

Prevalence Aggressive Behavior from the Perspective of Bullying Victims and Demographic Characteristics: An Evaluation Environment Survey of the School

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Abstract

Although many studies have examined the relationship between bullying victims and aggressive behavior from the perspective of perpetrators of aggressive behavior, very few studies have focused on the demographic dimensions and victims of bullying in influencing aggressive behavior in junior high school students. This study analyzes the effect of age, gender, and victims of bullying in terms of physical, verbal and cyberbullying on aggressive behavior in junior high school students in Malang City. This study used a cross-sectional study with 314 junior high school students in Malang City, Indonesia. The data collection technique used an online questionnaire adapted from the Olweus Bullying Questionnaire (OBQ) to measure victims of bullying and the Brife Aggression Questionnaire (BAQ) to measure aggressive behavior. The results of the study found that age affects aggressive behavior. As they get older, the aggressive behavior of children begins to decrease and girls are more at risk of having aggressive behavior than boys. In addition, there is a significant influence between victims of physical and verbal bullying on aggressive behavior. The higher the victim of physical and verbal bullying, the higher the aggressive behavior carried out by the victim. However, the unexpected findings of cyberbullying victims had no effect on aggressive behavior. The higher the number of victims of cyberbullying, it has no effect on adolescent aggressive behavior. Other factors need to be anticipated and counselors need to provide full socialization for perpetrators and bully-victims to improve their behavior so that there are no other victims of bullying.

Keywords: Demographics, victims of bullying, aggressive behavior, junior high school children.

INTRODUCTION

Bullying still becomes a mental health problem in school. Some studies stated that bullying in schools is a phenomenon that impacts on student's mental health (Sung & Espelage, 2012; Hong, Karl & Sterzing, 2015; Rezapour, Khanjani & Mirzai, 2019). 8th and 9th-grade students conducted in northern Iran in 2014. Bullying was measured by the Iranian-version of the Olweus Bullying Questionnaire. Life satisfaction and self-rated health were assessed by a single item of the Global School Health Survey (GSHS) and academic achievement at school (Ngussa et al., 2021). Actually, bullying is a physical (psychological act) in the form of aggression with repeated intentions that can harm a defenseless student (Urta, 2017) as well as causing psychological, relational, or physical harm associated with an imbalance of power between the perpetrator and the victim (Goldbach, Stezing & Stuart, 2018). Approximately 30% of U.S. students report being a bully, victim, or both. Although variation in the frequency of involvement exists, infrequent engagement (less than 2 to 3 times a month).

Victims who often experience intimidation (physical and verbal attacks) have a higher tendency for emotional dysregulation (Gao & Han, 2016) to control themselves (Gladden et al., 2014; Kamilah et al., 2020). Bouman et al., (2012) found that bullying victims had lower levels of optimism and higher levels of emotional distress than those who had

never been humiliated or bullied. There is a difficulty to stop bullying, because the victim has usually been involved; or has been the perpetrator of bullying against others (Saraswati et al., 2020; Sulisrudatin, 2014). As uniqueness, children as the victims of bullying may show violent traits, so that they can turn into aggressive behavior as a form to achieve their negative emotions.

Facts in the field by interviewing one of the guidance and counseling teachers at a junior high school in Bojonegoro said that there were 2 children who were bullied by seniors because they came from broken homes. The child is humiliated every day and is often verbally bullied, made fun of and even tackled. After the seniors have graduated, the victim becomes the

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perpetrator as a form of his violent nature to survive in the school environment. Eventually the victim instills aggressive behavior in others.

The school (including counseling teachers and families) has difficulty to stop bullying that continues to occur among junior high school students. The increasing number of bullying menunjukkan kurang efektifnya strategi pencegahan yang dilakukan. KPAI Indonesia mencatat setidaknya terdapat 2743 kasus bullying di sekolah per tahun 2019 dan telah terus meningkat (KPAI.go.id). Data tersebut juga memberikan makna bahwa terdapat lebih dari 2700 siswa yang telah terdampak sebagai korban bullying, baik bullying konvensional maupun sosial media.

The victim may become anxious, depressed, shy, have negative attitudes against school (Wolke & Lereya, 2015; Sweaters & Hymel, 2015; Urra Canales et al., 2018). Also, bullying can impact on the low level of attendance and academic achievement of students, such as students' intelligence and analytical skill (Van Noorden et al., 2015), even the victims showed higher levels of verbal and physical aggressiveness than others. In this matter, school needs to carry out some efforts including counseling to respond to bullying. Besides, counselors need to convince victims of bullying and willing to help students to prevent students' behavior from aggressive behavior.

