

Bullying During the Orientation Program: A Literature Review

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Abstract: Universities' freshmen orientation programs have been aiming to introduce the higher education systems, campus environments, and create the means of friendships' formation among a certain cohort of freshmen. After the spread of the virus has subsided significantly, universities were able to commence the onsite orientation programs, which was, unfortunately, leading to the emergence of bullying cases. The latter incidence was seen by the senior college students as mental shaping for freshmen, although it turned out to be a form of bullying during the onsite orientation program. The objective of this article is to investigate and further describe factors influencing bullying that occurs during the orientation programs and prevention programs pertaining to the problem. The method used in this research was literature review using keywords: bullying, campus life, freshmen, and orientation program. The study reveals a pattern of strong power relations between dominating superiors and weak subordinates. Personality characteristics, family and campus climate are factors that influence bullying to occur. Universities as the organizers of the orientation program must ensure that the strategy, planning, and orientation objectives align with the executing committee who takes on the role of companion freshmen. Social support for freshmen is needed, in the form of suitable programs, to undergo the adaptation and transition process.

1 INTRODUCTION

PP No. 57 of 2021, Indonesian higher education is organized in preparing students to become members of society who have noble character with the knowledge, skills, independence, and attitudes to discover, develop and apply science, technology and art that are beneficial to humanity. The aim is to maintain a balance in the discourse of the life of the community institutional system which is essentially a double direction towards increased intellectual levels and moral maturity where a special approach is needed to solve the problem (Ministry of National Education, Directorate General of Higher Education, 2009). Therefore, from the start, the university assisted students to be ready to achieve the expected goals of higher education, especially during the initial

transition period faced by freshmen.

The period of transition and adjustment experienced by freshmen to college life is an important stage of development where adolescents will begin the journey to enter adulthood, namely the period of change and exploration between the ages of 18-25 (Hiester, Nordstrom & Swenson, 2009). This transition period includes increasing demands to be more independent and more responsible where adaptation to the campus environment is said to be successful if students can manage their time, develop their skills in the academic and social fields, and are able to deal with existing stressors and challenges (Hiester, Nordstrom & Swenson, 2009).

In line with that, the Directorate General of Higher Education, Research and Technology issued a Guide to Introduction to Campus Life for New Students in 2022 to welcome new students. It was explained that

provisioning for new students was carried out to be able to adapt quickly to the campus environment and the prevailing system. One of the goals is to shape the character of students who prioritize intelligence in thinking, maturity in speech, action, anti-violence and creating a campus that is friendly, safe and healthy (Team of the Directorate General of Higher Education, Research and Technology, 2022). It's just that in practice, cases of bullying emerged in several training activities for new students which were carried out face-to-face after the Covid-19 cases began to fall.

In July 2022 (Jumasang, 13 July 2022) reporting the news via *okenews.com* there was a hazing at a university in Makassar where seniors kidnapped new students to be forced to drink alcohol otherwise, they would be beaten. In August 2022 it was reported on *Kompas.com* that there was hazing that occurred to new students at a university in the city of Serang by drying new students in the middle of a field (Caesaria, 11 August 2022). In September 2022, it was reported on *detikjatim.com* that there was hazing that occurred at the Faculty of Engineering at a university in Jember where new students were given assignments from 8pm to 3am. September 19, 2022).

Bullying is a serious problem all over the world. This is shown from foreign and domestic research. Studies from abroad show that bullying victims can increase individual problems (Lebrun-Harris et al., 2019), reduce self-esteem, cause negative perceptions of oneself (Choi and Park, 2021), loneliness (Eslea et al., 2004), reducing subjective well-being (Borualogo, 2021) and even increasing suicidal ideation (Hinduja and Patchin, 2019). In line with that, research conducted in Indonesia by Mintasrihadi, Kharis, and Aini (2019), bullying has an impact on victims to withdraw, creates fear, some victims will choose to remain silent because this is considered something that usually happens. According to Oblath et al (2020), victims of bullying who appear unable to defend themselves will have greater symptoms of anxiety and depression than victims who show ability to defend themselves. Wiyani's research (2012) shows that victims of bullying can experience disturbances such as low psychological well-being, poor social adjustment, decreased academic motivation, if bullying continues it can trigger a desire to commit suicide rather than face the pressure of humiliation and punishment. Hapsari's research (2016) at a university in Surabaya shows that bullying results in low self-esteem, frustration, and depression.

The orientation program designed to assist freshmen in facing the transition period is marred by bullying which can have a significant impact on the development of further student studies, therefore this

article is made to determine the factors that can influence bullying to occur during orientation.

