

Characteristics Of Bullying Perpetrators And Bullying Victimization At The Indonesians Schools; A-Review

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Abstract;

In educational settings around the globe, bullying is one of the main issues. Especially, at the school level, bullying becoming a cause of creating an environment that is not comfy. Particularly, this literature review study on bullying behavior in the context of Indonesian schools where previous studies have proven the effects of bullying between peer groups that lead victims to poor survival experiences. The current study aims to look into the findings of past investigations regarding bullying by adopting a literature review approach. The literature of the current study was taken from quantitative and qualitative research work that has been conducted by several scholars in recent years. There were 70 articles obtained by searching through all the above-mentioned search engines. Thus, on criteria grounds, 20 investigations have been selected for attaining the literature review. The mentioned findings demonstrate that perpetrators' role in bullying, school environment, parental involvement, and victims are associated with one another. The majority of the previous findings exposed male students were more vigorously involved in bullying than females. But, a recent study in Jambi (East Java) exposed that in some circumstances female students are dominated as perpetrators. These findings interpret that educational authorities should come forward and introduce anti-bullying interventions. Meanwhile, while writing this study, the authors have found gaps such as teachers' ignorance of mocking, and the family environment acquired to investigate deeply as well.

Keywords; Bullying, Culture, Parental Style, School Climate, Indonesia

Introduction

Unveiled bullying is the aim of this study based on different variables among students in Indonesia. The major focus of this study in defining bullying is culture, gender-based bullying, and parenting involvement/parenting style in Indonesia.

The first world countries or developing nations are experiencing stern issues of enhancing bullying behaviour in their educational settings, Liang, et al., (2007); Smith et al., (1999). Previous studies between school students for grades three to six facing a serious problem of bullying victimization at the minimum of ten to fifteen percent every week, Harachi, et al. (1999); Nansel et al., (2001). Likewise, such bullying activities are not a problem for a particular country or nation but across the globe,

(Chan & Wong, 2015; Cook, et al. (2009); Kanetsuna & Smith, 2002). Moreover, in the last few decades scholars have lengthened the studies on bullying activities at different places such as domestic, offices, or in sports, educational institutions, and different life stages from childhood to adulthood, Fenclau, et al. (2013); Ireland & Qualter, (2008).

The world is facing a solemn risk of mental, emotional, and physical wellbeing because of rapidly increasing bullying activities in educational institutions. The bullying phenomenon is a multifaceted phenomenon that can be seen in students with its different forms such as verbal bullying, cyberbullying, physical bullying, body shaping bullying, and so on, Llorent, V. J., et al. (2016). A study by Olewes (1993) highlights 3 forms of it: 1) it is an activity that happens frequently, 2) it is a

behaviour with deliberating behaviour, and 3) disparity of supremacy among executors and victims, and it is not easy to defend by victims. The other two forms of bullying actively can be seen, 1) direct bullying and 2) indirect bullying. Direct bullying is represented active aggression like physical damages but indirect bullying is a kind which can be seen verbally or some authors called it as a hidden type of bullying likewise passive aggression behaviour including scornful, warnings, bedevilments, and gossips for someone, Ma, L., et al. (2009). Studies by Slonje, R., & Smith, P. K. (2008) & Smith, H., et al. (2012), explained that indirect bullying is like secret acts that could be present with involvement of a third person or party and making gossips is the major example of it.

Moreover, a few researchers coined it as (bullying perpetration) which means showing anger or vicious behaviour for an individual to whom committer do not like, Chen & Wei, (2011), the scholar refers to the word "peer victimization" as an act of making someone experiences of aggression by committers for their unlikely individuals. Lately, the other type of bullying take place as "cyberbullying". Cyberbullying is a form of bullying where planned, knowing, and repeated acts are conducted by using social media and other sources of modern technological dashboards, Hinduja & Patchin (2009). Individuals who participate in bullying activities are ones who experiencing some internal and external issues and because of not being able to deal with their issues they adopt such activities because of their inefficiency in communication with the atmosphere like mates, colleagues, or educational institutions, the other reason of doing such activities by bullying committers is they belong to a suppressed family background where their parental involvement in their kid's grooming was ignorant or strictness which develops negativity in their behaviours, Cook, et al. (2010).