Rationale

There are many studies look like (Chan & Wong, 2015; Borowiec et al., 2021; Salavera et al., 2021) that discuss perpetrator, but there are still few that discuss the relationship between victims and bullied victims who have aggressive behavior. There are even studies that have identified three main groups involved in bullying, such as at risk, especially in terms of non-peer victimization, social support, and mental support (Kennedy, 2021; Sourander, 2016; Halida et al., 2022).

In other studies (Kennedy, 2018), adolescents who engage in high levels of bullying (both perpetrators and victims) are more at risk to experience traumatic symptoms and difficulties for non-victims than adolescents who engage in low levels of bullying behavior. In addition, bullying will affect the level of depression in adolescents (Fifi Khoirul Fitriyah, 2017; Hidayati et al., 2021). Thus, the victim experiences trauma and depression has little opportunity to perform aggressive behavior. Moreover, the general risk factors for bullying and victimization are influenced by (a) parent-child relationship and violence between parents; (b) school climate, such as peer relations, connected school and school environment, and teacher involvement; and (c) societal influences such as exposure to media violence and religious affiliation (Fifi Khoirul Fitriyah et al., 2021; Han et al., 2017).

Another study explained that there was a significant correlation between Bandura's moral detachment and aggressive behavior among children and adolescents (Fifi Khoirul Fitriyah, 2019; Gini et al., 2014; Kurniasih et al., 2020; Rahayu & Fitriyah, 2020). Based on the findings, there were cases of the aggressor who had previously been a victim of harassment, and stated that it could happen, because the victim was also harassed. A study of Tippet and Wolke (2015) addressed that children who initially became victims of bullying and turned into aggressive behavior were due to the close relationship between siblings, and it was also a kind of peer aggression. Students who became victims of their siblings were more likely to be victims of bullying at school (Wolke & Skew, 2012). Similarly, children with aggressive behavior against their siblings were more reported being bullies to their peers or victims at school and the community.

We found a necessary point to explore and examine the influence of bullying victims on aggressive behavior. There was even a general consensus among studies that victimization and bullying overlap widely (Cook et al., 2010; Walters, 2021). Victims of bullying have three forms, namely physical, verbal and cyberbullying. Most of the research results reviewed from the perspective of the perpetrator (Soori, H., Rezapour, M., & Khodakarim, 2014; Le Menestrel, 2020). However, this study aimed to review bullying victims in the form of physical, verbal and cyberbullying against aggressive behavior. This was significant, because there was still uncertainty whether the trend was influenced by demographic factors (i.e., age and gender) or not. In our idea, there had been no detailed observation of the correlation of victims of bullying, both physical, verbal and cyberbullying to aggressive behavior, especially in junior high school.

This study focused on analyzing age and gender for aggressive behavior, because the role of demographics is very important in monitoring the distribution of sex and age related to aggressive behavior in junior high school students (J. Lee & Randolph, 2015). According to research (Goldbach, Sterzing & Stuart, 2018) bullying is related to both physical, verbal and cyberbullying attacks and has a higher tendency for emotional dysregulation (Gao & Han, 2016). Previous research only examined from the perspective of the perpetrator, this time the author will focus on victims of bullying related to aggressive behavior ranging from physical aggression, verbal and cyberbullying. So in other words, victims of bullying in certain situations can turn out to have aggressive behavior as a form of achieving negative emotions they have. This will serve as a basis for future research on this matter.

Therefore, identifying bullying victims' conditions and demographics in predicting aggressive behavior can be the basis for designing an intervention model that can be preventive or curative. Thus, it can help students prevent mental health problems and the emergence of potential bullies from victims of bullying.

The central hypothesis in this study is the influence of demographic conditions and experiences of victims of bullying on students' aggressive behavior. In more detail, we proposed the following hypothesis:

1. There was an influence of age and gender on aggressive behavior
2. There was an effect of victims of physical bullying on aggressive behavior
3. There was an effect of victims of verbal bullying on aggressive behavior
4. There was an influence of victims of cyberbullying on aggressive behavior
5. There was an influence of victims of age, gender, physical, verbal, and cyberbullying bullying on aggressive behavior

METHOD

Research Design

This study used a cross-sectional study with survey method to investigate the Prevalence Aggressive Behavior from the Perspective of Bullying Victims and Characteristics Demographic An Evaluation Environment Survey in junior high school children in Malang City, Indonesia.

