

STUDY OF JAVANESE ETHNIC BULLYING VICTIMS FROM PSYCHOSOCIAL PERSPECTIVE

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Abstract—Bullying is a long-lasting phenomenon and until now it is still a problem in the world. Bullying behavior does not only occur in children and adolescents but also occurs in adults such as bullying in the workplace. Some researchers in the world have been researching the bullying behaviour associated with the state and culture. Culture is also linked to the ethnic that created the culture. The Javanese ethnic as part of the Indonesian nation has different characteristics from other ethnics that can not be straightforward, also obedient (setyatuhu), not reject and not rebel, gentle language, always low self-esteem in the association. This characteristic will actually prevent the occurrence of bullying, but the facts mention a lot of cases of bullying and victims of bullying in the people of Javanese ethnic. The occurrence of this bullying case can be explained from a psychosocial perspective. Psychosocial bullying victims have weak self-control, preferring to use external attributes and give up easily. This situation causes the victim of bullying to experience loneliness, social anxiety and withdrawal from the social environment.

Keywords-*victims of bullying, Javanese ethnic and psychosocial*

I. INTRODUCTION

Bullying comes from the English language, which is from the word bull which means bull that likes to butt here and there [1]. This term was finally taken to describe a destructive action. Unlike other countries, such as in Norway, Denmark, and Finland which mention bullying with the term mobbing or mobbing. The original term comes from the UK, which is a mob that emphasizes that mobs are usually a group of anonymous people who are numerous and involved in violence [2]. While [3] refer to bullying with the term victimization. [4] added the terms peer exclusion and victimization to describe bullying behavior.

[2] considers that bullying is a desire to hurt and mostly involve an imbalance power. The person or group who is the victim mostly has no power and this treatment occurs repeatedly and unjustly attacked. In contrast to other aggressive actions that involve attacks carried out only in one occasion and in a short time, bullying usually

occurs continuously for a long time, so that the victim is constantly in an anxious and intimidated state. This is supported by the statement put forward by [5] that bullying is the use of power or strength to harm a person or group, so that the victim feels depressed, traumatized, and helpless, and these conditions may occur repeatedly.

Another opinion that is relatively the same was expressed by [1] which states that bullying is a situation where a person who is strong (can be physically or mentally) suppresses, corners, harasses, hurts a weak person intentionally and repeatedly, to show his power. In this case the victim is unable to defend or defend himself because he is physically or mentally weak.

The important thing here is not only the action taken, but also the effect occur on the victim. For example, a student pushes his friend's shoulder roughly; if those who are encouraged feel intimidated, especially if the action is repeated, then bullying behavior has occurred. If students who are encouraged do not feel afraid or intimidated, then the action cannot be said to be bullying [1].

According to [6] bullying must also be distinguished from other aggressive actions or behaviors. The distinction is not to be said to be bullying if someone teases others jokingly, fights that occur only once, and rude actions or fights that do not aim to cause destruction or damage both materially and mentally. Besides that, it cannot be said that bullying is a criminal act such as an attack with sharp weapons, physical violence, serious actions to harm or kill, serious theft, and sexual harassment that is done only once. [7][2][8] stated that bullying has three criteria: (1) there is an aggressive behavior or intention to harm, (2) the behavior is repeated and repeatedly, (3) there is an imbalance power. Olweus's definition is more accepted by researchers in the world of bullying.

Broadly speaking, the term bullying in different languages and countries indicates different bullying behavior and different categories. Sapouna [8] said that bullying in Greece means extortion. The term in Portuguese is called "abuso" which is associated with physical and verbal bullying without social isolation. In Italy, the term bullying is known as "violenza" and "prepotenza" which shows physical bullying behavior, verbal bullying, group fights and social exclusion [2]. Ba Ling is a term of bullying in Taiwan which is related to boss behavior, superior in strength and position, alienation and

mastery of other people's goods, but the most prominent behavior is verbal bullying and physical bullying.

Research on ethnic-related bullying has been carried out by [9] which distinguishes the level of bullying behavior of African American students from Caucasian students. While there have also been many studies of bullying related to the state [7][2][10][11][12][8] the results are related to different types of bullying behavior, the definition of bullying and term or words.