Bullying set a key place in the field of research since it becomes a part of educational institutions across the globe. In the same way, the Indonesian educational setup is facing this major issue in schools and other educational institutions, Moreno, D., et al. (2009). At the school premises, bullying is an unusual kind of aggressive behavior that leads the school pupils to continually aggression among their mates. Such aggressive behaviour consciously uses as a shield of safety by those school pupils who get failed in balancing reciprocal exchange of words, Zych, I., et al. (2015). Previous studies have reported some school pupils are aware of

the term of bullying but a few of them does not take the step to let their parents or tutors know of being a victim. The scholar has found that such pupils are scared their report of being bullied would not be granted in a serious way, Ortega, R. (2010). In a recent survey National Center for Educational Statistics (2019) in the USA has indicated that 20.2% of students register their report of being bullied in the schools, Seldin, M., & Yanez, C. (2019).

Being bullied, students lost their interest in appearing in schools because of not being able to feel comfortable. Bullying is another reason for igniting aggression and violent actions in schools, Trisnani & Wardhani, (2016). Normally, physical and vocal bullying are major sources of bullying in school. Vocal bullying is the most finding type of bullying in schools have found in the previous studies in the form of calling mates by their body posture. The other verbal form of bullying is making a joke on other mates by ignoring how this joke could hit the victim psychologically and biologically. Dr. Ami Huneck conducted a study on "bullying intervention" have found that 10%-60% of Indonesian students reported being a victim of verbal bullying with intolerable verbs one time each week, Wiryani, (2012). These bullying activities occurred at the stage of adolescents. This adolescent stage is a transitional period of age for any children from thirteen to eighteen ages.

Schools have been failed in handling bullying on the premises of schools. Thus, it can be concluded, this is another reason for bullying cases not being reported in schools. Moreover, a study by Veenstra, et al. (2014) concluded that bullying victims are not interested in reporting cases because tutors of schools are not paying attention to bullying among students and do not play a key role in overcoming bullying in schools. A study by Mishna, et al. (2009) supported that physically involved bullying is taken seriously than verbal. Hence, teachers are less interested in taking action against vocal bullying. Group bullying is much more influential than an individual. A few studies by (Mishna et al., 2012; Pozzoli & Gini, 2010) resulted in, bullying activities being enhanced when it becomes a token from the groups. There is well-known group bullying case has been reported from the city namely Pati which is located in Central Java. This bullying group's name is Nero Grang, this group member was found as committing bullying with violence against juniors in the same school. This group has usually done such activities for unlike individuals to them in the school.

The age between twelve to fourteen years old is characterized as before puberty and the age from fifteen to eighteen as puberty, (Azizah, 2013). These stages are characterized as premature stages, on these stages of age, every child has to grow in a firm hard level of life. At the level of senior school, every child is on a transitional stage of life where they develop a different pattern of behaviors, thinking patterns, and cognitive maturity that brings psychological and biological changes at that stage and can be called as teenage stage (15-18 years old), (Kusdiyati & Halimah, 2011; Unayah & Sabarisman, 2016). At that level of age, a child is facing unstable psychological issues which lead them to manipulate activities that involved them in activities like bullying with others. A study by Fithri & Auli (2016) concluded followed activities and school in her investigation, and on the other side, schools' behaviour does not consider such activities the part of bullying which plays a ground for kids as victimization of bullying.

Students have been seen in some bullying activities in the city of Tharmin (Central Jakarta) in 2017. In this bullying activity, both victims and bullies ridiculed one another. Both groups were female. This case has been reported by other watchers who were students too and later this bullying been uploaded on social media, Kompas.com, (2017). Additionally, another case has been reported in one of Jakarta's universities. This was a physical bullying case in which the victim could not be able to walk after being bullying, Liptan6.com, (2017).

Gender-Based Bullying

It has been seen bullying on a gender basis existence in different schools and universities in Indonesia. Several pieces of research verified an enhancing form of bullying occurrence in different ways, Keliat et al. (2015) & Mahmud et al. (2014). Various studies explored bullying activities' existence in schools. Warrington and Younger, (2011), have stated that kids are usually omitted on the grounds of "traditional-gender". Earlier studies proved that educational places like schools played an immense role to preserve "homophobia", Poteat & Espelage (2007). Homophobic behavior is often accompanied by a tendency to control the masculinity of the bullied child, Martino (2000).

