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LAPORAN PENELITIAN

The Impact of Bullying on Students' Academic Achievement at State Islamic Universities in Indonesia

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Dengan ini menyatakan dengan sesungguhnya bahwa penelitian yang berjudul: **"The Impact of Bullying on Students' Academic Achievement at State Islamic Universities in Indonesia"** adalah benar-benar Karya asli saya yang dihasilkan melalui kegiatan yang memenuhi kaidah dan metode ilmiah secara sistematis sesuai otonomi keilmuan dan budaya akademik serta diperoleh dari pelaksanaan penelitian pada klaster Penelitian Terapan Pengembangan Nasional yang dibiayai sepenuhnya dari DIPA UIN Ar-Raniry Banda Aceh Tahun Anggaran 2020. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 September 2020
Saya yang membuat pernyataan,
Ketua Peneliti,

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The Impact of Bullying on Students' Academic Achievement at State Islamic Universities in Indonesia

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Abstrak

Issues and accidents of bullying may take place at every time and every place, notwithstanding at Islamic education institutions. Various reports on bullying triggering factors have been continuously published. This study is aimed at exploring the effects of bullying on students' academic achievement at Indonesian Islamic higher education institutions. This mixed-method study involved 546 students and 21 lecturers of the English Language Education Department at three state Islamic universities in Indonesia; Universitas Islam Negeri Syarif Hidayatullah in Jakarta, Universitas Islam Negeri Sunan Kalijaga in Yogyakarta, and Universitas Islam Negeri Ar-Raniry in Banda Aceh. Both students and lecturers were selected randomly. A set of survey questionnaires was distributed to the students' email of those three universities exploring their experiences about bullying incidents at their universities. Meanwhile, to explore an in-depth understanding of bullying issues at Islamic higher education institutions, the researchers conducted semi-structured interviews with those available lecturers. The basic statistical formula was used to analyze the questionnaires, and thematic data analysis was also employed to analyze the interview data. The findings elucidate that two major factors have been luring students to bully others: for fun and other students do bullying as well. Revealing the bullying types, the data show that physical, social, and racial are among the most common emergent bullying incidents the students experienced. The findings also indicate that bullying incidents have driven their victims into four pathetic conditions: less confident, stressed, anxious, and passive. To eradicate the future bullying incidents, the findings

recommend that Islamic universities should pay strenuous attention to the following four significant actions: make strict rules against bullying, provide a clear route map on bullying report mechanism, help students work out on their bullying problems, and supervise the university better.

Kata Kunci: *Bullying, Impacts of Bullying, Academic Achievement, Islamic University*

KATA PENGANTAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
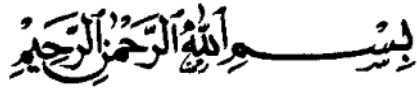
Syukur Alhamdulillah kepada Allah SWT dan salawat beriring salam penulis persembahkan kepangkuan alam Nabi Muhammad SAW, karena dengan rahmat dan hidayah-Nya penulis telah dapat menyelesaikan laporan penelitian dengan judul **"The Impact of Bullying on Students' Academic Achievement at State Islamic Universities in Indonesia".**

Dalam proses penelitian dan penulisan laporan ini tentu banyak pihak yang ikut memberikan motivasi, bimbingan dan arahan. Oleh karena itu penulis tidak lupa menyampaikan ucapan terima kasih kepada yang terhormat:

1. Bapak Rektor Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Ibu Ketua LP2M UIN Ar-Raniry Banda Aceh;
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7. Ketua Prodi Pendidikan Bahasa Inggris Universitas Islam Negeri Syarief Hidayatullah, Jakarta;
8. Ketua Prodi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry, Banda Aceh.

Akhirnya hanya Allah SWT yang dapat membalas amalan mereka, semoga menjadikannya sebagai amal yang baik.

Harapan penulis, semoga hasil penelitian ini bermanfaat dan menjadi salah satu amalan penulis yang diperhitungkan sebagai ilmu yang bermanfaat di dunia dan akhirat. *Amin ya Rabbal 'Alamin.*

Banda Aceh, 2 Oktober 2020
Ketua Peneliti,

Dr. Safrul Muluk, M.A., M.Ed

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**The Impact of Bullying on Students' Academic Achievement:
A case Study at State Islamic Universities in Indonesia**

**CHAPTER I
INTRODUCTION**

Students spend considerable amount of time at educational institutions such as schools, colleges, and universities. In those spaces, students make friends and interact with others. As such, schools are important spaces not only for students to seek knowledge but also to interact beyond their classroom. However, there has been an increase concerns about the intensity of violence at schools these days. The issue of bullying has become one of the most important areas attracting a lot of attention from stakeholders, such as the government, teachers, and communities, mainly because of the effects bullying behaviors have on academic, social and emotional states of victims (Boulton MJ, et al, 2010). Incidents of physical and non-physical violence involving students within school environment have drawn considerable attention. Many problems take place at school such as: mocking, teasing, fighting, disrespects others and so forth. These acts are often called as bullying. According to Olweus (2013), three characteristics that always exist in the act of bullying are: (1)

intentional aggression, (2) a power imbalance between aggressor and victim, and (3) repetition of the aggressive behavior.

According to National Association of Social Workers (2002a), physical bullying includes poking, pinching, biting, hitting, choking, and beating; while verbal bullying includes name-calling, threating and spreading rumors. Emotional bullying includes exclusion, defamation of character, and blackmailing (Dalheimer, 2004). Bullying occurs in all types of educational institutions, from kindergarten up to higher education level. In kindergarten, students often tease their friends during learning in the classroom, make noise, and hit their classmates during their interaction within the school building.

While in secondary schools, bullying is more intense, and it comes in many forms, such as gang-fight, mockery, disrespects, and defamation, at university level, verbal and emotional bullying is more common. For example, some students laugh at their classmate's mistakes during classroom presentation. University students also engage in name calling or blackmail of their friends. Those kinds of name calling or blackmailing are oftentimes seen as normal. In fact, it gives significant negative impacts for students.

Bullying in fact causes negative implications for both the bullies and victims. The victims tend to suffer depression, crying and sadness (Malti, Perren, & Buchmann, 2010). They also tend to get worried attending school; they turn to be passive in the classroom, which inhibit their academic achievements, while the bullies tend to get risk of getting involved in more serious crimes. Therefore, it is crucial for teacher and lecturers to prevent any acts of bullying.

In Indonesia, the rate of bullying has reached a worrying level. In 2015, Indonesia's Social Minister, Khofifah Indar Parawansa, revealed an alarming fact that 40 percent of children in Indonesia committing suicide do so because of bullying (Khidhir, 2019). In a survey conducted by Indonesia's National Child Protection Commission (KPAI) in 2012, it was reported that 87.6 percent of 1,026 participants polled said that they had been bullied either physically or verbally in school. In a more recent study conducted by Triantoro, it was found that 89 per cent of students in 102 of the city's high schools in Yogyakarta had experienced cyber bullying at least once (Lestari, 2019).

While the number of research on bullying at schools is abundant, academic works on the impact of bullying at Higher

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Education (HE) is limited (Coleyshaw, 2010), especially in the context of State Islamic universities. Owing to this fact, in this study, we intend to:

1. scrutinize the problem of bullying and find out types of bullying and their triggering factors taking place in the university classroom.

2. examine steps taken by lecturers to anticipate and prevent classroom bullying.

3. analyze the impacts of bullying on students' academic achievement.

