Causes and Consequences of Bullying Phenomenon among Emerging Adults in Urban Surabaya

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Abstract

The phenomenon of bullying among emerging adults has become an important research topic due to its significant impact on emerging adults' well-being and their learning environment. This research is crucial to understanding the root causes and triggering factors of bullying. By understanding the causes, more effective prevention measures can be designed and implemented by the government to create a safer and more supportive environment for emerging adulthood. The phenomenon of bullying can be explained through the perspectives of psychology, sociology and anthropology. This research is a qualitative study using the interview method. The results showed that from a psychological perspective, imitation of aggressive behavior from the social environment is the root of the bullying problem. From a sociology perspective, bullying is the result of power inequality and attempts to maintain power. From an anthropological perspective, cultural norms and social hierarchy influence bullying, which is used to maintain distance between dominant and perceived different groups.

Keywords: *bullyings; psychological; sociological; anthropological.*

Abstrak

Fenomena perundungan di kalangan *emerging adulthood* telah menjadi topik penelitian yang penting karena dampaknya yang signifikan terhadap kesejahteraan *emerging adulthood* dan lingkungan belajar mereka. Penelitian ini sangat penting untuk memahami akar permasalahan dan faktor pemicu perundungan. Dengan memahami penyebabnya, langkah-langkah pencegahan yang lebih efektif dapat dirancang dan diimplementasikan oleh pemerintah untuk menciptakan lingkungan yang lebih aman dan lebih mendukung bagi *emerging adulthood*. Fenomena perundungan dapat dijelaskan melalui perspektif psikologi, sosiologi, dan antropologi. Penelitian ini merupakan penelitian kualitatif menggunakan metode wawancara. Hasil penelitian menunjukkan dari perspektif psikologi, peniruan perilaku agresif dari lingkungan sosial adalah akar masalah bullying. Dari perspektif sosiologi, bullying adalah hasil dari ketimpangan kekuasaan dan upaya mempertahankan kekuasaan. Dari perspektif antropologi, norma budaya dan hierarki sosial memengaruhi bullying, yang digunakan untuk menjaga jarak antara kelompok yang dominan dan yang dianggap berbeda.

Kata Kunci: *perundungan; psikologis; sosiologis; antropologis*

Introduction

Complex urban dynamics often influence bullying behavior in urban communities, such as Surabaya. Psychosocial pressures that trigger aggressive behaviors such as bullying can arise from the characteristics of a big city like Surabaya, which is densely populated, socially diverse, and has a high level of competition in various aspects of life. The theory of "social disorganization" can explain this condition. This theory argues that deviant behavior becomes more common due to the disorganized urban environment and lack of social control. Weak social ties and informal social control can increase the risk of bullying behavior because relationships between individuals in urban communities tend to be looser and less personalized compared to rural communities.

Another matter that shows the unique characteristics of Surabaya people that contribute to bullying can be seen from the comparison of the two cities, namely the characteristics the indigenous people of Yogyakarta have meek, delicate, polite, do not like blunt and hide their feelings on a matter (Nugroho et al., 2012). Whereas in general, Surabaya people are known to have open, high-tempered characteristics, which are manifested through their explosive emotions, therefore Surabaya people will look angry, expressive and seem rude (Sriyanto & Fauzie, 2017). The characteristics of Surabaya people who are open, high-tempered, and expressive in showing their emotions can contribute to the tendency of bullying behavior. A nature that tends to be outspoken and explosive in expression can make social interactions in the environment more direct and sometimes harsh. In the context of bullying, this attitude can make it easier for individuals to say hurtful words without much consideration which can lead to verbal bullying. Compared to the people of Yogyakarta who are characterized as gentle and unsparing in their words. In Arek Javanese culture, which dominates social interactions in Surabaya, crude jokes are often considered part of everyday communication. Words like "jancuk" or other forms of verbal mockery are often used without the intention of hurting, but rather as a form of familiarity. However, in certain contexts, this joking can shift into bullying if done without regard to the comfort level of other individuals. This phenomenon shows that the line between joking and bullying can be blurred in certain cultures, increasing the risk of normalizing aggressive behavior in social settings.

To explain harassment in urban environments, the broken windows theory is also useful. The Broken Window Theory illustrates that if a window in a building is broken and left unrepaired, the damage will get worse because it gives the impression that no one cares (Frensh, 2021). This concept can be related to bullying behavior. If bullying actions are left without consequences, then the perpetrator will feel free to continue doing it, and others may get involved because they consider the behavior as something natural or acceptable. Not being assertive in dealing with bullying can create a permissive environment, where aggressive acts become more frequent and harder to control.