Participants

The population of this research participant is junior high school students in Indonesia. The determination of the following sample is specified in the city of Malang, one of Indonesia's student cities. Sample selection in Malang City used a random sampling method and got 314 students. The results of random selection from grades 7-9 of junior high school provide the demographic data in Table 1.

Intervention Procedure

Participants in this study were voluntary based on convenience and without any compensation. We asked the respondent's consent to fill out the questionnaire for about 10 minutes, to measure demographic characteristics, victims of bullying from the perspective of physical, verbal and cyberbullying as well as aggressive behavior. The online questionnaire was distributed through social networks, such as WhatsApp and Facebook. The data were collected from January to February 2022.

Data Collection Tools

The data collection method used an online questionnaire distributed to junior high school students in Malang City, Indonesia. The online questionnaire consisted of demographic characteristics, such as students' identity, age, class, and gender. To measure bullying victims both based on physical, verbal and cyberbullying perspectives using the instrument Persian- Olweus Bullying Questionnaire (P-OBQ), but

has been modified (Rezapour, Khanjani, & Mirzai, 2019) into Olweus Bullying Questionnaire (OBQ). Meanwhile, aggressive behavior was measured using the Brife Aggression Questionnaire (BAQ) scale (Buss & Perry, 1992).

Olweus Bullying Questionnaire (OBQ) Scale

The OBQ consisted of 30 closed questions in the form of victims' physic, verbal and cyberbullying with validitas Cronbach's alpha value was 0.949. Based on previous research, victims of bullying were analyzed with internal consistency determined by Cronbach's alpha and obtained a value of 0.79 (Rezapour, Khanjani, & Mirzai, 2019), so that this instrument was valid and reliable to use. The bullying victim instrument used a Likert scale ranging from 1 (never) to 5 (very often).

Brife Aggression Questionnaire (BAQ)

There were 24 closed questions to measure aggressive behavior (bully-victim). In this study, BAQ had a high internal coefficient and consistency with a value of 0.756 from Cronbach alpha. This measuring tool was developed based on the theory of Buss & Perry (1992), namely physical and verbal aggression, anger, and hostility. Meanwhile, in previous research, internal consistency evaluated by Cronbach's was 0.87, so that this instrument was valid and reliable to use (Santisteban & Ma Alvarado, 2009). The aggressive behavior instrument used a Likert scale ranging from 1 (never) to 5 (very often).

Data Analysis

Data analysis of demographic characteristics was using descriptive statistics and hypothesis testing using binary logistic regression. The use of binary logistic regression aimed to determine the effect of independent variables from two categories on the dependent variable, where independent variables were not normally distributed, did not require intervals, not linearly related, or had the same variance in each group. By this regression, we could determine the relationship and strength of the variables and resulted some points: did not require the assumption of a relationship between independent and dependent variables, and logistic regression could predict the probability of success and failure, so that the result was odds (Hasan, 2020).

FINDINGS

Demographic Characteristic

The identification of the initial data provides a demographic description of the research respondents as the characteristics of students who are victims of physical, verbal and cyberbullying bullying. These results are presented in Table 1.

Table 1 data shows that the majority of women are victims of bullying. 14 is the most vulnerable age to become a victim of bullying. The condition that should be observed is the increasing trend of bullying victims aged 12 to 14 years. It then gradually decreased at the age of 15 and 16 years.

Descriptive Results

The descriptive data then focuses on the type of bullying experienced, according to table 2.

Table 2 shows the mean, median, SD, minimum and maximum scores of the variables of bullying victims and

Table 1: Demographic Characteristics of Physical, Verbal, and Cyberbullying Victims

	<i>Class</i>	<i>F</i>	<i>%</i>
Gender	Man	88	28%
	Woman	226	72%
Age	12 years old	34	10.8
	13 years old	84	26.8
	14 years	103	32.8
	15 years	87	27.7
	16 years	6	1.9

aggressive behavior. The data show that verbal bullying (35.96) is the highest condition of physical and cyberbullying experienced by the victims. The aggressive behavior of the victims can be categorized into moderate and almost high levels, with an average score of 59.10.

Correlation Test Results

Subsequent analysis provides correlation data between the respondent's characteristic and demographic variables. The data can be seen in table 3, table 4 and table 5.

The results of the Binary Logistics Regression analysis between demographic characteristics and aggressive behavior had addressed that age and gender had a significant effect on aggressive behavior (Table 3). This means that the higher the age, the lower the chance to have aggressive behavior. Meanwhile, female students were more aggressive than males; or they had .808 times of opportunities for aggressive behavior. Besides, Table 3 shows that there was an influence between victims of physical bullying on aggressive behavior. Also, the higher the victim of physical bullying, the higher the aggressive behavior: .299 times.