The study will be carried out at 3 (three) State Islamic Universities (UIN Ar Raniry Aceh, UIN Sunan Kalijaga Jogjakarta, and UIN Syarif Hidayatullah Jakarta) under the Ministry of Religious Affairs, especially at English department.

CHAPTER II
REVIEW OF LITERATURE

A. The Nature of Bullying

The term bullying was first used by Dan Olweus in 1978. Olweus (2013) defines bullying as the repeated occurrence of abuse between people from the same age group where an imbalance of power makes it difficult for the victims to defend themselves.

Rosenqvist, and Johansson (2012) define bullying as repeated offensive and violence acts directed at less powerful targets in their interactions with the bully or bullies. In similar vein, Copeland, Wolke, Angold, & Costello (2013) suggest that bullying is a form of interpersonal violence that can cause short- and long-term physical, emotional, and social problems among victims. In a similar vein, Coleyshaw (2010), referring to the context of bullying in Higher Education states that bullying is adversarial conduct that can be physical or psychological and is commonly continued or repeated within an imbalanced power relationship.

These are actions including repeated incidents of name-calling, teasing and verbal threats which are directed at the ones who seem inferior (Bauman and Del Rio, 2006). The harmful of peer

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relationships, as well as psychological assaults including gossip, taunting, rumors, writing notes, and social exclusion, are also included in the concept of indirect bullying in research conducted by Raskauskas and Stoltz (2004). Definitions of indirect bullying or mental bullying were also used in research by Liepe-Leveinson and Levinson (2005). They argued that "gestures such as stares, eye-rolling, sighs, frowns, sneers, and other hostile body languages were also a significant component of the aggression" (p. 4). Val der Wal, De Wit and Hirasing (2003) also found that indirect bullying has a greater chance of going unnoticed by teachers than direct bullying.

B. Facts of Bullying

Bullying is considered as the most common form of violence at school. As discovered from many studies, the percentage of bullying in primary schooling is alarming. This fact also corresponds to the situation in many countries, such as Canada, where case of bullying is reported around 15% to 25% (Beran, Hughes & Lupart, 2008). Studies by National Institute of Child Health and Human Development (NICHD) and (Northwest Regional Educational Laboratory also report similar trend, in which acts of bullying are

increasing. Robers, Zhang, Truman, and Snyder (2012) report that around 28% of students aged 12 to 18 reported being bullied at school during the school year, and physical bullying is committed by boys more than by female students. According to Shellard (2002), from all the type of bullying, the most common form of bullying is verbal abuse and harassment, followed by social exclusion and insult comments about physical appearance.

C. Characteristics of victims and bullies

Victims of bullying turn to be passive, anxious, insecure, cautious, quiet, and sensitive person. They feel inferior being in the public spaces (Shellard, 2002). The victims also choose to withdraw themselves from school activities, and also choose not to participate in classroom. Due to their inability to engage in school activities, their academic achievement is declining (Ma, Stewin & Mah, 2001 Brank, Hoetger & Hazen, 2012; Mishna, 2003).

Bullies usually consistently tease their friends; they also engage in name-calling, intimidation against those who are considered weaker than themselves. Their feel of superiority triggers them to

dominate other students considered to be weaker. Typical bullies can be described as "having an aggressive reaction pattern which, in the case of boys, is combined with physical strength" (Olweus, 1997, p.500). Beane (2005) also states that bullies think themselves as the winner and tend to blame others for their mistakes and are not accountable for their deeds. Bullies only have a few friends, and they are difficult to fit into other groups. Finally, bullies tend to abuse others to satisfy their willingness (Beane, 2005).

D. Types of Bullying

Bullying can be divided into several types; verbal, physical, and emotional bully. Physical bullying includes poking, pinching, biting, hitting, hair pulling, kicking, or beating (NASW, 2002a). Physical bullying usually takes place more frequently among school-age boys than school-age girls (Olweus, 1993). Verbal bullying consists of teasing, call calling, threats, and spreading rumors. Emotional bullying involves exclusion, extortion, defamation or blackmail, and girls had been much more likely to be bullied with rumors than boys (NASW, 2002a). Coloroso (2003) divides three different types of bullying: verbal, physical, and relational. The most common bullying

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involving boys and girls are verbal bullying which is up to 70%. This happens because verbal bullying is easy to carry out and difficult to detect. Verbal bullying includes racist slurs, name-calling, sexually abusive remarks, and belittling. The second is physical bullying including slapping, poking, kicking, and spitting. The frequency of this type of bullying is one-third of all the bullying types. Physical bullying is the most detectable, contrasted with the other types. The third form of bullying is relational bullying including ignoring, isolating, shunning, snickers, and hostile body language. This type is the most undetectable bullying and is often unnoticed (Coloroso, 2003).

Bullying also can be categorized into two forms. The first form is direct bullying including teasing, hitting, punching, stealing, etc. In other words, it is known as physical actions which most commonly done by boys. The second form is indirect bullying which is commonly done by girls. It includes spreading rumors or excluding an individual from social situations (Rowan, 2007).

E. Bullying in Collegiate Level

Bullying can and does happen in any stages of life. It does not only exist in school setting, but also in Colleges or Universities (Northwest Regional Educational Laboratory, 2013). The form of bullying mostly faced by university students are sexual harassment, hazing, violence, and cyberbullying.

Marissa Disbrow and Katlyn Hogue, in a study on bullying at collegiate level, asked the students' perception about the existence of bullying on campus. Some responses that they received were:

- "Picking out usually something someone can't help about themselves (and teasing them about it)"
- "Picking on someone's insecurities"
- "Imposing physical, mental, or verbal abuse on another person"
- "Gossip — I see lots of gossip."
- "We don't see it much, but we believe it's there."
- "Not so much physical but more verbal bullying" (Hogue & Disbrow, 2013, p. 4-5).

In Indonesia, bullying in the collegiate level is not uncommon. One case of bullying, as quoted in Jakarta post (Mon, July 17, 2017, | 03:28 pm), took place at Gunadarma University involving three students. One of them tugged the backpack of an autistic student. The rest were laughing at the victim and throwed the trash on his face. Unfortunately, the other students also laughed and did not defend the victim. Responding to this incident, the deputy rector of Gunadarma University said that the three students bullying the victim would be punished.

F. Effects of Bullying

Bullying will affect bullies, victims, and bystanders in term of academic, physical, and emotional. It results in negative impacts on the students' opportunity to study safely at school (Shellard and Turner, 2004; Lumsden, 2002). Victims will be difficult to focus on their school projects and may result in poor academic performance. The impact of frequent bullying will stay long with victims into adulthood. It often leads to a higher risk of depression and other

mental health problems (Shellard, 2002; Office of Juvenile Justice and Delinquency Prevention, 2001).

Bullying also gives the negative effects on bullies. They are less popular in the school and are more likely to involve in crime. Bullies tend to develop antisocial behaviours, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and doing drugs and alcohol (Office of Juvenile Justice and Delinquency Prevention, 2001).

Bullying also has an effect on bystanders. The witness are more likely to suffer depression, anxiety, anger, posttraumatic stress, alcohol use, and low scores (Shellard, 2002). Students who frequently witness bullying may afraid of being bullied in the future and teachers are unable to handle bullies' behavior (Shellard and Turner, 2004).