Overall, social pressure, weak community ties, and the inability to cope with stress and competition in urban environments are the causes of bullying behavior in Surabaya. Research on bullying in urban areas, particularly in Surabaya, revealed that there are several main factors that trigger such behavior. Social pressure, a weak sense of community, and difficulties in managing stress in urban environments are the main triggers for bullying (Amanatin & Sekarningrum, 2023). In addition, low self-control, the urge to reject or dominate others, and an unsupportive environment also play a role in increasing the risk of bullying (Abdillah et al., 2020). In Surabaya itself, factors such as lack of self-control, lack of parental involvement in providing evaluation, low self-esteem, and the need to be recognized by the surrounding environment also cause bullying behavior (Amanatin & Sekarningrum, 2024).

In addition, strain theory is related to this situation. This theory explains that frustration caused by one's inability to achieve desired social goals, such as academic success or social status, can lead to deviant behaviors, such as bullying. In competitive urban societies, the pressure to achieve certain achievements or social status is often greater, and those who cannot achieve them may vent their frustrations by acting aggressively towards others.

The phenomenon of violence in education is often referred to as bullying (Asnawi, 2019).

Bullying is a form of violent behavior in which an individual or a group of people psychologically or physically coerce individuals or groups considered weak (Zakiyah et al., 2017).

Bullying is often trivialized and taken for granted. Bullying in Indonesian schools is still often considered normal, even though its impact is very serious (Ramadhan et al., 2021). Research shows that 75.8% of schools have experienced cases of bullying, with verbal bullying as the most common form (35.1%) (Damanik & Djuwita, 2019). Several factors contribute to the occurrence of bullying, including cultural and social capital, habitus, and the surrounding environment (Haekal, 2021). Perpetrators usually reason that the victim's behavior is considered strange, while victims tend to ignore the incident, and witnesses prefer not to interfere (Damanik & Djuwita, 2019). In fact, bullying can have a negative impact on the emotional and psychological well-being of victims (Sintasari et al., 2024). But in reality, bullying cases involving physical violence have claimed many victims. In Indonesia, bullying cases outside the school environment have become common, starting from elementary, junior high, high school, and university. According to KPAI (Komisi Perlindungan Anak Indonesia), bullying cases are currently the most reported by the public from 2011 to August 2014. KPAI recorded 369 reports related to cases of violence, of which 82 led to death (Asnawi, 2019). In addition, according to information from KPAI, until March 31, 2023, in the education cluster, KPAI had received 64 reports related to violence against children in the education environment. One of the forms of violence reported includes physical violence and bullying. Furthermore, data from the Federation of Indonesian Teachers' Unions (FSGI) shows that there were 16 cases of bullying that occurred in schools during the period January to August 2023 (Wahyuni et al., 2023).

In Sari Rumra et al. (2021) divides bullying behavior into four parts, namely, (1) Physical bullying which is characterized by slapping behavior, asking for money by force, hitting, and committing other physical violence, (2) Verbal bullying is characterized by the use of harsh words such as demeaning, cursing, and mocking. (3) Psychological bullying is characterized by discrimination and intimidating others. (4)

Cyberbullying is characterized by actions taken by someone who aims to humiliate others by spreading gossip and spreading other people's private photos through social media such as Instagram, WhatsApp, Facebook, and Twitter.

Bullying behavior often occurs in the educational environment, both by school children and university students. There are several factors that cause bullying behavior. First, family factors, the role of the family as a social identifier for child growth is very important. Parenting patterns play an important role in child development. Based on research conducted, bullying perpetrators often come from families that lack attention, overly liberate children, or apply authoritarian parenting patterns with family conflicts that often occur in front of children. Second, peer factors, during adolescence the process of searching for identity where social interaction with peers is very important. School becomes the main environment for interaction, where adolescents spend a lot of time with their friends, peers have a significant influence on adolescent behavior patterns, especially when they form groups or gangs with specific goals. Third, the influence of mass media, the spectacle on the screen that is less educational and is actually used as an example by adolescents who are looking for identity. Violent scenes in soap operas are often imitated by teenagers, including acts of bullying both verbally and physically. Teenagers are vulnerable to being influenced by what they see on television and even imitate it. Parental supervision is very important to control children who are too fixated on social media, which can be toxic for them. While social media can be used to communicate and interact with friends, too much focus on the phone can make teens apathetic and insensitive to their surroundings, even exhibiting antisocial behavior. This is a form of social media abuse among teenagers (Suhendar 2019).