II. PSYCHOSOCIAL VICTIMS OF BULLYING

Psychosocial factors according to [13] proved to have an effect on bullying behavior and the cause of bullying behavior was the wrong aspect of psychosocial adjustment [14]. [15] mentions the psychosocial nature of the human self consisting of psychological (P), social (S) and environmental (E). Psychological (P) refers to the strengths and resources that exist within individuals such as ideas, beliefs and values that individuals create. Whereas social (S) is a social relationship both within and between societies and environmental (E) is an individual's relationship with the strengths and resources of nature outside or the individual's physical environment. Humans live in three bonds, psychological, social and environmental. These three things are bound in terms of psychosocial ecology. Psychological ecology of individuals and collective relationships with the strengths and sources of individual self and ideas in the individual environment, beliefs and values that individuals create and the environment create. Confidence is the perception of the certainty of feeling in one's mind or perception that is arranged in a definite manner. Furthermore, belief is a perception that involves feeling to be able to do something well based on an impression of yourself or from a relationship with an impression or memory that evokes feelings [16]. Individual beliefs and values related to the socio-cultural environment. The human mind about belief is generally a representation of social or cultural information. Human beliefs are obtained by mechanisms related to studying the cognitive content of others. Children who live in an environment that has irrational beliefs will tend to have many irrational beliefs, whereas children who live in an environment with rational beliefs will tend to have rational beliefs.

Meanwhile social ecology is related to social relations including within and between communities. Individual social relationships in society will bring social support. Social support according to Wilcox and Vernberg is a system of social sustainability that allows individuals to get input about themselves and individual expectations of others. Social support is an interpersonal transaction involving emotions (love, empathy), internal assistance (goods or services), information about the environment and assessment (information relevant to self-evaluation). Thoits state that social support will be effective if it comes from the emotional support of the right person. [11] adds that social support for victims of bullying comes from parents, teachers and classmates. The perception of victims of bullying towards social support will affect the psychological health and sense of belonging to the school.

[17] explains that psychosocial develops in a psychological understanding that will increase the calculation of manipulation of a behavior and control one's behavior. Common responses such as fear are socially controlled behavior. Understanding the conditions of relationships with friends can be used to anticipate one's behavior. Without anticipation, people will be forced to behave that may not be in accordance with social expectations [17]. A *coping* approach is needed. The approach includes seeking information and maintaining controls related to positive adaptation to solve problem. When students receive positive input in a bullying situation, *coping* strategies are needed to face these bullying situations [18]. On the contrary, there are students who apply passive strategies to avoid or fulfill the requirement of the bullying actors.

III. PSYCHOSOCIAL VICTIMS OF ETHNIC JAVANESE BULLYING

Indonesia has many ethnicities with different traditions or characteristics, so that different behaviors also arise in responding to accepted behavior. One ethnic group in Indonesia is Javanese with a cultural tradition that prioritizes harmony in interaction with others. According to [19] in general, Javanese are more closed in everything. Everything is always delivered in a closed, smooth, and meaningful way. Characteristics of Javanese people are usually gentle in speaking and low self-esteem in relationship. In addition, the characteristics of the Javanese people are also obedient (*setya tuhu*), not rejecting and not defying [20]. [21] added that Javanese as polite, refined, closed and difficult to be honest. Javanese always tend to be silent and do not argue to maintain suitability and harmony and try to avoid conflict. Characteristic of Javanese characters is *narimo ing pandum* (surrender with all decisions that are determined by God), mutual cooperation (helping each other) and *ngajeni* (appreciating) older people.

The Javanese view of violence such as being a victim of bullying is reflected in the philosophy of 3 (three) *nga*, namely being defeated, turned and angry. Cause means that when a Javanese gets an unpleasant behavior he will lose (give in) first. If after losing, people continue to carry out these unpleasant actions, then the Javanese choose to switch (avoid) to avoid greater conflict. The last thing the Javanese do after defeating but the person continues to act on the Javanese, the Javanese will go berserk (fight) that is against the person.

Based on the Javanese philosophy mentioned above, the Javanese when they get bullying behavior tend to budge. Complaining here cannot be interpreted as losing or unbalanced in strength, as Olweus's definition of bullying which states that bullying is one of the conditions is a power imbalance. This situation should be difficult for bullying behavior in Javanese children. The facts found in Yogyakarta which are known as Javanese culture are very strong, found high bullying behavior. This was supported by the results of Juwita's research [22] which stated that bullying behavior in Yogyakarta had the highest number compared to Jakarta and Surabaya. Even though Yogyakarta is well-known as a subtle city, the behavior of

its people. Juwita further said that in Yogyakarta found schools that have the lowest bullying behavior and the school is located in the suburbs of Yogyakarta. Juwita's findings correlated with data on child abuse from the Yogyakarta Women's and Community Empowerment Agency in 2014, namely the area of Yogyakarta City reported cases of child abuse that experienced the highest increase and followed by Sleman regency.