G. Classroom Bullying and Academic Performance

Classroom bullying brings negative impact on students' academic performances. Mynard et. al. (1996) said that there is a negative relationship between victims of bullying and academic achievement. Many students lose their concentration on their

academic tasks because of the fear of being bullied. Classroom bullying also causes lack of social acceptance on victims which results in negative impacts on a students' attendance (Kochenderfer and Ladd 1996).

In a similar vein, Mehta et al. (2013) suggested that when students feel unsafe, and when they feel bullying takes place at their school, it will be likely that they have less motivation to participate in school activities. A study conducted by Cythia (2014) indicated that bullying affected student's performance. It has immediate and long term effects on students.

CHAPTER III
RESEARCH DESIGN

To examine and scrutinize the problem of bullying in the context of Islamic Higher Education, researchers utilize qualitative as it enables researchers to explore in-depth understanding on the topic being researched. In order to obtain comprehensive information from participants on the issue under investigation, case study will be used.

A. Participants

The investigation on classroom bullying will be conducted at 3 (three) State Islamic Universities (UIN Sunan Kalijaga, UIN Syarief Hidayatullah, and UIN Ar-Raniry) under the Ministry of Religious Affairs. Survey questionnaires will be distributed to EFL students at these three State Islamic universities in order to identify students experiencing bullying. The total of 120 students from each university will be given survey questionnaires related to the issue under investigation.

Ten English lecturers from each university will also be chosen as respondents in order to get their insights on classroom bullying and the strategies they implement to prevent and solve the problem.

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B. Data collection

To answer research questions, interview technique are used. Several interview questions are given to reveal students' classroom bullying experiences, and lecturers' strategies to cope with the issue. Respondents are given the liberty to answer the questions in Indonesian if they cannot express their ideas in English. This is done to ensure their experiences are correctly articulated.

The interviews will take approximately thirty to sixty minutes. To get comprehensive information in relation to the issues investigated, semi-structured interview is used in this study. Semi-structured interview allows participants to express their views in their own terms. It also enables researchers to get reliable, comparable qualitative data. In interviews, participants are asked to express their opinions about the bullying experiences. Based on the participants' preferences, the interviews, which will be conducted in English, will be audio recorded. Research participants may also use Indonesian when they have trouble expressing in English.

C. Data Analysis

To ensure the reliability of the study, data from questionnaires will be analyzed by using SPSS software in order to identify EFL students experiencing bullying. The result from SPSS data along with students' GPA data will be used to select 15 EFL students facing intense bullying. The interview data will be partially transcribed where relevant data corresponding to the research questions are identified and irrelevant information will be disregarded. During the transcription process, the identification and abstraction of appropriate information, comments and suggestions will be carried out carefully and systematically (see Monette et al., 2005).

The data will then be coded after transcription based on emerging themes from the interviews. Classifying the data into specific group categories (Monette et al., 2005; Richards, 2005) will also be carried out to enable researcher to link it to theoretical framework and to produce a conceptual framework. Relevant information was then coded, by classifying the data into specific group categories, which would then be analyzed by using open coding (Corbin & Strauss, 2008). Common emerging themes were categorized, which were then

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used to synthesize the data from interview.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Survey Results

RQ 1 explores the problems of bullying encompassing types of bullying and factors constituting bullying at universities. The students responded to whether they have adequate information on this first part of the questioner distributed to their emails. Their responses are illustrated in the following tables.

Table 1. Students' understanding about bullying

No	Do you know what bullying is?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Yes	100	98.9	99.4%
	No	0	1.1	.6

The data obtained from three universities indicate that the majority of students have sufficient understanding about bullying, in which the students' responses acknowledging that "I know what bullying is"

reach above 98 percent. The next section of the questionnaire requested students to answer if they think that bullying is a problem at universities. Table 2 below extracts the information from the questionnaire regarding the students' perspective if bullying is a problem at universities.

Table 2. Students' Opinion on Bullying at Universities

No	Bullying is a problem in our university	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Strongly Agree	16.9	19.9	17.1
	Agree	60.4	43.6	43.7
	Disagree	20.8	32	34.2
	Strongly Disagree	1.9	4.5	5

The table above shows that the majority of students acknowledged that bullying takes place at universities, and it is a problem. From three universities, UIN Ar-Raniry holds the first rank in terms of bullying. 77. 3 percent of the students at this university stated that

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bullying is happening at this university. It is followed respectively by UIN Syarif Hidayatullah Jakarta, in which 63.5 percent of its students claimed that bullying is a problem at their university. Like UIN Ar-Raniry and UIN Syarif Hidayatullah, UIN Sunan Kalijaga Yogyakarta also presents the same information, in which 60.8 percent of its students believed that bullying is a problem at their university.

The next questionnaire is dealing with the information regarding the intension of students to bully others. Particular reasons that lure students to bully others are depicted in the following table.

Table 3. Why students bully others

No	Why do you bully other students?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	For fun	13	16.6%	21.5
	Other students do it	9.2	15.5%	13.9

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Among the factors or reasons luring students to bully are to have fun and other students do it to their friends. The students' intentions to bully others share almost the same percentage among the three universities; having fun holds first position, its percentage reaches 21.5 percent, and other students do the same things is in the second position reaching 15.5 percent.

When asked what type of bullying that students have ever had, three common bullying natures were reported; physical, social, and racial. The following table elucidates types of bullying that generally takes place at three Islamic universities in Indonesia.

Table 4. Types of bullying students have ever faced

No	What type of bullying have you ever had?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Physical	25.1	26.5%	25.9
	Social	20.8	23.8%	18.4
	Racial	5.3	7.2%	8.2

The table above shares significant information on types of bullying that students at three universities commonly face. The most common bullying type happens surrounding the Islamic higher education is physical, in which this bullying type takes the first position, followed by social related bullying actions. In the third position, racial bullying type is reported as the less common bullying actions happen at the three mentioned Islamic higher education institutions.

To gain significant information on students' security in terms of reporting the case of bullying they have ever faced, the questionnaire also seeks to find information on to whom that the students talk to. The following table provides significant information on particular bodies that students always refer to if they are bullied.

Table 5. Potential bodies students talk to if they are bullied

No	Who do you talk to when you have bullying	Institution		
		Ar-Raniry	Syarif	Jogya

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problems?	(n=207)	(n=181)	(n=158)
Parents/Guardian	28	39.8%	31.6
Sibling	15	26%	20.9
Lecturer	4.3	1.1%	2.5
Campus Administrator	1	0.6	0.6

The table above resonates that the most common entities students talk or report to in case of they are bullied are their parents and sibling, while their campus authorities, including their lecturers and administrative staff seem not an appropriate individuals. The reasons that students do not regard these two individuals (Lecturers and Administrative staff) as the appropriate people to discuss issues regarding bullying experiences that they have ever had remain most likely as an unsolved mystery, at least until this research was carried out.

RQ 2 examine steps taken by lecturers to anticipate and prevent classroom bullying.

In the second part of the questionnaire, the researchers attempted to explore more information from academics in terms of ways they employed to anticipate and prevent any possibility of bullying actions. The following table illuminates the students' responses on the lecturers' involvement in eradicating bullying at three Islamic higher education institutions.