The act of bullying has various impacts, both for the perpetrator, the victim, and those who witness the bullying incident. The impact of bullying from the side of the perpetrator, namely having a high level of self-confidence and self-esteem. This tends to make them lack empathy and tend to lose control, with a desire to control everything in order to feel powerful. If the bullying is not stopped or there is no intervention

from other parties, then this can lead to the emergence of other behaviors such as abuse of power against their peers around them. For the victim, it can affect their concentration at school, damage their self-confidence and make them avoidance due to constant fear and worry. This can cause depression in the victim and can even lead to thoughts of ending his own life. Meanwhile, for students who witness bullying behavior as something acceptable in society. In this situation, female students may join the perpetrators for fear of becoming the next target. There are also those who just witness without doing anything (Bete & Arifin, 2023).

At this time, bullying is often found to occur in educational institutions from the most basic levels to universities. According to the KPAI and the FSGI (Federasi Serikat Guru Indonesia) in 2022, the types of bullying most commonly experienced by victims are physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2%) (Marhaely et al., 2024). According to a survey conducted by the Korea Communications Commission in 2021, 29.2% of Korean teenagers and 15.7% of adults have been victims of cyberbullying, with social networking sites being the most common platform where cyberbullying occurs (Choi, 2023). According to Hidayati & Amalia (2021), Bullying remains a significant issue among adolescents in Indonesia, particularly in Surabaya. Research indicates that Surabaya has one of the highest rates of bullying incidents at 59.8%. The phenomenon extends to cyberbullying, which occurs primarily on social media platforms (Utami, 2014). Bullying can have severe psychological impacts on victims, including feelings of hopelessness, inferiority, and self-harm (Hidayati & Amalia, 2021). A study of Surabaya adolescents found that while less than 50% of subjects frequently engaged in bullying, all participants had been involved in bullying behaviors at some point (Tumon, 2014). Verbal bullying was identified as the most common form. Additionally, the rise of technology has led to related issues such as phubbing, where excessive smartphone use negatively impacts face-to-face communication among teenagers in Surabaya and Jakarta (Damayanti & Arviani, 2023).

There are several previous studies conducted related to bullying. Research conducted by Kusuma et al. (2023) in class IX at SMP Negeri 6 Semarang which shows that the level of bullying behavior at SMPN 6 Semarang is quite high, with an average score of 90.51 and a standard deviation of 8.429. From the percentage score of bullying behavior, it can be concluded that 18.05% of students have high bullying behavior, 81.95% have moderate bullying behavior, and no students have low bullying behavior. The results showed that the majority of learners had a moderate level of bullying behavior. Therefore, effective bullying prevention and handling efforts are needed in schools to create a safe and comfortable environment for all learners.

Bullying can occur among university students who are in the emerging adulthood stage of development. According to Arnett (2015), emerging adulthood is a transitional stage from adolescence to adulthood and occurs in the age range of 18 to 25 years. There are several characteristics of this emerging adulthood stage, namely (1) exploring more about self-identity (especially related to romantic relationships and careers), (2) feeling unstable, (3) self-centered attention, (4) tending to feel still in the middle between adolescence and adulthood, and (5) an age with all the opportunities for individuals to renew their lives (Arnett, 2015). This statement is reinforced by research by Simbolon (2012) shows forms of bullying that occur in University A's dormitories include intimidation, extortion, physical assault, vulgar language, and derogation. The factors causing bullying by students at University A are seniority, imitation, and past experiences. Perpetrators generally engage in bullying because they have experienced being victims in the past, thus engaging in bullying behavior as a form of revenge. The research conducted in University A's dormitory shows that bullying results in victims feeling desperate, isolated, unwilling to socialize, lacking enthusiasm, and even hallucinating. In contrast, perpetrators feel increasingly authoritative. Perpetrators also derive satisfaction after committing such acts. However, half of the research subjects, who are perpetrators, admit to experiencing other consequences after their actions, namely, feeling ashamed and inferior. This expression indicates that the social environment makes perpetrators feel punished for their actions. Victims

experience severe psychological impacts, such as hopelessness, low self-esteem, and self-harm tendencies (Hidayati & Amalia, 2021). Factors contributing to bullying behavior include age, place of residence, and parenting styles, with permissive and authoritarian approaches positively correlated with perpetration (Krisnana et al., 2019). Responses to bullying among adolescents include resistance, avoidance, silence, and fear (Waliyanti & Kamilah, 2019). Research by Munira et al. (2023) shows bullying manifests in various forms, including physical, sexual, and psychological, often linked to differences in appearance and toxic seniority. Prevention and intervention programs involving schools, parents, and communities are urgently needed.