Bullying behavior in Yogyakarta as a city that represents Javanese culture can be explained by psychosocial theory from the point of view of victims of bullying. [15] mentions that the psychosocial nature of the human self consisting of psychological (P), social (S) and environmental (E). Psychological (P) refers to the strengths and resources that exist within individuals such as ideas, beliefs and values that individuals create. From the psychological aspect, victims of Javanese ethnic bullying have a belief originating from Javanese culture, among others, that Javanese people must always maintain harmonization, subtle behavior, not being forthright and always inferiority in socializing. The *belief* aspect is able to make bullying actors interpret that victims of bullying from Javanese ethnicity are weak and do not dare to fight. This situation is strengthened by the attitude of the Javanese who are not used to being straightforward so that victims of bullying do not tell what has been experienced to others such as teachers or parents. Consequently, the victims of bullying did not immediately get help to overcome the problem of bullying, so that victims of Javanese ethnic bullying eventually had psychological problems such as withdrawing from society and becoming depressed.

Social (S) is a social relationship both inside and between communities. Regarding this social, victims of Javanese ethnic bullying are influenced by their social environment such as peers, parents, teachers and also the norms prevailing in society with Javanese culture. How Javanese ethnic children respond to bullying is also influenced by how strong Javanese norms are in their social environment. If the social environment is very strong with Javanese norms to always maintain harmony, "lose" and not be straightforward, then victims of bullying will respond passively or remain silent about the bullying behavior received. As expressed by [23] that there are three responses from victims of bullying (counteraggression), helplessness (victims seeking help from other people) and nonchalance (the victim is silent and does not care). The response from victims of bullying in Javanese children is nonchalance. The reason is that children with Javanese culture generally perceive that the social environment expects children to "give in" that is accordance with the teachings of Javanese culture. This is also in accordance with the opinion of [24] states that bullying behavior is related to the role expected by the environment, so victims of bullying respond to bullying because they feel that the behavior is expected by their environment. The response of victims of silent bullying will be perceived by their social environment (peers, teachers and parents) that the victim does not experience bad behavior and has no psychological problems. While victims have social anxiety, loneliness and withdrawal from association [25]. Victims who are withdrawn and anxious are not liked by their friends or even by their teachers so that they will become the target

of bullying behavior again. Psychosocial bullying victims have weak self-control, preferring to use external attributes and give up easily. This situation causes the victim of bullying to experience loneliness, social anxiety and withdrawal from the social environment.

The third psychosocial aspect according to [15] is environmental (E) is an individual's relationship with the strengths and sources of nature outside or the individual's physical environment. The connection between this environment and victims of Javanese ethnic bullying is not too different from other cultures or countries. The physical environment of the victim of bullying will cause the victim to experience trauma in a place when the victim of bullying becomes a victim of bullying. For example, bullying behavior occurs in schools, so victims of bullying feel phobic with school and no longer want to go to school. The physical environment can be in the form of school playgrounds, unsupervised school halls, school canteens or classrooms. [26] states that bullying behavior often occurs in playgrounds and for verbal bullying is more common in classrooms. Javanese culture is a culture with compact habits of life [21], so that Javanese children at school will gather at the playground. Thus the playground is a potential place for the highest bullying behavior in Javanese children.

The three Miller psychosocial aspects of psychology, social and environment cannot be truly separated because humans live in three bonds, namely psychological, social and environmental. These three things are bound in terms of psychosocial ecology. Psychological ecology of individuals and collective relationships with the strengths and sources of individual self and ideas in the individual environment, beliefs and values that individuals create and the environment create. Confidence is the perception of the certainty of feeling in one's mind or perception that is arranged in a definite manner. Thus the three psychosocial aspects of victims of Javanese ethnic bullying such as the explanation above have interrelated or have reciprocal relationships. To understand the psychosocial conditions of victims of Javanese ethnic bullying, it is necessary to look at these three aspects.

IV. CONCLUSION

Psychosocial victims of Javanese bullying are related to three bonds, namely psychological, social and environmental. These three psychosocial ties are interrelated in influencing victims of bullying. The bullying victim's response to the received bullying behavior tends to be nonchalance or silent and does not care because psychologically the victims of bullying have values related to Javanese culture, namely "ngalah" and want to maintain harmony. This is supported by social influences, namely people around like parents, teachers and peers who still adhere to Javanese teachings. The nature of Javanese who like to live in groups makes the general physical environment like a playground a suitable place to interact with others. On the other hand, the playground will be a stressor for victims of bullying if the place is related to bullying behavior that has been received.

Based on these conclusions, the solution to the problem of victims of Javanese ethnic bullying needs to pay attention to the psychosocial aspects of children. For this reason, it is necessary to consistently intervene in the school environment, school curriculum and individual interventions [27]. The intervention will be more effective by integrating Javanese culture such as a curriculum that includes Javanese values that respect others, maintain harmony, be gentle in speaking and have strong empathy.

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