Table 6. Lecturers' step in anticipating and preventing bullying actions at universities

No	Do you think lecturers take appropriate measures to prevent bullying?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Yes	29	21%	23.4
	Sometimes	30.9	30.9%	30.4
	No	9.7	11.6	9.5

From the table above, it can be seen that the lecturers at three universities do not have taken any significant steps in anticipating and preventing bullying incidents. From the three mentioned Islamic university, only UIN Ar-Raniry that has high percentage (29 percent) in anticipating bullying activities to happen. Meanwhile 21 percent of the students from UIN Sunan Kalijaga in Yogyakarta stated that their lecturers have taken any possible steps to anticipate and eradicate bullying incidents at their university. The survey results of UIN Syarif Hidayatullah in Jakarta, on the other hand, indicate that the lecturers at this university also do not have anticipated any doorways oppressing bullying potential to take place. This can be seen that 21 percent of the respondents claimed that their lecturers do not take any appropriate steps to prevent and anticipate bullying practices at this university.

When asked about any potential steps that lecturers could take to stop bullying, two significant strategies were offered by students; one is about the academic rules or regulation that should be endorsed by the university and another one is dealing with rewards for those who have succeeded in assisting others when they are bullied.

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Table 7. Steps that lecturers could do to prevent bullying

No	What do lecturers do to prevent bullying?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Explain classroom rules	51.2	58.6	55.1
	Give rewards for adhering	35.7		36.1

The table above shows that most students suggested that to prevent and stop bullying take place, lecturers should explain the bullying issues in the classroom; what is bullying, actions that constitute bullying and penalty that could be faced by anyone committing bullying. The recommendation on upholding the strict rules and regulations on bullying practices have been strongly proposed by students at those three universities, in which the percentage of regulation upholding reach above 50 percent. Like lecturers,

universities should also play a significant role in preventing and eradicating bullying at universities. In terms of universities roles, the students recommended four critical activities should be taken by the universities as depicted in the following table.

Table 8. Students' recommendation to university to prevent and eradicate bullying

No	What can the university do to help stop bullying?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Make rules against bullying	60.9	58.6%	52.5
	Provide report mechanism	48.8	15.5%	30.4
	Help students work problems out	41.1	42.5	38
	Supervise the university better	27.1	23.2	24.1

The table above elucidates the same perception among the students in terms of lecturers and universities' role in preventing and stopping bullying at university. Table 8 above tells us that to prevent and stop bullying; the university should seriously enforce any regulation on bullying prevention. The second pivotal action that university should be aware of regarding this bullying prevention is that the reporting mechanism that students should have. The universities should provide manual handbooks on critical information and guideline to report bullying incidents. Students should be given adequate space, to whom they should report and talk to, the psychologist or therapist, counseling and mediation time etc.

Aside from the lecturers and universities' roles in preventing and eradicating bullying, the questionnaire also tried to discover more information on students' efforts coping with bullying problem. The students' efforts in dealing with bullying problems are listed in the following table.

Table 9. Students' efforts in dealing with bullying problems

No	What do you do to cope with bullying problem	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Ignore it and walk away	53.6	47.5%	49.4
	Talk about it to someone else	34.8	44.2%	31.6
	Look confident to discourage the bullied	27.5	26.5%	23.4
	Report to campus administrator	11.1	3.3	5.1

The table above illustrates that the most common steps that students take in dealing with bullying are ignoring such the bullying problem and stay away from it. This step reaches above 50 percent at UIN Ar-Raniry Banda Aceh, 49 percent at UIN Sunan Kali Jaga Yogyakarta, and 47 percent at UIN Syarif Hidayatullah Jakarta. The second most preferred steps that those students do are to talk about these bullying incidents to someone else. The less common practices are to report to

campus administrator. The percentage of reporting to campus entities regarding the bullying incidents is very low, only 3.3 percent at UIN Syarif Hidayatullah in Jakarta.

The questionnaire also asked students to express their ideas if they have seen bullying actions took place at universities. Most students said that they asked for help from another person, and the second option was that they simply ignored it as depicted in the following table.

Table 10. Students' action if they saw bullying at universities

No	If you have seen bullying at the university, what did you do?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Asked for help from an adult	57.5	49.7%	51.9
	Ignored	16.4	19.3%	25.3

From the table above, it is clear that the first step that students do whenever they see bullying at the universities is to seek a help from adult. This first option has been expressed by students from all three universities in which its percentage reaches 57 percent. The second option is to ignore it, in which 25 percent of the respondents claimed that they just simply ignored such the bullying incidents.

RQ 3 analyze the impacts of bullying on students' academic achievement

The last part of the questionnaire is to explore significant information regarding the impact of bullying on students' academic achievement. In this section, the researchers examine the students' feelings after they experienced any bullying incidents. When asked if the bullying incidents affect their academic attainments, not all students agreed that bullying has detrimental effect on their academic accomplishment. The students' reflection if bullying affects their academic achievement or not is illustrated in the following table.

Table 11. Students' experience on bullying and its effect on their academic achievements

No	Do you think the bullying experience affects your study?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Yes	70.5	33.7%	34.2
	Sometimes	0	47.5%	44.9
	No	29.5	18.8%	20.9

Overall, regarding the effects of bullying on academic achievement, the students from three Islamic higher education institutions convey the same information, in which bullying affects their academic attainments. Among the surveyed students, the majority of students from UIN Ar-Raniry Banda Aceh claimed that bullying significantly affects their academic achievement; its percentage reaches 70.5 percent. While the majority of students from both UIN Syarif Hidayatullah and UIN Sunan Kalijaga claimed that sometimes bullying affects their academic achievements.

Regarding the effects that the students feel when they are bullied, the survey illuminates four significant issues as described in the following table.

Table 12. The effects of bullying

No	What effect do you feel when getting bullied?	Institution		
		Ar-Raniry (n=207)	Syarif (n=181)	Jogya (n=158)
	Less confident	64.7	60.8%	53.2
	Stressful	33.3	39.2%	32.3
	Anxious	23.2	34.8%	34.8
	Passive	18.8	31.5	21.5

The table above elaborates significant effects of bullying toward students. The majority of students from three universities said that the biggest effects that they feel as the result of bullying is less confident, 64,7 percent, followed by stressfull 39,2 percent. Meanwhile anxious feelings share the same percentage between UIN

Syarif HIdayatullah in Jakarta and UIN Sunan Kalijaga in Yogyakarta, 34,8 percent. The lowest effect that they feel after being bullied is becoming passive students sharing 31.5 percent at UIN Syarif Hidayatullah in Jakarta, 21, 5 percent at UIN Sunan Kalijaga in Yogyakarta, and 18.8 percent at UIN Ar-Raniry Banda Aceh respectively.

A. Interview Results

Research Question No.1

A. Types of Bullying In the University Classroom

a. Verbal Bullying

Verbal bullying from peers in university context was experienced by most students. Negative comments from fellow students, hence, were carried out, at least occasionally. Verbal attacks, mocking or the likes were considered natural and deemed as a cross-culturally persist (Pörhölä, et.al 2020). Further, the following response from the lecturer at UIN Ar-Raniry Banda Aceh confirms that verbal bullying is often found in higher education:

Verbal bullying like gossiping other students with negative remarks (UINAR2-MA).

To be more precise, a participant furthermore put it into more details in the following interview:

They called their fellow friends like stupid, dumb, retarded, etc. (UINAR3-RT).

Also, in a similar style, one of the participant responded that students sometimes do jeering their friends in the classroom:

Booing their friends too (UINSYA4-DH).

While it is essential to increase awareness of the fact that verbal bullying were simply inescapable in university context, it is also necessary to underline that verbal bullying were also carried out mostly by senior students to the new students as the following participant reiterates:

Verbal bullying is mostly performed by senior to junior students (UINAR3-RT), or from teacher supervisor during teaching practicum (UINSYA3-NI).