Another result indicated that verbal bullying victims had an effect on aggressive behavior. The higher the victim of verbal bullying, the higher the aggressive behavior (.395 times greater

Table 2: Summary of Mean, Median, Standard Deviation, Minimum and Maximum Scores

<i>Variable</i>	<i>M</i>	<i>Me</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Bullying Victim Rating Scale (SOBQ)					
Victim Physical Bullying (VPB)	29.40	28.50	7.244	15	74
Victim Verbal Bullying (VVB)	35.96	36.00	8.014	21	54
Victim Cyber Bullying (CBV)	18.64	15.00	8.851	8	40
BAQ (Aggressive Behavior Rating Scale)					
Aggressive Behavior (AB)	59.10	59.00	16.925	30	98

SOBQ-VPB (physical bullying), SOBQ-VVB (verbal bullying), SOBQ-CBV (cyber bullying), BAQ-AB (aggressive behavior)

Table 3: Correlation of Bullying Victims on Aggressive Behavior (Bully-Victim)

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	2.843	.230		17.087	.000
Age	-.334	.003	-.003	-.054	.957
(Constant)	49.778	2.829		12.071	.000
Gender	.808	1.592	.066	1.175	.241
(Constant)	63.250	4.991		2.307	.002
Bullying Victim Physic	.229	.163	-.318	2.862	.005
(Constant)	57.165	6.504		3.696	.000
Victim Bullying Vebal	.395	.178	-.140	-1.208	.231
(Constant)	56.084	3.101		.139	.890
Victim Cyber Bullying	-.016	.210	-.267	-2.369	.020

= significant at $p > 0.05$ *** = significant at .01

Tabel 4. Simultaneous Test Results ANOVA

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	6219.710	5	1243.942	4.592	.000a
	Residual	83437.424	308	270.901		
	Total	89657.134	313			

Tabel 5: The Results of The Regression Model

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
Usa,gender , VPB, VVB, CBV	.263a	.169	.054	16.459

than the victim of physical bullying). In addition, Table 3 with the fourth series of questions aimed to analyze the effect of cyberbullying victims on aggressive behavior. It also showed no significant effect between cyberbullying victims on aggressive behavior. Thus, the higher the victim of cyberbullying, the less chance to do aggressive behavior (.016 times).

The results in table 4. show that the Sig value of the F-test is 0.000 ($p < 0.05$), indicating that simultaneous testing of these variables is accepted. The alternative hypothesis is accepted. The significant regression equation was found to be $F(5,313) = 4.592$; $p < 0.05$. So that age, gender, victims of visual, verbal and cyberbullying have an effect on the aggressive behavior of junior high school students.

Table 5. The coefficient $R^2 = .169 = 16.9\%$ is influenced by age, gender, VPB, VVB, CBV. These results indicate that the experience of bullying victims contributes 16.9% to aggressive behavior that leads to bullies. In addition, the remaining 83.1% is influenced by other variables not examined in this study.

DISCUSSION

The phenomenon of bullying in Indonesia is an important issue, in addition to the trend which is still high, the concept of strengthening character education in Indonesia also does not agree with this phenomenon (Fitriyah et al., 2022). Some studies indicated that bullying had been studied extensively (Soori, Rezapour, & Khodakarim, 2014; Han et al., 2017; Sari & Yendi, 2019; D'Urso et al., 2022, Borowiec et al., 2021). We had observed that the victims of bullying were dominantly teenagers than adults. In this study, we pointed out 14-year-olds students were the victims of bullying. This was in line with other studies that victims of physical and verbal bullying were more likely to occur among younger students than older ones (Mazur et al., 2017; Borowiec et al., 2021).

This study indicated that age and gender significantly and negatively affected aggressive behavior. This means that the older they were, the lower their chance to do aggressive behavior. This was in line with research results by Vaillancourt and Farrell (2021) that by the increase of age, aggressive behavior might begin to decline in adolescence although not completely, but it might begin to stop adolescence. However,

this was contrary to previous research which stated that aggressive behavior could increase along with age (Koc, 2017; Noret et al., 2015). This aggressive behavior significantly increased between 3 to 16 years old men (Bartels et al., 2018). As if any behavioral changes are observed, it indicates a stronger correlation as similar as children grow older, because aggressive behavior will coexist with other forms of psychopathology and other social problems. Although there are some consensus, the pattern of aggression development is not directly involved in adulthood (Tippett & Wolke, 2015; Coyne et al., 2020). In contrast, this study was only limited to the age of 12-16 years, so it is possible that the aggressive behavior of children has a bias.

