

LITERATURE REVIEW OF BULLYING ASSESSMENT : A CRITICAL REVIEW OF THE INVENTORY OF BULLYING SCALE IN SCHOOLS

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ABSTRACT

Bullying is still a serious problem in Indonesia. The impact of bullying on its victims is very real. Meanwhile, on average, educators, especially guidance counselors, education staff, and parents only become aware of bullying after it has happened. If early detection efforts are made, the case can be anticipated earlier. This is because there are no measurement instruments that can assist the counseling teacher in detecting cases of bullying that occur easily and on a large scale. So it is necessary to digitize the bullying scale instrument. Instruments in the form of self-reports are the most commonly used method in collecting data to assess bullying phenomena. This method has several advantages. The Olweus Bully/Victim Questionnaire (OBVQ) is one of the most widely used instruments to measure the prevalence of bullying worldwide. This questionnaire provides students with a clear definition of bullying that includes three important characteristics: (1) intent to harm others; (2) repetitive behavior; and (3) the power imbalance between victims and perpetrators. The OBVQ can be adapted into a bullying scale inventory that is appropriate to the conditions and culture in Indonesia so that it can be used to detect bullying phenomena that occur in Indonesian youth, especially at school .

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INTRODUCTION

Bullying is issue that since dozens year Then Still become a serious problem in all countries and necessary get attention more from various party especially in the environment education . Various study about

bullying aim For know impact of bullying, especially towards victims. Until moment this is the world still Keep going do research and studies related phenomenon *Bullying* especially happens to teenagers at school (Gaete et al., 2021). As a country with ranking fifth highest in case bullying (Syarifah, 2022). Indonesia still experience difficulty For overcome problem violence on child especially bullying that occurs at school.

The results of research that have been done related *bullying* take notes that at some country level trend individual For be a victim, perpetrator or witness action *bullying* as following: in review systematic in research conducted in Australia, prevalence or level possibility being a victim of *bullying* during this time life is 25.1% and the culprit is 11.6%. For cyberbullying, he estimates about, 7% for victimization and 3.5% for become perpetrator (Jadambaa et al., 2019). Other studies recently this is researching about teenager aged between 12 and 18 years (n = 335,519) showed that 35% of students involved in *bullying* traditional and 15% in cyberbullying (Modecki et al., 2014). A number of research conducted in Latin American countries. For example, in Brazil, in A research conducted among 60,973 students explored prevalence *bullying* over 30 days, 5.4% reported that they constantly being bullied and 25.4% reported rarely bullied (Malta et al., 2010). In Argentina, results study find prevalence as following: become a victim of 13%, become bully 6%, be bully/victim 5%, and students who don't involved 73% (Resett, 2011). Phenomenon this *bullying* own consequence to the lives of victims, perpetrators and witnesses.

Bullying own impact negative to the victim especially older victims children and teenagers, and some effect This can endure until they mature (Salmivalli & Peets, 2009). For example, victims of bullying show symptom excessive depressive, anxious, and psycho-somatic, causes price self low, achievement academic low, even desire kill self or hurt self Alone (Heerde & Hemphill, 2019; Skapinakis et al., 2011). On the other hand, the perpetrator *bullying* also has risk more tall For symptom Malasai like behavior naughty, abuse substance, behavior impulsivity, and management emotion more angry low compared to with students who are not perpetrator (Haynie et al., 2001). Children and young people who identify self they as a victim of *bullying* own consequence similar psychological, research show that they is the most difficult group adapt self (Haynie et al., 2001). A number of study show that there are also consequences negative for observers or witnesses, like risk use more drugs tall than students who don't involved in situation *bullying* (Gaete et al., 2017; Polanin et al., 2012).