Not only from their seniors, students being offended by their lecturers as well:

Some lecturers were reported saying things like "you are just like high school students", and then the some lecturers throwing away their thesis (UINSYA4-DH)

In such cases, verbal peer bullying by seniors scenario are often practiced in the orientation week program for new students. Roberto et.al (2014) findings revealed that one student at least bullied one person during their senior year. This is a growing concern that verbal violence between senior and freshman relationship during the arrival period, as Panúncio-Pinto, Alpes, & Colares, (2019) argue, can continue to occur in the next period of students' reception, integration and development.

b. Cyber bullying

Beyond the most persistently reported forms of bullying such as verbal bullying, university students currently underwent new forms of bullying such as cyber bullying (Turan et.al. 2011, Walker, Sockman & Koehn, 2011). Involvements of mocking or unnecessary criticism related to personal matters were encountered to university life to almost the exactly similar degree across the participants in three Islamic state universities. Damage to relationship between

students and social judgment was reported by the following participant comment:

> They post unnecessary comments in social media platforms, for example, *OKB* (*Orang Kaya Baru* – New Rich Guys) (UINAR2-MA)

Such comment was performed on social media platforms to insult and mock their fellow students can be categorized as 'new type of violence of the era', as Turan et.al (2011) put it. Some other experts believed that this is a typical psychological (Kokkinos, Antoniadou & Markos, 2014), or psychiatric problems (Aricak, 2009) found in many university students nowadays.

c. Social Bullying

In addition to the abovementioned verbal and cyber bullying forms, social bullying also takes place within university vicinity. While a large number of university students faced verbal bullying and cyber bullying, nevertheless social bullying such as the excerpt found in the interview below does exist. Regarding the alertness of students and other university components on social bullying

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was not broadly seen as forms of bullying and thus required the examination of social contexts of the behaviors (Espelage, Bosworth & Simon, 2000). The fact that the term refers multiple interpretations for the interviewee when they were asked to respond to the interview questions like the following:

I think social bullying is also one of the kinds, such as forming a so-called exclusive group; some calls it "gang" or "clicks", in the form of Western of Korea movie fans, or boarding school alumni group (UINAR2-MA).

In the same light, a lecturer also response

They are becoming very picky and so exclusive in making friends (UINSYA2-RA).

By sharing to different cross-cultural existence like mentioned above, exclusive formation of one particular group somewhat intentionally or unintentionally reflect of social consideration of hobbies and preferences like songs, movies, and lifestyles. The adaptation of such social discrimination in the form of socially exclusive groups may impact bullying phenomena. It is a questioned of social inadequacy or skilled manipulation

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remains in the balance and needs further investigation, as argued by Sutton, Smith & Swettenham (1999).

d. Race and gender

Even though the fact that racial bullying and gender discrimination are also part of the general understanding of bullying forms (Shelley et.al. 2017: Hollies, 2017). As Indonesia is a very diverse country representing many different geographic, race and cultural differences ranging from Sabang in Aceh and Meurake in Papua then the possibility of racial bullying is high, as stated by the following participants:

Where do they come from? From which regions of Aceh? Great Aceh, Pidie or Southern Aceh? (UINAR1-RT).

In Jakarta, likewise, students are calling their fellow students from Java, especially East Javanese, with an invented label such as:

You are Javanese, Jokau... (UINSYA-DH).

In Jogjakarta, the victim of racial slurs were mostly East Indonesian students, as explains below:

> The victims of race insults often the ones coming from
>
> Papua, Bima or NTT (UINSU5)

There are some possible explanations for why racial bullying remains an issue in university. Sawyer, Bradshaw and O'Brennan (2008) believe that ethnic differences are one of the central developmental issues in treating the harassment victims. This means that understanding detailed behaviors ethnic, cultures and behavioral derivations are trully central in tackling the problem The other possible explanation is the lack of anti-bullying polices at the higher level of management at the university, as exposed by Hollis (2017).

Since higher education at Islamic state university in Indonesia is relatively cheaper compare to other state and private universities. In some faculties and department, like for example Faculty of Teacher Training, more female students have registered. On the other hand, on Faculty of Social and Political Science, more male students, on the other hand, have registered. This situation may trigger more gender-bias

comments and concerns, like the following comments on the Faculty of Teacher Training and Education:

> That's a man mam, that is the way they are... i dont know why they are here then (UINAR1-RT).

Another point is that university students at Islamic state university are not completely heterogonous, at least in term of religious differences. This may cause another point like gender becoming the main issue to be contested, at least from religious and social contacts perspectives. Ollis (2013) suggests that interventions to treat gender abuse and bullying must be inclusively handled and required professional trainings.

e. Sexual harassment and romantic bullying

This is one form of bullying that can also be found both in conventional and cyber forms of bullying (Wensley & Campbell, 2012). Practically, the extreme form of bullying in this category includes the literally sex predator category, meaning that students, mostly female are very much vulnerable of physical sexual assaults, which is very

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dangerous and devastating. On the other hand, the lightest definition we have found from this study is that of romantic bullying whereby senior female students were trying to lure or to tease new female students to be their girlfriend during the orientation program at university surroundings, often in extra-curricular activities, and few in academic orientation performed by the joint committee which includes students' body and associations. The following examples demonstrate these two extremes of bullying:

Sex predator does exist in campus vicinity. It targeted new female students. The perpetrator is senior male student (UINSYA1-HA)

I don't know what to call this. I would say a kind of romantic bullying. Normally older male students express the love to the junior or new female students during orientation session or in the extra-curricular activities (UINSYA1-NI)

A number of senior female students have committed serious insults, which is, in the first case led to a serious and ugly crime.

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As a result, the second type of romantic bullying is considered more or less normal and not defined as a real threat, since it's typically or socially accepted, even some female students themselves. But there are many more cases of this type of bullying that need imperatively serious attention by all elements in the policy making at the university. Reports said that this could impact serious mental and physical drop of a student (Gruber & Fineran, 2008).

B. The Triggering Factors

a. Intellectual Jealousy

One of the most persistent factors that trigger bullying in university classroom is intellectual jealousy. Some students are particularly worried about being left by classmates and teacher or neglected by parents once they appear to be intellectually incapable. There are times when intellectual jealousy among university students remains serious problems as part of normal sense of competitiveness. This is what exactly echoed by a lecturer at UIN Ar-Raniry below:

> Often, bullying was typically practiced by students with personal problems, or more precisely, personal jealousy. They

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are not happy to see other students performing better than them, (UINAR1-AZ)

Intellectual jealousy among university students is becoming a major concern in academic backdrop. In the same light, Cismaru & Cismaru (2018) have found that students moving from rural to urban community will be more exposed to the type intellectual jealousy and decimation. In the context of UIN Ar-Raniry Banda Aceh such findings may be relevant considering the fact that most of the students are coming from the regions and districts outside the capital city where the university located. Therefore, there are some kinds of feeling of certain pressures to academically perform higher to compete with the urban students. In a global context, intellectual capital is the main ingredient to be mobilized universities' competitiveness and sustainability (Secundo, De Beer, Schutte & Passiante, 2017). This has led to the fact that students suffered psychological setback like being jealous once they see somebody is performing better than him or her and they were unable to catch up with them.

a. Lack of information or education of what bully really means

Of course, different students have dissimilar takes on the notion of bullying. Though the point here is that bullying understanding is in fact is not only varied from one person to another, but more importantly it is unknown or simply undefined for many reasons. Simply put, the lack of information and education on bullying has impacted the precise the understanding of what bully really means (Harrison, Fox & Hulme, 2020). Here is what a lecturer found in her classroom

> They don't seem to know what bully really is (UINAR2- MA)

Of all the aspect that triggers bullying, we can safely say that the insufficient knowledge on bullying has formed a major factor. Knowing this does not necessarily or straightforwardly reduce the practice of bullying, but it can give control for further probe on what actually cause bullying. This, in turn, as has been pointed out by Branch and Murray (2015), could lead to inaction within the university surrounding.

b. It is considered normal habit

The most problematic finding is the sense of normalcy felt by most bullying perpetrators that doing that is nothing serious. Lecturers

and those working with students' problem to emphasize and regulate that normalcy can no longer happened in university context. Then the below excerpt may be taken into account as one of so many evidences to develop a more serious policy and regulation in university.