According to Devine (2003), school students would be classified as per their gender. Students out of this specification would consider it to as "the other". The context of this

specification is, sex "non-conformity" would exclude children, Foucault (1991) states that, "associated with this production". Sex "non-conformity" belittles the reason is do not linked with a discourse of heteronormative. Conducting/focusing studies on bullying is clearly written in the Indonesian educational curriculum of Indonesia high schools. On the other hand, there were only a few researches conducted with bullying on gender-based. Since the "post-New Order Government" comes into power after the 1998s military era ended up, the people of Indonesia show a hard stance against a homosexual community like lesbian, gay, bisexual, and transgender (LGBT). The government of Indonesia had a proposal in front of the constitutional house to pass a bill for "Gender Equity" or "UU Kesenjangan Gender", but it was opposed by fanatics on not implementing this law which was about allowing homosexual marriages possibilities in Indonesia, Nasrul (2011).

By removing the Yogyakarta Principle 2006 and implementing the new Yogyakarta Principle plus 10 in 2017 is a first step towards creating a supportive or fair environment for such homosexual/LGBT groups. This change of principle is done with the collaboration of the "International Human Rights" group of members after meeting to make Yogyakarta accordingly international principle standard regarding sexualities and sex distinctiveness for all individuals, Yogyakarta Principle, (2016). According to Wijaya, (2018), an anti-LGBT campaign by a group name "The Family Love Alliance" or "Aliansi Cinta Keluarga Indonesia" has started in Indonesia and demanding not to allow "Homosexual Marriages" which is a direct menace for culture and values based on centuries in Indonesia. The group gathering other like-minded groups on the same cause to preventing LGBT/Homosexuality by arguing "it is a danger for Indonesian values and culture", Hermawan, (2016). This campaign is spreading its message across the Indonesian people by using media outlets on all platforms such as print media, social media, or electronic media, Wijaya, (2018).

A study has been conducted in Junior High School in the Special Region of Yogyakarta which is part of Java Island, scholar gathered the data after meeting with the student counselor of that school on special cases for bullying, as per findings, there were 40-45 percent cases been recorded of bullying victims from their mates. The finding of this Junior High School Yogyakarta study is supported by a few studies

that have been conducted in schools in North America and European schools, wherein American School cases have been reported 33% of students are victimized oral bullying by their peer group in school and wherein European study 31% students between the age of 11-15 Y.O experienced verbal bullying. Both genders actively participated in bullying activities in school and have shown their aggression towards unlike mates to them. Unfortunately, male gender bullies actively participated in physical bullying whereas females were in oral bullying, Smith & Kilpatrick, (2017).

A study by Gladden, R. M., et al. (2014) stated that bullying could be a reason for spreading threats or put the victims under their stress like psychosocial and physical damages. Another study by Carvalho, G. (2010) resulted in, several negative come-outs are interlinked in educational institutions because of bullying, like demotivation and loss of interest in educational activities. It means bullying behaviour is a threat to the future of school-going students as far as for schools too. It can be lead to lower attendance in schools by victims Nielsen, M. B., et al. (2010), it also brings low self-esteem among students Tsaousis, I. (2016), emotional problems Reijntjes, A., et al. (2010) that could be a cause of not achieving in their academics, McDaid, D., et al. (2019).

A study by Gower A. L., et al. (2015) reveals that schools with other good names like a good school, outstanding school for learning have seen with lowest reported cases of such bullying activities. At the same time in Indonesia, it is the opposite, such school has been found high reported bullying cases by victims been kicked out from bullies. There was a case has been reported in one of Jakarta's schools where a group of 5 active bullying members showed their aggression and ferocity behaviour for the juniors, Kompas.com, (31 Maret 2012). There is another bullying case registered in the senior high school of the city namely Salatiga which is located in the Central of Java Island, Indonesia. In an interview, the victim of the Salatiga School says, she/he has been accused several times since she/he have joined the school. Sometimes verbally and sometimes physically which brought her in suicidal thoughts. One of the dangerous forms of bullying is physical because it is a direct life threat to any victim, Fithri & Auli (2016).

Swearer & Hamel (2015) specified anticipation of danger of physical bullying behaviour in school. They stated that there should be actual

preventive measurements in the way of reinforcing such physical bullying activities in educational institutions because victims of such cases face complexities in their lives that would not give them life security and hurdle in bringing harmony in schoolmates. The above-reported cases of bullying activities in Indonesia are examples of how victims go through such experiences that bring suicidal thoughts. One of the reasons for not being able to stop these bullying activities in schools is a teacher does not take active or necessary steps when they come to know verbal bullying, According to a teacher, vocal bullying is not bullying but fun amongst students. That is why teachers do not try to intervene between students' jokes which leads to increasing bullying cases in schools.