In emerging adulthood, bullying tends to be social and psychological in nature, such as social isolation, gaslighting and emotional manipulation. Individuals in this phase are vulnerable to social pressure, academic expectations, and career demands, which can trigger bullying in the form of unfair competition or social exclusion. Research by Lidberg et al. (2024) emphasized that childhood bullying experiences can impact individuals' psychological well-being in emerging adulthood, affecting their ability to cope with social and emotional pressures. In emerging adulthood (18-25 years old), bullying is often more difficult to identify than in childhood or adolescence because it tends to appear in more subtle forms, such as silent treatment, social exclusion, or covert psychological pressure. The developmental dynamics of this phase are characterized by identity exploration, transition to independence, and increasingly complex demands on individual roles and responsibilities (Arnett, 2015). This can make individuals more vulnerable to bullying in a campus or workplace setting.

The phenomenon of bullying can be explained through the perspectives of psychology, sociology and anthropology. From a psychological perspective, it can be explained through Bandura's social learning theory. This theory explains that individual behavior is formed through a learning process, namely individuals learn through observation of the behavior of others in their social environment and individuals imitate or model this behavior

(Warini et al., 2023). Bandura examined many psychological problems, one of which was juvenile delinquency. According to him, the environment shapes behavior and vice versa. This concept is known as reciprocal determinism, which means the process by which a person's behavior and their world influence each other. He argues that a person's environment, behavior, and psychological processes shape a person's personality (Ansani & Samsir, 2022). Based on this explanation, social learning theory explains that bullying behavior can occur due to the process of observing and imitating aggressive behavior from role models in the perpetrator's social environment, such as peers or authority figures, which are then reinforced through positive experiences or rewards obtained.

From a sociological perspective, the phenomenon of bullying can be understood from functional theory, conflict theory, and symbolic interactionism theory. The phenomenon of bullying can be explained through Durkheim's functional theory which explains that a phenomenon cannot be understood if it only focuses on one individual but also needs to look at the environment that shapes the individual, which means that individuals are products of society, such as the case of bullying in Simbolon's research which states that bullying behavior is carried out by someone as a form of revenge for bullying that has been experienced by the perpetrator and from Bandura's social learning theory which states that individuals learn from their social environment (Turner, 2014).

From conflict theory, the phenomenon of bullying can be explained through Herbert Spencer's conflict theory which provides insight into how competition for resources in society can reinforce inequality and conflict between individuals or groups. This concept is related to the phenomenon of bullying because inequality of power and resources is often the main trigger for bullying. When a group of individuals have greater power, they tend to use that power to dominate or bully weaker individuals or groups. In this context, an understanding of conflict theory can help us understand the roots of bullying behavior and efforts to address it through changes in social structures and dynamics. In addition, Karl Marx's conflict theory explains that the phenomenon of bullying

will emphasize conflicts that arise from power inequality, exploitation, and social hierarchy in society. In bullying cases, there are power inequalities, such as differences in physical strength and social status. This difference in social status indicates the existence of a social hierarchy in the environment where those who have power or are stronger tend to oppress those who are weaker. In terms of this oppression, it can be said that the stronger party exploits the weaknesses of the weaker party for personal satisfaction. Dahrendorf's conflict theory explains that social conflict can occur due to inequality in the distribution of authority or power. In the context of bullying, Dahrendorf's theory explains that bullying behavior often arises from inequalities in power or status between the perpetrator and the victim. Bullies may use intimidation or threats to maintain or enhance their dominant position in the social hierarchy, while victims often have little or no power to resist (Turner, 2014).

The phenomenon of bullying can be explained from the theory of symbolic interactionism, namely Stryker's identity salience theory. In the context of identity salience theory, bullying behavior can be explained as an attempt by the perpetrator to assert or enhance their identity which is intertwined with the need to gain recognition or validation from social groups or other individuals. In other words, bullying perpetrators use aggressive or demeaning behavior towards others as a way to reinforce their identity that is intertwined with power or dominance in certain situations that they value as important in their identity hierarchy (Turner, 2014).

Bullying behavior also develops with the times. Nowadays, bullying can be done through social media as a result of increasingly sophisticated technological developments. This shows the social changes that occur in society. In general, social change is defined as a process of change or change in the structure or order of society, which includes changes in their attitudes, ways of thinking, and social life (Goa, 2017). Social change in the context of bullying is also shown from conflict theories. According to conflict theory, social conflict always exists and produces change. Change occurs because of constant conflict. Change brings new interest groups and classes and conflicts between them.