> They said bullying is normal, it happens everywhere. So they thought it is okay (UINAR3- RT).

To address this issue, university components willingness and commitment can boost confidence to tackle a more serious intervention if such cases remain persistent. We believed that small meaningful steps from lectures can be done in the classroom by outlining bullying as commonly rejected and negative practices in the world of education. Serious measures must be taken to essentially enable the sense of normalcy and the lack of knowledge about bullying to be significantly reduced. Organizational context and personal preferences must be well understood to avoid more victims of bullying (Braithwaite, Ahmed & Braithwaite, 2008).

c. **Lack of regulation and warning (UINAR3- RT)**

Over the past years, complaints on the lack of institutionalized regulations and enforcement have hit effectively the strategies to overcome bullying in the university. According to Hollis (2017), workplace bullying, and in this case within university surrounding, is one apparent civilizational deficiency. This has led to an increasing belief that students, lecturers and all university actors received less protection. As one participant inserts:

> No warning, no enforcement and lacking the required regulation (UINAR3-RT)

We have repeatedly used this excuse as a starting point for making a free-bullying workplace, including in university. The reason is because it endorses commonly agreed and formal regulations that can take place and reflect upon its enforcement mechanism. As it appears we have only 'emotional regulation' (Mahady Wilton, Craig & Pepler, 2000) and 'personal self-regulation' (de la Fuente et.al. 2014) in handling serious issues like bullying.

d. **Social Media Exposure**

Social media exposure is identified as a major cause of bullying problem in recent days. They can create seriously threatening bad examples for the youth. Social media is causing severe fragility for students committing cyber bullying with extensive and almost uncontrolled usage of social media (Al-Rahmi et.al. 201: Cowie & Myers, 2015; Xiao & Wong, 2013). The following participant, for instance, has something to say regarding social media impact to bullying:

> The development of social media is amazing; hoax is now everywhere (UINSYA1-HA)

In almost similar light, the other participant specifies:

> Maybe from TV or TV like platforms (UINSU1-NA)

Although, parents acknowledged and agreed that gadget and social media usage are not always positives, the greatest worry for everybody is the safety of social media and TV contents. It is clear that anti-bullying programs need to be using tools to provide more meaningful programs and stuffs in social media, which they do have. On the other hand, the availability of collaborative supervisions from parents, social media company, government and etc. is urgent to protect mindless content spread through social media for our

vulnerable generation. This consist of the experienced and knowledgeable university administrators, educated staffs and potential students to be involved in the design of solution

e.   Forgetting the essence of life and religion

Over the concern to runs well, university students and lecturer, according to our finding and participants comments, have a moral and religious obligation and responsibility to be reminded as expressed by the participant here:

> I think they forgot the concept of life, its goals, religion and God (UINSYA2-RA).

There are number of commonly held believe among the society like in Aceh, Jogja and Jakarta in particular and in Indonesia in particular, let alone in state Islamic university, that religious conception and practice do help addressing bullying phenomenon. As found by McCormick and Krieger (2020), religion – we believe any religion – does not promote and endorse bullying, and therefore it plays role in the bullying we witnessed. Laeheem (2013) and Rahmawati (2016) believe that religion, and in our case, Islam, can play a positive role in solving and reducing bullying behaviors by means of family upbringing or nurturing.

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f. Unequal number of male and female students.

In another response, a participant argues that the unequal number of male and female students can lead to bullying. The reason is perhaps the culture which is widely held by most, that women are victims and men are perpetrators, whereas in fact, that might not be the case.

> Maybe the number of female students and male students may be one of the causes, especially towards gender and sexist comments. (UINSYA2-NI)

This example is given to suggest that the participant refers to have recurring similar cases of bullying. The extent of bullying triggering factor can also differ from one university to another, but the reason this participant seems to suggest that we cannot defy the fact that bullying occurs more towards women or female students. Although this is clearly lecturers opinion, as Naylor et.al (2006), confirm that students and lecturers have different views of what can be defined as bullying, the evidence is alarming.

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g. Prejudice, Insensitive and Arrogance

The fact that bullying has become a crucial issue has meant that in some cases that students are victimized through prejudice, insensitive, arrogance and negative behaviors. Some even claimed that bullying is considered as human rights issue as it challenged the basic needs of human being to be respected no matter what their differences are.

> It comes from prejudice. They considered themselves better (UINSU1-NA)

It seems likely that the instilled prejudice against human rights framework in the case of bullying may further facilitate massive spread of underestimating university citizens' life including that of students, lecturers, staffs and administrators. Poteat and DiGiovanni (2010) reiterate that biased language in prejudice is used as a form of dominance behaviors and offensive acts towards the victims. It is also noteworthy that following a recent evidences prejudice should be targeted as the major issue to create an effective anti-bullying intervention (Minton, 2014).

h. Prank

An extensive variety of TV shows are currently revealed that people can easily learn how to prank or make fun of others. In addition, the children and youth are considerably more vulnerable to do such things, considering their high exposure to TV reality shows, and social media platforms (Otieno, 2018). The following participant admits in the following response:

> There are too many TV shows teaching people how to prank others. (UINSU2-MA)

Chernova (2019) believe that 'prank' though it firstly regarded as a form of phone trolling, or individually modified jokes have developed into rather sophisticated and entertainment industry. Byers (2013) describes that prank is associated with an uncomfortable circumstance for the victims of bullying.

i. Hierarchy and power

There are cases, however, of serious bullying towards victims were largely triggered by hierarchy and power. Especially, as people gets older, richer, more powerful, hold important positions, play central roles, people often engage in the forms of bullying that accommodate

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the abuse of power and seniority like authority and expertise. A participant notes that:

> In my opinion, hierarchy creates power and relation. So a statement like:"this is my area and domain, and then you have to follow me!' (UINSU3)

This reflects to the surrounding cultural and organizational aspects of social patterns which are apparently links between bullying and a variety of other power-related relations. It is vital not to accept that a certain type of bullying to bear the burden of powerful and powerless relation. Coleyshaw (2010) argument may be a little outdated to some extent, but it rings true for most of us that the absence of bullying research in university context may be one of the reasons that bullying at university context was rare or mostly understudied.

j.   Differences

Although the vast majority of university stakeholders interacts one another in normal circumstances, bullying can be triggered by means of any natural or peculiar differences between them. Until recently, these differences are covertly sources of bullying, like most

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commonly cited like ages, opinions, gender, etc. Skinner et.al (2015) make a point that the issue of differences between human being is natural, however, self-reported harassment and bullying are caused by regional differences, the way people live in the city and the elite institution. A participant recalls that in his classroom:

> They may be caused by differences. Like opinions or anything (UINSU4)

In a similar tone, but with a more detailed account, a participant remembers:

> The student was bullied because he was different, he was so quiet, shy, so that his friends considered he is an arrogant person or a whiz, or unfriendly. That was not the case by the way. He is relatively introvert guy, but still making friends, so he was marginalized, excluded from the group. I recall only two students did eventually befriend him (UINAR5)

Despite recent attention to these differences, only few noticed such cases seriously. There is a high prevalence of bullying with this form.