Family Involvement and Bullying

Bullying has become a central point for scholars in the recent modern span is started. Advancement in a research area where scholars are keenly interested in developing new trends of researches, the phenomenon of bullying provided a vast gap in conducting studies to know the depth of bullying causes including family involvement in establishing bullying behavior in kids, Zych, et al., (2015). A number of recent researches emphasize different aspects that could generate bullying behaviour like personality aspect, Book, et al., (2012), and aspects of emotions, Elipe, et al., (2012). One of the other major aspects of bullying is interlinked with domestic settings, Yubero, et al., (2013).

The domestic environment, Boel-Studt & Renner, (2013) and backing from family are involved in growing or adopting such bullying behaviour in kids, Holt & Espelage, (2007) where they find family support in doing such activities with the participation of family members as well, Walden & Beran, (2010). Moreover, several studies have focused on finding the parental relations, Nickerson, et al. (2010), exposed by Darling & Steinberg (1993) behaviour of parents or father and mother displayed as composed of individually played a key role in adopting a socio-emotional atmosphere where the kids growing. Though, several pieces of research have already resulted in kids are less like to participate in bullying activities if their parents are vigilant in checking their kids activities with positive support rather than strictness on kids, Baldry & Farrington, (2005), especially in a way of victimizing other peer fellows by their kids, Lereya, et al. (2013). On the other way, where

strict father behaviour becomes a reason for adopting violent behaviour in their kids, Estévez, et al. (2007).

Parenting involvement in controlling their kids is not yet distinguishable. However, a few scholars have identified not supervising kids is a predisposing factor, Espelage, et al. (2000). Some other scholars could not find a connexion among kids controlling and their involvement in bullying activities. With association of controlling kids and psychological governing kids can add the risk of violent behaviour amongst kids, Samper-García, et al. (2015); Gómez-Ortiz, et al. (2014). Such finds can be explained on the ground of sex variances, a study by Boel-Studt & Renner, (2013) resulted in the girls being found more suppressed in a parenting observation.

Sibling Bullying

The current study has focused on bullying among siblings as well.

Several previous studies have exposed positive connexion among siblings would bring caring, loving, and helping abilities for each other, Cicirelli (1995), Azmitia & Hesser (1993), having support based on emotions, Stormshak et al. (1996). This positive relation among siblings also provides security at hard times similarly contrary experiences in life, Gass et al. (2007), matrimonial problems, Jenkins, et al. (2005) and protection from growing bad relationships among peers, Bowes, et al. (2010). Whereas at the opposite conditions, several studies have found physical and verbal bullying is a common factor in families that shows violent behaviour among siblings, Ensor et al. (2010). It is found that every second-day siblings show aggressive behaviour each month, Wolke & Skew (2011). It is also found that siblings in the same class in a school would not choose to be in the same group of educational activities. The reason has been found of doing this is, siblings already belong to the same place of living. Spending much time under one roof bring siblings not to be in the same group because of knowing familiarities of each other that shows siblings in the same group easily get irritated or irascible from each other, Ensor et al. (2010).

In childhood, a child passes his/her plentiful time with siblings but less time with mother and father, (Kim, et al. (2007). A study finding by Dunn & Herrera, (1997) found that aggressive behaviour or violent behaviour is a common activity in most homes in the UK. In other findings by Duncan, (1999) resulted in there is thirty percent (30%) of bullying sibling cases

have been reported and around eight percent (8%) found afraid of being treated poorly by their other siblings. A figure of forty percent (40%) siblings have confessed that did bullying to their siblings. MacDonald & Parke, (1984) stated that for a child his/her parental relationship with each other and dealing with other siblings is a cause of assimilating such bullying behaviour among siblings. In a recent national-level survey conducted in the UK in regard to bullying, the results have found that fifty-four percent (54%) of siblings found actively participated in bullying towards their other siblings. In this survey findings expose there were thirty-three percent bullying among siblings has reported in the UK.

A recent study on “The Relationship Between Frequent Bullying and Subjective Well-Being in Indonesian Children” by Borgualogo & Casas (2021) found that physical bullying among siblings is higher than school bullying. The findings of this study investigated sibling bullying at the percentage of 24.8% of one province namely West Java in Indonesia. As per this only study results, it is important to investigate bullying among siblings in different areas and provinces across the country.

Hence, it is important in a way of conducting research with teachers' participation to stop bullying experiences in educational institutions with effective preemptive measures. The goal of the current review study is to demonstrate bullying cases in schools on the Java island of Indonesia and to bring a fruitful point in a way of preventing these all types of bullying in the school environment.