Most case *bullying* is not can detected since beginning because the victims feel confusion and difficulty For report their intimidation experience. Shaped questionnaire report self is the most common method used in data collection for evaluate phenomenon *bullying* (Nelson et al., 2018; Ronan et al., 2014). This method own a number of superiority such as: need relative time short For done, generally easy answered, relatively cheap (e.g., one evaluator can evaluate Lots students), and efficient (e.g., many student can evaluated at the same time). Apart from that, the questionnaire is the same can used by the team different researchers in a way international, so possible comparison prevalence across countries and factors related (Crothers & Levinson, 2004; Solberg & Olweus, 2003). So far This shaped questionnaire report independent Still is choice best For see condition outline and evaluate effectiveness of prevention programs *bullying*.

Bullying Scale

The Olweus Bully/ Victim Questionnaire (OBVQ) is one of the most widely used instruments to measure the prevalence of bullying worldwide (Green et al., 2013; Smith et al., 2016). This questionnaire provides students with a clear definition of bullying that includes three important characteristics: (1) intent to harm another person; (2) repetitive behavior; and (3) power imbalance between victims and perpetrators (Olweus, 1993; Salmivalli & Peets, 2018). Several studies have shown evidence of the validity of the OBVQ using different methodological approaches (Breivik & Olweus, 2015; Solberg & Olweus, 2003; Vessey et al., 2014).

Therefore, the author believes that the OBVQ can be adapted into a bullying scale inventory that is appropriate to conditions and culture in Indonesia so that it can be used to detect bullying phenomena that occur in Indonesian teenagers, especially at school. The following will describe the bullying scale grid which has been adjusted in table 1 as follows

Table 1. *Bullying Scale Grid*

Variable	Sub Variable	Indicator	Statement Items
Bullying	Bullying Victim	Verbal bullying	1. Somebody snapped I
			2. I was insulted Because color skin or race I
			3. I was insulted Because form body / condition physique I
			4. I was teased sissy or tomboyish
			5. Somebody make fun method I speak (accent)
			6. People laughed and pointed I without I know the reason
			7. Somebody give I Name calls that don't I like
			8. Somebody mocking / insulting I or family I
		Physical bullying	1. Somebody hit , kick , or push I
			2. Somebody grabbed my hair or scratched me
			3. I threatened by someone
			4. I was forced For hand over money or goods owned by I without agreement I
			5. Somebody damage goods I
			6. I was cornered / pushed to wall by someone
			7. I was followed inside or outside _ school
			8. I was teased with the words or movement perverted /porn
		Relational bullying	1. I do not allowed For join with group Friend class
			2. I really ignored by friends school
			3. Somebody accuse I complain something to Mrs/Mr Teacher
			4. Somebody try makes others not like I
			5. I was forced For hurt / hit / kick / pinch Friend class I
			6. Somebody using the Internet or cell phone For hurt / offend I (spread ugliness on social media)
			7. I was expelled from group <i>WhatsApp</i> class with on purpose
			8. Somebody request friends stay away I
Bullying Perpetrators	Verbal bullying	1. I snapped somebody	
		2. I'm insulting somebody Because color skin or his race	
		3. I'm insulting somebody Because characteristics / shape physique	
		4. I embarrass somebody Because Act in demand they like sissy or tomboyish	
		5. I make fun somebody Because method talk / accent they	
		6. I make Name calling for others who don't they like	
		7. I tease somebody with words and actions perverted /porn	
		8. I mock / insult somebody or his family	
	Physical bullying	1. I hit , kick , or... push somebody	
		2. I'm interesting hair somebody or scratched him	
		3. I threatened somebody	
		4. I insisted somebody For give money or goods his to I	
		5. I robbed money or goods from other people	
		6. I'm destructive goods someone else 's	
		7. I laugh or pointing somebody For make he feel embarrassed / scared	
		8. I cornered or push somebody to wall	

Relational bullying	1. I'm in the way somebody join with group Friend class
	2. I really ignore / exclude somebody
	3. I accused somebody take goods owned by Friend class
	4. I say matter bad about somebody or his family
	5. I try make friends and teachers do not like somebody
	6. I insisted somebody For hit / offend other friends in class
	7. I use the internet or cell phone For hurt / offend Friend class
	8. I ask friends stay away somebody Because No like it

RESEARCH METHODS

- Oral language is the basic principle used by teachers in the learning process.
- Students are given an understanding of the material that will be taught orally before reading or writing it down.
- Prioritize active learning
- Suppressing the practice carried out by students

In communicating, knowledge of linguistic order is really needed, linguistic order helps students to choose the form of speech in communication, the meaning and function of the speech itself. This means that communication carried out by students is a process, and knowledge of linguistic order alone is not enough (Berry, J. H., 2005).