As searching for an exact cause maybe somewhat difficult, but the awareness and acceptance are the keys in reducing bullying practices. This is crucial, if not, separate divisive behavior and less-tolerated acts towards differences.

k. Family and environment

This factor is characterized as a type of institutionalized culture repeatedly inhibited in such intense way within a certain period of time in life. On the positive side, family upbringing and good nurturing environment can promote emotional and behavioral resilience to bullying (Bowes, et.al. 2010). On the other hand, isolation from origin environment and family, in the word of Segrin et.al (2012), can lead to adult loneliness which are very exposed to bullying. The following concern from one participant reads:

> It is a mixed one, from family or nurturing style, because every family has different way in upbringing their children. Some consider that bullying is just normal. They did not realize if bullying is dangerous and it is kept in their socialization. They did not know if their children might be bullied in school or outside family supervision. But I would say, that is a kind of experience. We can no longer delete the

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memory (of being bullied). A coordinative mechanism or way of nurturing between school and family, for example, to optimize the functions of counseling teacher at school (UINSYA5)

The recent attention to family environment has likely exposed only a small portion of bullying triggering factors occurred in our environment. Furthermore, abused victims have presumably specific history and memory and so do the perpetrator. Those who witnessed and committed also encounter the similar trajectory towards recurring bullying practice in the community.

Research Question No.2

1. Steps Taken by Lecturers to Anticipate and Prevent Classroom Bullying

a. Giving advice before taking serious action

Even if providing a better and protective environment is the responsibility of the whole university citizens, a responsible and well-educated individual and lecturers are required to make proper intervention for bullying acts. Hypothetically, any lecturer is the

heart and the state of the art in which they can provide a clear framework in their respective classrooms and students under their supervision. For example, the following excerpt demonstrates:

> I always firmly address this issue in my first meeting of the class. This is about morality, respect. If it gets worse, I will stop the class and do the personal interrogation and correction. Or else, In *Mahad* (students' dorm) they can get more advice by their mentors that Islam should not let bullying happens (UINAR2- MA)

This present study and the interview findings indicated that the need to arrange for a special precondition to support a more effective classroom atmosphere to address the issues. However, Lewis (2004) emphasizes the importance of the correct advice, since inappropriate and wrong advices can even escalate tension between university actors.

b. Educating students

To start with, let us start this aspect with some anxiety. We as both researcher and educator have been involved in education. Serious concern must be paid to reflect if we have really done great job

satisfactorily in educating students. The following example from a participant illustrate how he deals with bullying problem in his classroom.

> I will educate them first through knowledge, with moral reflection. With the perpetrator, I would start with a conversation. With the victims, I would strengthen their mentality and boost their morale. I should be the one who start (UINSYA1-HA)

In part, the concern to address bullying through classroom awareness and education arises because the devotion to explore the best contextual classroom dealings. Goryl et.al. (2013) link teacher education, teaching experience with bullying policies, whereby early childhood experiences can form how educator perceive bullying and the way they respond and mitigate it in the classroom.

c. **Personal approach and commitment**

Currently, once the top down regulation did not effectively take place and enforced, personal approach and commitment from lecturers is notably important. To avoid contributing to a self-fulfilling insight, the attempt to take a bolder approach with small but meaningful and

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with more straightforward impact, like personal approach and commitment in the classroom is essential. One of the participants describes what she did in the classroom to prevent bullying:

> I will talk to them; I seriously meant expelling them from my class once they bullied others (UINSYA2-RA).

The aforementioned excerpt provided ample evidence that lecturer personal approach and commitment in addition to top down approach from university managers and administrators. The result from the interviewed showed that formal position in a lower level of administration and management like in the classroom considered more effective an plausible. In some regards, de la Fuente et.al (2014) this is the example of personal self-regulation resilience from lecturers as a coping strategy with university students. Similar suggestion can also be made available to students and other university components.

d. Enforcing regulation, and ethical code with sanction

As noted above, the top down regulation and enforcement with serious sanction and ethical code is noteworthy to be implemented.

Even if the face of the many faces of rules, regulation and ethical code implementation may vary from one institution to another, it reveals that university leaders pay thoughtful consideration on bullying, especially when bottom up approach did not effectively work.

> Once the personal approach didn't work, Use the ethical
> code and its sanction (UINSU2-MA)

Building from the comment, the captured finding from several interviews discloses that the prevalence of bullying in higher education may depend on the operationalization of the sufficient time frame to enforce regulation and sanction to take effect. To certain degree, a revitalized regulatory scheme to address bullying is desperately needed (Harthill, 2009), though the 'compliance trap' in responsive regulatory enforcement is lurking (Parker, 2006)

e. Providing psychological assistance

An interesting finding also said that psychological help for victims does repair mental health. It appears that managing psychological impact, particularly those involved engaging counseling unit or department, as puts forward by this participant can be a way out too:

We must treat them well, assist them. Bring them to psychological counseling department or counseling unit (UINSU2-MA)

This speaks to the power of the faculty and university in getting involved in enhancing the psychological consequences reduced and supportive climate upheld (Eliot et.al. 2010). By this step, it is expected that the students willingness to speak and to let go what has happened can occurred, or else, the enthusiasm to find help and support is flourishing.

f.   Massive campaign and socialization

Taking into account the prospective for bullying situation to explode and involve more people in university settings, the evidence suggests that massive campaign and extensive socialization is urgently needed. We recognize that the following response from our participant indicates this need, whereby socialization and campaign is rarely considered as important as taking curative actions in post-bullying backdrops.

> Socialization to resist the temptation to pose comments, though difficulty because everyone will argue that is part of freedom of speech and intellectual freedom (UINSU4)

Socialization and campaign can involve multi-stakeholder participation, ranging from parents to lecturers and from staffs to peer students (Sullivan, 2010). The anti-bullying campaign and intervention must take into consideration every level of a student's experience (Kern, 2010)

Another way is incorporating anti-bullying concept into religious courses, as proposed by the following participant, considering the nature of Islamic state university contexts.

> Maybe we can integrate it into religious courses. Islam doesn't teach such things. Address bullying in religious activities, talk show, sermons, etc. (UINSU1-NA)

Research Question No.3

Impact of Bullying on Students Academic Achievement

a. Reduced enthusiasm or interest in learning

Traditionally, the first and foremost impact of bullying on students'
academic achievement is the serious decreased of learning interests
and enthusiasm. These are seen as the key negative impact of
bullying. A large part of the decreasing learning interests and
enthusiasm are generated by the psychological stress and distress felt
by the victims where the creative power and spirit in learning were
discouraged following the incident and remain unforgettable during
a considerable length of time. Young-Jones, Fursa, Byrket, and Sly
(2015) describes that bullying and victimization in higher education
like in universities settings have seriously gave damaging downturn
for student academic motivation A lecturer participated in this study
highlights this impact here:

> Yes, the impact left the mark on the bullied students. Their
> learning enthusiasm or interests is decreasing and it
> eventually led to their overall academic performance
> (UINAR1-AZ).