Every change shows the victory of the winning group or class in imposing their will on others, such as Karl Marx's conflict theory, which states that the conflict between the upper and lower classes over ownership of the means of production causes social change. This conflict will cause a battle between the two classes to support their respective desires. In contrast, Dahrendorf opposed Marx's theory in several ways. He saw conflict as a matter of inequality of authority in every aspect of society. This is in contrast to Marx's ideas which emphasized class. (Turner, 2014). Social change in bullying behavior can also be explained through Social Dominance Orientation (SDO) theory, Individuals with high SDO have attitudes to enhance hierarchy, while those with low SDO have attitudes that weaken hierarchy (de la Sablonnière, 2017).

Social change can occur due to the times followed by the development of science and technology. This has an impact on changes in the form of bullying behavior that occurs. Bullying behavior that usually occurs in the real world and the bullying is only known by the perpetrators and victims has shifted to cyberspace where bullying that occurs in cyberspace can be known by everyone (public) so that it is not limited to victims alone. Bullying behavior in cyberspace is known as cyberbullying. UNICEF says that Cyberbullying is bullying carried out in cyberspace through digital technology and it can occur on various social media platforms (Imani et al., 2021). According to a U-Report poll, 45% of Indonesian youth have experienced cyberbullying (UNICEF, 2020). This cyberbullying phenomenon may continue to grow, especially as society enters industry 5.0 and society 5.0. Industry 5.0 is a concept about the future of industry towards a human-centered manufacturing system that is sustainable and resilient. So industry 5.0 strives to make humans have creativity in utilizing technology optimally for life in a sustainable future. Society 5.0 is centered on super smart humans with technological innovations created (Huang et al., 2022). Cyberbullying behavior will occur more frequently in the era of industry 5.0 and society 5.0 thanks to increasingly sophisticated technological advances that allow people to interact unlimited space and time through social media (Widayanti & Kurniawan, 2023).

From an anthropological perspective, the phenomenon of bullying can be analyzed through cultural anthropology theory as a result of cultural norms and values, group identity dynamics, enforcement of social hierarchy, response to injustice, and the socialization process in a society. Cultural norms and values shape acceptable behavior, while social standards and aesthetics determine who gets bullied. Strong group identities create in-groups and out-groups, where bullying reinforces the boundary between the two and strengthens the identity of the dominant group. Bullying also serves to enforce social hierarchy and maintain order by ensuring compliance with cultural norms. In addition, individuals who feel frustrated by social injustice may use bullying as a way to gain a sense of control or power. The process of socialization through family, school, and other social institutions plays an important role, as the culture within these institutions may tolerate or encourage bullying behavior if not dealt with firmly. Bullying can be understood as part of the school culture where the role of seniority continues because they understand that it is part of the tradition that has been maintained by previous seniors. Bullying behavior continues because they think that it is a way to maintain the status quo and demonstrate power (Andini, 2019).

From the perspective of social pathology, bullying behavior is not included in social pathology. Social pathology is the science of social symptoms that are considered "sick" due to social factors or the science of their origin and nature, diseases related to human existence in society (Burlian, 2016). In other words, it can be said that social pathology is social behavior that is considered a disorder. Based on the definition of social pathology, bullying behavior is not included in social pathology because it is not included in the disorder. This statement is also in accordance with DSM V (American Psychiatric Association, 2013) which does not categorize bullying as a disorder.

The phenomenon of bullying among emerging adulthood is an important research topic because it has a significant impact on their well-being and learning environment. Therefore, researchers are interested in knowing the phenomenon of bullying among emerging adulthood by exploring the root causes and

factors that trigger bullying. By understanding the causes, more effective prevention measures can be designed and implemented by the government to create a safer and more supportive environment for emerging adulthood.

Researchers used three perspectives in this study, namely psychological, sociological, and anthropological perspectives.

Methods

The study used qualitative research methods with a phenomenological paradigm. The Phenomenological Paradigm is interested in explaining what emerges and how it emerges from a phenomenon. Phenomenology seeks to study individual perspectives on their world and seeks to describe in detail the content and structure of individual consciousness and to explain the essential meaning of individual experiences (Willig, 2013). This is in line with what Tumangkeng & Maramis (2022) stated that phenomenology is an approach that aims to understand problems or events that occur through the perspective of individuals who experience them directly and understand the meaning of these events. In this study, researchers used the phenomenological paradigm to interpret and understand participants' experiences as bullying perpetrators.