The basic principle that is used as the principle of learning English as a foreign language is the application of English itself which is used in a social context, meaning, the language is used in interactions carried out in social life (Berry, J. H., 2005).

So, if language is a skill that must be used then using English in real life is the key to success in mastering the language. For example: a student who has a large vocabulary may not necessarily be able to speak or understand English well, a student who has memorized all types of tenses or grammar may not necessarily be able to write English well, and a child who knows many English expressions may not necessarily can use it properly.

RESULTS AND DISCUSSION

Bullying is form Specific from behavior aggressive who has consequence period short and term detrimental length (eg _ depression , anxiety) for perpetrator , victim, and bystanders (Midgett & Doumas, 2019) . *Bullying* is behavior aggressive with three characteristic main : (a) intention For hurt , (b) done repeatedly , and (c) exists imbalance strength . Form bullying Can in the form of verbal or physical , relational and *cyberbullying* (Dhungana et al., 2022; Rahmawati & Retnawati, 2021) . Remember impact negative related intimidation and fact that at least One from three teenager report experience bullying at school , so No surprising If intimidation has identified as crisis health public in global scale (Gladden et al., 2014) .

Commission Indonesian Child Protection (KPAI) noted exists findings case increasing bullying _ increase range of 30-60 cases per year (Syarifah, 2022) . Average educator especially BK teachers or counselor school , energy education , and parents new know exists bullying after the event happen . Whereas If done effort detection early so case the can anticipated more beginning (Saputra, 2022) . Limitations knowledge related forms action bullying make the BK Teacher not can detect early problem bullying that occurs at school (Syajuananda & Tirtayani, 2022; van Aalst et al., 2022) Whereas digitalization tool measuring bullying in form application simple Android based recorded Not yet Once carried out by researchers . So from That need developed application scale possible bullying _ with easy used For measure level bullying experienced by students . _

Related topic instrument scale bullying based web application , results study literature researcher at *Google Scholar* Not yet There is study that discusses development tool or instrument web based for measure

the trend of bullying that occurs in school . Meanwhile, guidance and counseling teachers are having difficulties in detect case bullying that occurs in the environment school in a way mass and fast . The impact , planning service For prevent and overcome case bullying become not enough precise and inadequate effective . Study more carry on need done For help provide tool For measure behavior bullying experienced _ students , how much? tall intensity , and type bullying the most frequent experienced by students so that can BK service program is determined right _ For overcome problem the

CLOSING

As a country that is still trying to overcome the problem of bullying, Indonesia needs to pay serious attention to this problem. It was recorded that in 2018 Indonesia was ranked fifth highest in cases of bullying. Until now, Indonesia is still experiencing difficulties in overcoming the problem of violence against children, especially bullying that occurs in schools. Most cases of bullying cannot be detected from the start because the victims feel confused and have difficulty reporting the bullying they experience. Questionnaires in the form of self-reports are the most commonly used method for collecting data to assess the phenomenon of bullying (Nelson et al., 2018; Ronan et al., 2014). This method has several advantages such as: it requires a relatively short time to carry out, is generally easy to answer, relatively cheap, and efficient. By developing a bullying detection tool, it is hoped that related parties can find and make the right decisions in overcoming this bullying problem. Therefore, it is necessary to develop a bullying scale inventory that is appropriate to conditions and culture in Indonesia so that it can be used to detect bullying phenomena that occur in Indonesian teenagers, especially at school.

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