Here is an important point that needs to be noted, since the outbreak of COVID-19 in Indonesia all educational activities are led online. According to Indonesian Child Protection Commission (KPAI) cases of active bullying in schools were reported on a very low scale with the numbers of 12 in 2020 as compared to offline educational activities before the outbreak of COVID-19 in 2019, wherein 2019 reported bullying cases was 76, KPAI, 2021.

Domestic violence is a high threat forecast in bullying and it has found the home where parents present manipulative relationships become the cause of aggression and violent behaviour among kids, Foshee et al., (2016); Lereya et al., (2013). Relationship between kid and parent categorized as mistreating and come out as result for victimizing and bullying, Bowes et al., (2009); Fisher et al., (2015). There are a number of indicators that can be categorized on the influence of parents as being

victimized and active participant in bullying for a school going kid, parenting style and activities are one of them, Baldry & Farrington, (2000); Pepler et al., (2008); Rigby, (1993), attachment worth between parents and kids, Eliot & Cornell, (2009); Chan, & Chen, et al. (2015), connexion value between kids and parents, Davis & Koepke, (2016); Murray-Harvey & Slee, (2010), and least but not last is cooperation among family members, Holt et al., (2008); Espelage et al. (2014).

After conducting a number of researches by scholars, they come to the analysis of a few parental factors that ignite bullying behaviour among kids, similarly, parental involvement and views regarding bullying, Georgiou, (2008); Troop-Gordon & Gerardy, (2012). Understanding bullying and having information about bullying could play a key role in not igniting among children, Rigby, et al., (2007).

Methodology

The methodology for this study was based on previous studies' literature. The literature of the current study was taken from quantitative and qualitative research work that has been conducted by several scholars in recent years. The data was attained by searching journal articles of Taylor & Francis, Sage Journals, Science and Technology Index Indonesia (SINTA) Journals, Springers, ERIC Institute of Education Sciences, books, the website of Commission For The Child Protection Indonesia (KPAI) by accessing Google Scholar with keywords bullying, bullying, family involvement, peer bullying, school bullying in Indonesia, sibling bullying. There were 70 articles obtained by searching through all the above-mentioned search engines from 2000 to date. Thus, on criterial grounds, 20 investigations have been selected for attaining the literature review of this study.

Aim of the Study

The theme of the current literature review study was to do a systematic review of previous findings regarding bullying and forms of bullying. Particularly, a current investigation followed;

- 1- To assess the different forms of bullying and outcomes of previous studies.
- 2- To combine large theoretic information from multiple investigations of past examinations on bullying and its forms with the focus of school bullying, parental involvement in bullying, gender-based bullying, and sibling bullying in the context of Indonesia. Finding

flaws that need to explore about bullying in educational settings in Indonesia.

- 3- Finding flaws that need to explore about bullying in educational settings in Indonesia.

Results and Discussion

The phenomenon of bullying particularly represents a situation in which a victim is being suppressed by an individual who is stronger than the victim, Olweus, D. (2003). It is a behaviour that manifests aggression of someone or a set of individuals who repeatedly show their objectionable or unsocial activity to harm someone who is not equal in power, Beldean- Galea, et al. (2010). Bullying can be straight/direct or can be through different ways like an indirect presentation of planned antisocial behaviour (aggression) frequently and differentiates supremacy among victim and offender, Green, et al. (2013). Bullying is an unlike repeated activity behaviour of aggression of disparity in power, Hamburger et al. (2015). It is an act of aggression that is objectionable in any society because of its harmful nature to any individual who is not able to defend himself/herself, Smith & Toda (2016). Such aggression activities are easily can be seen in schools where peer groups try to influence themselves on to those who are less powerful or cannot act reciprocally to them in the same way, Espelage, & Swearer (2009), that what makes bullying a phenomenon of culture and society, Migliaccio & Raskauskas (2016).

Findings of a recent study by Skrzypiec et al. (2018) exposed that age from eleven to sixteen (11-16) students in Indonesian schools are experiencing bullying by their peers around sixty- two percent (61.9%). The same investigative study has open results of physically damaged bullying activities around eighty percent (79.4%) students are experiencing at school. The aim of this literature study is to compile such studies at maximum. One other study by Borualogo, & Casas, (2021) has revealed that male students are facing physical bullying with 28.06% compared to female students with 14.63% which means male students were experiencing two times more than female students at school in Indonesia. The above mention results are just studies of two schools in Indonesia, which acquired to need more frequent studies in regard to exploring bullying problems at schools in Indonesia.