The participants of this study were university students in Surabaya who had committed bullying. Researchers selected participants using purposive sampling technique, which is selecting participants according to predetermined criteria and research objectives (Lenaini, 2021). Purposive sampling was used in this study as this method allows for the selection of participants who have direct experience with the phenomenon of bullying. This approach ensures that the data collected is relevant and in-depth, as only individuals who have actually experienced or been involved in bullying will be interviewed. The criteria are emerging adulthood (18-25 years according to Arnett, 2015) who live in Surabaya and have committed bullying. In this study, researchers conducted interviews with three participants who fit the predetermined criteria, W (18 years old), R (18 years old), and H (22 years old). Three participants were selected in this study because a recurring pattern of bullying experiences was found and no new

information emerged, indicating that the interview data obtained from the three participants was sufficient to comprehensively describe the phenomenon of bullying. Another consideration is the limited time and resources, considering that in-depth interviews require a long time, both in the process of collecting and analyzing data. By choosing three participants, the research can be conducted in a more focused and in-depth manner without sacrificing the quality of analysis so that the results obtained remain rich and meaningful. The three participants involved in bullying were identified through information obtained from their relatives or acquaintances who recounted bullying acts that had been committed by the participants. To ensure the validity of this information, the researcher conducted direct verification by interviewing the participants and exploring their views on bullying behavior and their experiences in this action.

In this study, the data collection method was conducted through semi-structured interviews, which allowed for flexibility in the interview process. According to Sugiyono (2012), semi-structured interviews are a type of in-depth interview that aims to identify problems thoroughly. The researcher can freely insert additional questions into the semi-structured interview as long as the previous questions are well answered. In this study, the interview questions were developed based on the literature on bullying described earlier.

Data analysis was conducted using the thematic analysis method stated by Maguire & Delahunt (2017). The purpose of thematic analysis is to find out the phenomena that actually occur and find patterns in the events experienced by participants (Heriyanto, 2018). Thematic analysis is a qualitative research method that involves identifying, analyzing, and reporting patterns (themes) in data (Nowell et al., 2017). According to Maguire & Delahunt (2017), there are six general steps in conducting thematic analyze: 1) Familiarization: The researcher becomes familiar with the data obtained by repeated reading to obtain an overall picture; 2) Coding: The researcher generates initial codes by identifying meaningful units of data and labeling them with a code; 3) Generating themes: The researcher explored themes by grouping the codes based on similarities and differences; 4)

Reviewing themes: The researcher reviewed the themes to ensure they accurately reflected the data and were relevant to the research questions; 5) Defining and naming themes: Researchers defined and named themes to make them clear and meaningful; and 6) Reporting: The researcher reported the themes by providing a contextually rich narrative that explained the process of identifying and selecting themes, as well as the relevance of the themes to the research questions. At this stage there is also a process of interpretation through the analysis of themes accompanied by data and contextual explanations and the relevance of the themes to the research questions. It is important to ensure transparency in the analysis process by describing and documenting the methods used as clearly as possible. In addition, managing data by keeping a list of key codes and backing up any work completed is also necessary in thematic analysis (Jones, 2022).

Results and Discussion
Interview Results:

Based on the results of interviews that have been conducted with 3 participants, the author categorizes the results of the interviews into three themes. The first theme is the reason behind bullying behavior and bullying experience. Participant W stated that the event that triggered W to bully was when he was in junior high school, he experienced bullying because he was quiet so he was teased for being black and hairy so that W only went to school for 1 semester. Then, W decided to change schools and after being in a new school W decided to develop rapport in order to know, pretending to be close to get to experiencing bullying if he remained quiet. Then after entering grade 2 junior high school, W became a person with many friends at school and made friends with naughty children so that he was influenced by their behavior which usually mocked friends. Participant R mentioned that the event that triggered R to bully was when he was in elementary school, he had committed a prank against a friend, namely taking his goods and then throwing them away. Starting from idle behavior, it continued to be carried over to junior high school to extort friends, if they did not give, they were shunned or beaten. Another event that motivated R's behavior was from his family,

especially parents who never reprimanded R when he did wrong by taking other people's property. Participant H explained that the event that triggered H to bully was when he was in high school, H had a new friend in his class and his friend was a quiet person and could not socialize (Z). Then, Z's physique is arguably not in accordance with beauty standards in society. Z had a fat body, black, curly, body odor, while the standard of beauty according to H was slim, white, straight hair. Eventually, H and her other friends began to harass Z, while Z showed no resistance, so H and her friends assumed that Z was not a person who was easily upset. So H and her friends continued to bully Z on social media by negatively commenting on Z's posts with derogatory remarks, such as pig, ugly, black.

