007.01102.x>
- [19] Verlinden, Herson & Thomas. 2012. *Jurnal Psikologi Undip Vol. 11, No. 2, Oktober 2012, Perilaku Bullying : Asesmen Multidimensi dan Intervensi Sosial* diakses pada 12 Januari 2015
- [20] Wiyani Novan Ardy. 2012. *Save our Children from School Bullying*. Jakarta. Ar-Ruzz Media. Hal. 27