In a similar light,

It is infectious, very much contagious. They see themselves as incapable, belittled, and excluded and being kept away from friends. They become lazier, then psychologically studying with no enthusiasm. That is why I always ask my students if they missed the class three consecutive meetings, why? …. (UINSYA5-MW)

Academic performance is believed to be the special aspect that reflects the complexity of the bullied students to activate their learning motivation, including that of interest and enthusiasm. As shown by the above interview, bullying also distracts the attention for learning and is being the cause of both the lack of concentration and strategic ability to cope with problem. Positive learning environment may give more positive atmosphere for learning and of course positive attitude and personalities that trigger better academic performances (Cowie & Myers, 2015).

b. Corroding their self confidence

The following example demonstrates how bullying can left permanent mark on the victim personal confidence. The act of bullying often struggled to perform well in the classroom, especially

in public presentation and the likes. Although the victims of bullying understanding of the subject matter is up to scratch, but clear evidence suggests that the psychological impact on confidence will last longer that one could imagine.

> Of course it is bad for the self-confidence. They felt unappreciated, unaccepted or rejected, inferior, unable to perform well in the classroom (UINSYA1-HA)

This finding is in line with Singh (2017) examination that the loss of confidence and self-esteem is notable amongst the victim of bullying. Although the reported self-confidence corrodes is qualitatively unknown and mostly related to the level or scale of bullying behavior, serious impact must not be left unattended.

c.   Being a motivational drive or a negative burden

Although bullying is suggested to have actually provided negative effect, but it is not always negative per se, but rather serve as motivational factor to perform better. Any amount of bullying does affect the safety and the wellbeing of a student, yet it needs to be addressed to decrease its impact too. For some individuals, bullying

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is viewed as the ostracism, social outcast, rejection and social exclusion (Williams, 2005), however our finding suggest that is very much rely on how someone take it personally (Totan, Ozer and Ozmen, 2017), as it can be taken as hope, and motivation.

> Depending on the person, verbal bullying can be considered as a burden. For positive personality, it can be a motivation to perform even better. But for most students, it is considered as the factor triggering low involvement and decreased academic performance (UINSYA1-HA)

> Sometimes, it did cause negative effect, but not always. It can serve as motivation, including it depends the scale of the case, and how do we response to negativity (UINAR6-SK)

In response, bullying in most participants point of view as the media to examine individual resilience, rather than serving as a serious threat. That is to say, the possible determinant for success might the ability to cope and let go of bullying right away, something that is built upon a situation where bullying is mostly considered normal joking and nothing to be worried about.

C. Discussion

Bullying occurs in the university in various forms. Different students experience different types of bully depend on the surrounding circumstances. The main source of bullying comes from something that is considered different by a person or a group of people over others. These differences of appearance, idea, and performance have been a reason for making fun. Although the lecturers mentioned that they have already taken appropriate measures to prevent bullying during the teaching learning process, the students themselves are not sure that bullying has already been well tackled in the classroom and university environment. We also found that bullying does not affect students' academic achievement in term of GPA but it strikes students' performance and behaviour in the classroom.

1. Types of bullying and triggering factors

As was shown in table 4, physical bullying becomes the most common type experienced by the students at the Islamic higher education (25-26%). The second level falls into social bullying actions (18-23%). Racial bullying type (5-8%) comes in the third position of

bullying action happen to students at the three mentioned Islamic higher education institutions. These survey data are strengthened by the interview with the lecturers who mentioned that bullying does happen in university in various forms.

However, the lecturers seem to emphasize verbal bullying as the most common one occurring in the classroom. Verbal bullying is common among the students, particularly in higher education level (Hogue & Disbrow, 2013; Coloroso, 2003; Shellard, 2002). The lecurers note verbal bullying actions during the teaching learning process. For the lecturers, they can only detect bullying actions in the classroom; they may lose information of what happen outside the classroom if the students do not report to them. Besides verbal bullying, social, racial, and cyber bullying are also noted by the lecturers based on the conversations and the interactions in the classroom and WhatsApp group.

In terms of triggering factors of bullying, majority of students mention that they engage in bullying actions just for fun (13-21,5%). Some others state that they do it as other students do the same thing (9,2-15,5%); in other words, they just follow their friends' footstep without thinking that they have bullied others. Lack of

information or education of what bully means, social media exposure, family and environment background may cause some bullying actions considered as a normal habit. Thus, when they face something difference in terms of intellectual, opinions, personality, social background, power and hierarchy, for some students, they may have a reason to make fun of others through their behaviour, words, and actions. Lack of regulation, then, is mentioned by the lecturer as the main cause of bullying actions continues.

2. Anticipating and preventing classroom bullying

Based on students' answers, they are not sure that the lecturers have taken appropriate measures to prevent bully (30%). This condition may become a reason to choose parents (28-39,8%) and sibling (15-26%) as the persons they talk to when they are bullied rather than to choose the lecturer (1,1-4,3%). Some lecturers state that they have already anticipated and prevented bullying implicitly when they give learning contract at the first meeting of the class by explaining the rules in the classroom.

For the students, the rules are important but its implementation is also crucial; for this reason, providing rewards and

punishment related to bullying actions may become a solution to prevent bullying. It educates students to stay away from engaging in bullying actions. Although the lecturer say that they actually implicitly prevent bullying through their advice during teaching-learning process, the students may not be aware that the lecturer's advice refers to bullying issues; they may think that the lecturer just talk behavior in general.

A strong force is required to make bullying issues more sounded. In this case, the students suggest to each university to enforce any regulation on bullying prevention and provide report mechanism; the students should be given clear information of where to go and to whom they should report and talk to. Based on the interview with the lecturers, there is no regulation from the university related to bullying issues; there is only ethics regulation. Anti-bullying policies are required due to the increase of bullying actions in campus. The lack of anti-bullying policies at the higher level of management at the university has led bullying case inappropriately tackled (Hollis, 2017).

Personal approach is often used by the lecturers when bullying occurs in the classroom by calling all the students involved

in bullying actions. However, this action may have limited solution as one or two bullying cases may need bigger actions from higher management at the university.

3. The impacts of bullying on students' academic achievement

Majority students at UIN Ar-raniry believe that bullying affects their study (70,5%). Meanwhile, the students at two other universitties, UIN Syarif Hidayatullah and UIN Kalijaga, consider that bullying does not always affect their study. The effects of bullying can be different for each person; it reliies on personal reactions (Totan, Ozer, & Ozmen, 2017). However, all the students cannot deny that bullying affects their psychological aspects. Low self-confident is the main effect of bullying (53,4-64,7%). Stressful 32,3-39,2), anxious (23,2-34,8), and passive (18,8-31,5) are also experienced by the students when they are bullied. This finding is coherent with previous reserch which found that passive, anxious, insecure, cautious, quiet, and sensitive will be felt by bullied person (Shellard, 2002). These effects may lead the students to have low performance in the classroom as they will hesitate to participate and may lose interest in learning. Bullying leads the students lose

enthusiasm to join activities at school (Mehta et al., 2013). They lose motivation to learn. Losing academic motivation is one of common effect of bullying in higher education (Young-Jones, Fursa, Byrket and Sly, 2015). Their withdrawal from activities in class, at last, deducted their achievement (Ma, Stewin & Mah, 2001 Brank, Hoetger & Hazen, 2012; Mishna, 2003).

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