The second theme was the purpose of bullying. Participant W explained that after experiencing bullying at a previous school, W may have felt the need to become more socially active and make more friends to avoid being the target of bullying again. By befriending the bad kids and following their behavior, W was trying to ensure that he was accepted in the group and not considered an outsider. The traumatic experience of being a victim of bullying made W feel the need to control the situation so as not to be seen as a weak or vulnerable target. The deep fear of being bullied again encouraged W to become a bully, as this made her feel stronger, more confident and secure. In addition, having felt weak and powerless at her previous school, W may have sought to demonstrate strength and dominance at the new school, giving her a sense of control and power that she did not have before. Participant R mentioned that by taking friends' belongings and then bullying them, R wanted to feel power and control over others, giving him a feeling of superiority and dominance in his environment. These bullying behaviors may have been part of the identity that R built since elementary school, and by continuing to commit these acts into junior high school, R developed a self-image as someone who was strong and not to be trifled with. In addition, R grew up in a family environment where his wrong actions, such as taking other people's property, were never reprimanded by his parents, which may have given him the understanding that such behavior is acceptable and there are no serious consequences to be faced, so he continued to do

it. Participant H thinks that Z is a safe target to bully so he feels superior to H. H considers Z a safe target because he thinks Z is also disliked by his friends in class. In addition, H feels entitled to belittle Z because she thinks that Z does not deserve to be treated with respect because Z's physique is far from the beauty standards prevailing in society.The third theme, consequences. From participant W's statement, W felt safer and more accepted by being a bully, but there are long-term consequences, such as deep feelings of guilt and regret, unhealthy social relationships, bad reputation, decreased academic performance, and potential disciplinary sanctions from school that could damage his future. The consequences of bullying received by R as a perpetrator include excessive feelings of superiority and dominance, unhealthy and fear-based social relationships, a bad reputation at school, neglect from family authorities that could exacerbate his negative behavior, and the potential for serious problems in the future due to a lack of understanding of the consequences of his wrongdoing. From participant H, H faced feelings of guilt and remorse for his degrading actions, a bad reputation in school and the community, unhealthy social relationships built on fear and dominance, potential disciplinary sanctions from school, as well as the risk of developing ongoing negative behaviors due to a lack of empathy and respect for others who are different from him.

Discussion:

The results of interviews from the three participants related to the phenomenon of bullying can be analyzed using three perspectives, namely a psychological perspective, a sociological perspective, and an anthropological perspective.

Bullying in psychological perspective, from the interviews with participants W, R, and H, it appears that bullying behavior can be explained through Bandura's social learning theory. This theory states that individual behavior is formed through the process of learning from their social environment, where individuals observe and imitate the behavior of others who become models in their environment (Warini et al., 2023). In the case of participant W, for example, the experience of being a victim of

bullying in the previous school made him try to avoid the same thing in the new school. W chose to make friends with naughty children and imitate their behavior to ensure that he was accepted in the group and was no longer a target of bullying. This is in line with Bandura's concept of reciprocal determinism, which states that the environment and individual behavior influence each other (Ansani & Samsir, 2022). W's behavior of imitating the aggressive behavior of his friends shows that this process of observation and imitation can reinforce bullying behavior.

Participant R also showed a similar process. R started with the act of taking friends' belongings and then extorting them, a behavior that was never reprimanded by his family. Reinforcement from the family environment that did not sanction this behavior made R continue bullying behavior until junior high school. This suggests that R's behavior was shaped by his observation of his family's passive response, which indirectly taught him that his actions were acceptable without serious consequences. As Bandura explains, individuals learn through direct and indirect experiences, and in R's case, the family's indecisiveness in sanctioning her became an experience that reinforced her negative behavior.

For participant H, the influence of friends and society's beauty standards played an important role. H and her friends targeted Z, who was perceived as not meeting the prevailing beauty standards. The bullying behavior towards Z was reinforced by Z's lack of resistance, which made H and her friends feel superior and continued the degrading actions. The process of observing Z's passive response and a non-intervening social environment reinforced H's bullying behavior, in accordance with Bandura's theory of how individuals learn from their social environment.