2 METHOD

This article was written using the literature review method, including introduction, research method, theoretical review, and conclusion. Literature reviews are designed to provide an overview of the sources that have been explored with the aim of understanding the research problem being studied (Sutopo, 2021). The sources explored were research both from within and outside the country using the keywords bullying, college students, orientation of new students and freshmen through Google Scholar, SAGA Journal, and Garuda. The limitation on the publication year of the journals taken in this study is the last ten years, but the results or sources of research that exceed the last 10 years and are considered important will be discussed in this article. In the first part, the definition of bullying will be explained, types, and roles in the bullying process. The next section will discuss external factors and internal factors from the results of the research found.

3 THEORETICAL REVIEW

The theoretical review begins with an explanation regarding the boundaries of the definition of bullying and forms of bullying. Next, it is explained related to the parties who play a role in the bullying process that occurs.

Olweus (1993) who is a pioneer of bullying research defines it as "a student is bullied or becomes a victim when he is exposed repeatedly and over time to negative actions by one or more other students. Researchers agree that bullying is aggressive behavior intended to hurt others, which is carried out repeatedly in interpersonal relationships, which is characterized by an imbalance of power between the perpetrator and the victim (Menesini & Salmivalli, 2017; Olweus & Limber, 2010a, 2010b; P. K. Smith, 2016; Ttofi & Farrington, 2011; Volk et al., 2014).

Olweus (1993) emphasizes three characteristics in determining bullying behavior, namely intentional harmful behavior, repetition of behavior, and an imbalance of power between perpetrators and victims. Younan (2019) explained that to call behavior a form of bullying must involve one of the following characteristics: behavior that is aggressive, intentional, repetitive, involves a power imbalance and is not

provoked. Meanwhile, Sejiwa (2008) states that bullying can be seen from the victim's perspective, if the victim feels hurt or disturbed by the attitude of the perpetrator, it can be said to be bullying.

Bullying can be a verbal like threatening; physical such as hitting, kicking, damaging the victim's property; relational/social such as social exclusion, spreading rumors (Monks and Smith 2006; Olweus 1996). These forms of bullying are categorized as "traditional" bullying (Smith et al, 2008) while cyberbullying uses the internet as a medium for social interaction and communication (Kowalski and Limber, 2013).

In line with that, the Sejiwa Foundation (2008) categorizes bullying into verbal, physical, psychological bullying, and cyberbullying. Verbal bullying is interpreted in the form of ridiculing, insulting, making fun of threats of violence, racial insults, and others. Forms of physical bullying such as punching, slapping, hitting, pushing, or doing something physically involved. In addition, damaging someone's clothing or property is also physical bullying. Psychological bullying can be in the form of slandering, embarrassing, frightening, refusing someone to be friends, silence. Cyberbullying is an act in the form of threats, harassment, intimidation, embarrassment, humiliation committed by someone against another person using electronic media intermediaries, either on the internet or by telephone.

Cowie and Myers (2016) also explained in their book that bullying at university takes many forms and includes such behavior as spreading nasty rumors on the grounds of age, race, sex, disability, sexual orientation and religion or belief; gratulating or demeaning someone; social exclusion; unwelcome sexual advances; threatening someone, either directly or anonymously online.

In the process of bullying there will generally be roles involved, namely bully and victim. Bullies are people whose role is to injure others in forms of repeated bullying, while victims are people who become targets of aggressive behavior (Moutappa et al, 2004). Another study conducted by Wiyani (2012) states that in the bullying process there are five parties that play a role, namely the bully, the bully's assistant, the reinforcer, the defender, and the outsider. Bully is a person who is categorized as a leader who takes the initiative and is actively involved in bullying events. Bully assistants are parties who are actively involved in bullying events, it's just that they tend to depend on or follow bullying orders. Reinforcers are parties who provoke bullying, witness, laugh at victims, and even invite other people to watch. Defenders are parties who try to defend and help victims, it's just that there is a

possibility for them to become victims too. Outsiders are parties who know about this bullying incident, but do not take any action.

4 RESULT

The discussion of the results and findings in this section begins with identifying the factors that influence the occurrence of bullying during the orientation period for new students.

4.1 The Character of Bully and Victim

Research conducted in Indonesia by Putri, Nauli & Novayelinda (2015), states that the male sex tends to behave in bullying. According to Abdullah (2013), this is associated with the socialization of men and women in culture rather than with physical prowess and size.

Hapsari (2016) explains that bullies generally have a strong physique, are easily provoked, and lack empathy. In general, the tendency for someone to become a bully is because bullies feel satisfaction when they are "in control" among their peers (Halimah, 2015). On the other hand, victims generally have a weak physique, are quiet, and have low self-esteem. Atik and Guneri (2013) added that victims usually show loneliness.

The personality that is positively associated with bullying is the extrovert personality (Mazzone & Camodecca, 2019; Menesini, Nocentini & Camodecca, 2011). According to Mitsopoulou & Giovazolias (2015), extroverted personalities play a role in aggressive and antisocial behavior.