Borualogo, & Casas, (2021), in their study at a school in the province of West Java, find out that verbal bullying is seen frequently among

peer groups and genders in school students by calling them with disrespectful meaning names. According to the findings of Borualogo, & Casas, (2021) reported cases of verbal bullying are tierce with 35% among same age group fellow students, 12 years old age group students found being victims of verbal bullying

estimated thrice a month with 45.2%. Male students being a victim are 37.5% whereas female students being a victim of verbal bullying are marginally behind with 32.7%.

By calling with not respecting names from their siblings is slight high among male sibling with 15.9% whereas among female sibling with 12.3%. Tanrikulu & Campbell (2015) suggested that bullying by siblings is unconditionally interlinked with age and sex. The same study by Borualogo, & Casas, (2021) found that physical bullying among both gender by their siblings is reported, female siblings experienced more physical bullying from their siblings with 21.8% whereas at schools they experienced lower physical bullying with 14.6%, at the other side, male gender received physical bullying at the same percentage at home and schools with 28.0% and 28.1%. Moreover, parenting style in grooming their kids also plays an important of adopting bullying behaviour among both male and female kids. Moreover, a few studies in Indonesia has reported that school climate/environment played a significant role in Indonesianschools.

One of the recent studies in an elementary school bullying and school environment in a city of Java Island namely Jambi by Octavia, et al. (2021) have shown that 52.3% of participants as students had bullying behaviour which indicated that school environment and bullying behaviour has a significant correlation with $p\text{-value}=0.001 > 0.05$. In the same study, the scholars have identified female students dominated in verbal bullying as compared to male students. This means female students' involvement in committing bullying activities being as a defender of themselves ignites them towards violent behavior. In support of this study, another investigation by Gonçalves, et al. (2016) reported that gender bullying is at its hit in school environment/climate and female students are the center point of verbal bullying in schools by their male fellows who make female student victimization towards their body posture and harassment. Such repeated bullying behavior towards female student from their male fellows at school bring female students to the verge of violence as offenders, Ali, et al.

(2014). These are the findings of a recent study on bullying just for one school. It indicates that scholars must have to unfold the unrevealed results by conducting researches in other mixed culture cities such as Surabaya, Semarang, Bali, and many more. Similar findings of Marcolino et al., (2016) emphasized for bullying should be taken as serious delinquent activity in schools rather than ignored.

Conclusion

Bullying is a phenomenon that represents a situation in which can be seen disproportion among victims and doers. Bullying in schools is a serious and centre of victimization among school-going kids. School environment or school climate is considered as a place of knowing various cultural backgrounds of different societies, tribes, religious teachings, family status, and socioeconomic status of students' families under the one roof of schools. At the same point, some students are involved in activities that are socially learned activities because human being is a social animal and learns through a living environment where they spent time. For students, schools are the main environment where they spent more time than at home. They spent their time with classmates more than siblings and even if two siblings are studying in the same class in the same school, they would prefer to make a group without sibling-one. This literature review-based study has emphasized bullying specifically in the Indonesian school context. Based on literature and previous findings in a few Indonesian schools have been found as bullying is a serious concerned issue that hikes violence among students. Such violent behaviours are occurring due to bullying activities and unevenness among students. This literature review has found a gap in siblings bullying, parental involvement regarding bullying among children, and the non-serious attitude of teachers in preventing bullying behaviour in Indonesia. School teachers and school authorities in Indonesia should take active steps in preventing such behaviour in students rather than ignoring or considering it as fun among students.

In the conclusion of several students, we can state that authorities at the schools should take serious steps in preventing such activities that bring violence to students' brains. The reason is that schools are becoming the place of adopting bullying behaviour because schools are a place where students of different cultural and family backgrounds gathered to study, this difference brings several new things either positive or

negative, students at schools get curious in knowingsuch activities or doings which make them satisfaction for themselves.

Suggestion

Scholars should pay attention to these flaws by conducting deep studies not only in metropolitan big cities but well other cities or small towns. The reason is that in this modern era families on large scale are moving to metropolitan cities for the better life of their children.

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Contribution by Author(s)

This study author(s) equally contributed their participation in working and responsible for confirming as the true author(s); Shahzad Ali, Prof. Dr. Nurul Hartini, and Dr. Nono Hery Yoenanto put their efforts in the contribution of searching data, analysis of rephrasing articles, selection, screening, and drafting of study manuscript.

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