Overall, the interview results show that the bullying behavior of participants W, R, and H can be explained through Bandura's social learning theory. Observation of the behavior of others in the social environment and reinforcement from the environment, both through responses received and indecisiveness in sanctioning, contribute to the formation of bullying behavior. This behavior is then reinforced through their experiences, so that the aggressive behavior continues.

Bullying in sociological perspective, based on sociological theories such as functionalism, conflict, and symbolic interactionism, the phenomenon of bullying can be analyzed from various perspectives that illustrate its complexity in a social context. From a functionalism perspective, as described by Durkheim, individuals are not only influenced by internal factors, but also by the social environment that shapes their identity and behavior. This can be seen in W's case, where her traumatic experience as a victim of bullying pushed her to turn into a bully as a form of self-control and protection from potential weaknesses in the new school environment. Meanwhile, social conflict expressed in Herbert Spencer and Karl Marx's conflict theory explains that power inequality and social hierarchy play a major role in the bullying phenomenon. This is seen in H's case, where the desire to maintain dominance in her social group drove her to demean Z, whom she considered to be outside the desired beauty and social standards. From the perspective of symbolic interactionism, such as Stryker's identity salience theory, bullying behavior can be understood as a strategy to strengthen identity and position in the social hierarchy. This is reflected in R's case, where her bullying actions were related to the need to gain recognition and control over her peers at school.

The results of the interviews showed that the reasons behind bullying behaviors and experiences as victims have profound implications according to the theories. W, R, and H each faced different consequences as perpetrators, including disrupted social relationships, tainted reputation, and potential disciplinary sanctions.

Bullying in anthropological perspective, based on interviews with participants W, R, and H, it can be seen that the phenomenon of bullying that they experienced and perpetrated was strongly related to cultural norms and values, group identity dynamics, enforcement of social hierarchies, responses to injustice, and the socialization process they experienced.

Participant W, who had experienced bullying at school before, tried to avoid the role of victim by becoming more socially active and hanging out with bad kids. This suggests that her cultural norms and social experiences shaped adaptive behaviors to survive and avoid further

bullying. W's actions are in line with cultural anthropology theory which states that cultural norms and values shape acceptable behavior in a social group. Findings from the interviews showed that some bullies had previously been victims, such as participant W who was bullied at his previous school and became a bully after switching schools. His motivation was to protect himself from further bullying by adapting to an aggressive social environment. The psychological dynamics that occur involve self-defense mechanisms such as identification with the aggressor (Cramer, 2015), where the victim adopts the behavior of the perpetrator to feel stronger and less vulnerable.

Meanwhile, participant R showed that his bullying behavior started as a prank and then developed into bullying a friend. The influence of the family who never reprimanded R when he did wrong reinforced this behavior, indicating that the socialization process in the family environment greatly influences the development of an individual's values and behavior. This supports the theory that the socialization process through institutions such as the family can tolerate or encourage bullying behavior if not dealt with firmly.

Participant H, on the other hand, showed how aesthetic standards and group identity influence bullying behavior. H and her friends bullied Z because Z was perceived as not conforming to the prevailing beauty standards in the community. This reinforces the concept of in-group and out-group where bullying is used to reinforce the boundary between the dominant group and individuals who are considered different or non-conforming. H's behavior also reflects the enforcement of social hierarchy and attempts to maintain the status quo through dominance and control over individuals who are perceived as weak or different.

The overall findings from these interviews suggest that bullying can be understood as part of the culture and social structure in society. Cultural norms and values, socialization processes, as well as the dynamics of group identity and social hierarchy play an important role in shaping and maintaining bullying behavior. Therefore, to overcome the phenomenon of bullying, a comprehensive approach is needed that involves cultural and value changes in social institutions, as well as

firm handling of bullying behavior from an early age.

Conclusion

Bullying can be explained from three main perspectives: psychology, sociology, and anthropology, which are interconnected in shaping bullying behavior patterns. From a psychological perspective, bullying behavior develops because individuals learn from the social environment through direct observation and experience, as explained in Bandura's theory. From a sociological perspective, factors such as power inequality and social hierarchy make bullying a way to show dominance and seek recognition. Meanwhile, anthropology looks at how cultural norms and socialization processes within families and groups can make bullying continue. These three factors support each other, making it difficult to stop bullying without proper intervention. Therefore, effective solutions must include changes in culture and social values, such as socializing awareness and empathy-based education so that anti-bullying values can be understood from an early age. In addition, clear policies are also needed, such as strict rules in schools and workplaces, psychological assistance for victims and perpetrators, and training for teachers and parents to be better prepared to deal with bullying cases. All parties must be involved for social change to be realized.

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