Research by Thornberg & Jungert (2017) shows that bullies generally have Callous-Unemotional Traits. Callous-Unemotional Traits consist of a callousness character that shows a lack of empathy and concern for the welfare, danger or suffering of others; uncaring which is characterized by a lack of concern regarding the opinions of others; and unemotional by not being open in expressing or expressing what is felt to others (Fanti, Frick & Georgiou, 2009). More specifically, according to Thornberg & Jungert (2017), perpetrators bully because with a Callous-Unemotional personality, they cannot reason about the harmful effects of the behavior they are doing.

4.2 Family

Low family functioning can affect bullying (Mazzone & Camodecca, 2019). Bullies usually come from families who have internal problems, stressful home

situations, show hostility or aggression in the family (Zakiyah, Humaedi, 2017). Other research shows that youth who are exposed to violence among family members can become victims of bullying (Jeong, Kwak, Moon, and Miguel, 2013).

Apart from the family situation, another factor that can influence is parenting style (Charalampous et al, 2018; Atik and Gunari, 2013). In Bostari & Karagianni's research, (2014), authoritarian parenting has a positive effect on bullying behavior in the form of giving punishment in physical and psychological forms, conflict resolution characterized by violence. The use of punishment as an effort to discipline children in the family can increase the risk of engaging in bullying behavior (Gomez-Ortiz, Romera & Ruiz, 2016). This is then perceived by parents who are not sensitive to their children's feelings (Bostari & Karagianni, 2014), so that children have difficulty developing empathy for other people (Georgiou, Stavrinides, & Fousiani, 2013), and are not able to develop concern for others (Georgiou, Stavrinides, & Fousiani, 2013), and are unable to develop concern for others (Smith, 2004). Youth who are involved in bullying generally experience various difficulties in childhood, difficulties experienced in childhood can affect unhealthy psychological development and have the potential to become perpetrators of bullying as teenagers (Reisen, Viana, & Neto, 2019).

Family climate and parenting style play a role in shaping youth's ability to adapt in a social environment and in forming friendships with peers (Lereya, Samara & Wolke, 2013). Youth who are rejected by their parents are more prone to become victims of bullying (Chapple & Vaske, 2010; Jeong, Kwak, Moon, and Miguel, 2013).

4.3 Campus Climate

The climate referred to in this section is a system in which each member interacts with each other and can influence the attitudes, beliefs, values, motivation, and behavior of its members (Adeyemi, 2008). Rezapour, Khanjani and Mirzai (2019) found that a comfortable campus environment can minimize the emergence of bullying behavior. In addition to convenience, campus quality can influence whether bullying behavior appears or not (Bevilacqua, et.al, 2016).

Research by Jeong, Kwak, Moon, and Miguel (2013) shows that school characteristics and climate namely, school behavior/discipline, attitude, teacher support, clarity/enforcement of rules, and respect among school members are significant predictors of bullying. Discipline in this school is related to perceptions of justice for every campus member, rules

or enforcement of rules related to bullying incidents, and perceptions of campus residents regarding the clarity of rules (Jeong, Kwak, Moon & Miguel, 2013)

Adolescents who go to college where the role of every member of the campus is to pay attention to bullying and intervene or stop bullying problems will create a positive climate to prevent bullying from happening (Jeong, Kwak, Moon & Miguel, 2013; Espelage & Swearer, 2004). If the involvement of the school is low in establishing and enforcing policies related to activities that occur in the campus environment, the level of bullying and victimization will be higher (Craig, Pepler, Atlas, 2000).

5 CONCLUSIONS

The orientation program organized by the university to welcome new students aims to assist new students in the transition period, so that they can adapt to the campus system and environment and are able to keep up with the demands of learning that will be undertaken later.

As the pandemic cases began to decline, the University took steps to organize face-to-face activities. However, several cases of intimidation surfaced during the program's orientation period. If the campus does not respond properly, bullying can have a negative impact on psychological well-being, the process of adapting to a new environment and motivation in the desire to learn.

Bullies generally have Callouns-Unemotional Traits which are characterized by a lack of empathy for others, indifference to other people's responses, or not being open in expressing themselves. While the victim's character generally has a weak physique, is quiet, and feels lonely. Conditions and situations in the family also play an important role. situations filled with hostility and aggression will influence bullying behavior. In addition, authoritarian parenting, one of which is disciplined by giving punishment can lead to bullying behavior while victims of bullying usually live with a parenting style where their parents reject them. Campus climate can affect bullying behavior that occurs, there is support, clarity in enforcing rules and setting values in universities needs to be upheld to provide direction from program orientation.

The university as the organizer has a significant role in preventing bullying from occurring during the orientation period, the support that can be provided is a program that fits the needs of new students, where the executors in the field aid in accordance with the values and objectives that have been set. Sometimes

periodicals also need to be provided with the program being run.

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