Gender significantly influences students' aggressive behavior. Girls are more aggressive than boys. Girls are reported to use dominantly indirect aggressive behavior than boys (Coyne et al., 2020). The majority of individuals follow a trajectory of low indirect aggression decline in adulthood (Vaillancourt & Farrell, 2021). This was consistent with previous research which stated that women were more likely to experience bullying and had indirect aggressive behavior compared to men (Lee & Shin, 2017; Salavera et al., 2021).

However, teenagers are more likely to be victims of peer bullying at school by using physical aggression (Chan & Wong, 2015; Soori, Rezapour, & Khodakarim, 2014). Physical, and verbal bullying were more common among boys and usually happened nearby their residence and school (Rezapour, Khanjani, & Mirzai, 2019, Soori, Rezapour, & Khodakarim, 2014). Differences in gender had been observed in term of traditional bullying and cyberbullying, and resulted that boys were more likely to be the victims of traditional bullying (Huang & Chou, 2010) as a serious kind of repeated, intentional, and harmful aggressive behavior, cannot be ignored. In light of the limited studies and inconsistent findings on the matter, this study explores cyberbullying's frequency and other factors (gender, academic achievement, types of technologies used, and anonymity). They were more likely to experience physical bullying than through social media (cyberbullying). However, this contradicts to Kaur et al. (2017) study that there was no significant effect between

gender (male and female), on aggressive behavior in urban and rural areas.

Based on the results of our study, there was a positive influence between victims of physical bullying on aggressive behavior in junior high school students in Malang City, Indonesia. This finding was in line with previous findings which stated that the higher the victim of physical bullying, the higher the aggressive behavior in junior high school students. A review on 23 studies also found that victims of physical bullying (overweight or obese) had an effect on aggressive behavior (Tso et al., 2018) hence are important public health problems. Identifying a relationship between these problems would assist in understanding their developmental origins. The present paper sought to review previous studies and use meta-analysis to evaluate whether there is evidence of a relationship between overweight/obesity and physical aggression in children and adolescents. A systematic search of studies that reported the effect of overweight/obesity (in the form of body mass index. The most significant finding was that the higher the victim of physical bullying, the higher the emotional impulsiveness and aggressiveness of a child (Mierzewski, Cock, & Velija, 2019). Here, students feel threatened or attacked easily and unable to control the behavior of victim's feelings which results in disrupting the capacity of self-assessment. Indirectly, there is dysregulation with a tendency to retaliate (whether consciously or unconsciously) to become aversive stimuli. Thus, physical bullying victims develop a dysregulated capacity for their self-regulation by trying to achieve their goals using aggressive behavior (Runions et al., 2018). Other studies had also confirmed that physical bullying victims were directly and significantly correlated with drug use and aggressive behavior (Litwiller & Brausch, 2013), so that the higher the physical bullying victim, the higher the child's aggressive behavior.

The most common and subtle form of bullying (undetected act of bullying) is verbal bullying (Vianna, Souza, & Reis, 2015; Zakiyah et al., 2017). Our study found that verbal bullying victims had a positive and significant effect on aggressive behavior. This was reinforced by a study by Arifuddin et al. (2021) at SMPN 5 Pallangga that there were 4-5 victims of verbal bullying in a week. The perpetrator laughed and calling the name in a mocking tone. This finding was in line with Antoniadou & Kokkinos (2018) study that verbal bullying victims who had lower empathy (affective and cognitive) tend to intimidate students who were perceived as weaker by the victim-bully by using aggressive behavior as a recreational motive (Hanafi et al., 2022; Hidayah et al., 2017; van Dijk et al., 2017). Remarkably, verbal bullying victims are significantly and positively correlated with acts of bullying aggressively (Chan & Wong, 2015). Verbal bullying received by victims of bullying based on meta analysis strengthens that the victims

of this bullying had a strong positive correlation between subtypes of victimization and aggressive behavior.

In addition, the presence of victimization trauma creates cognitive-affective hostility that can increase the chances of bullying victims to bully others in an aggressive manner (Firdaus et al., 2013). There was a significant finding of the main effect of the reaction of verbal bullying victims on aggressiveness that there was a low reaction in it, and the reaction will be higher when the victim responds verbally compared to physical confrontational reactions (Erentzen et al., 2021; van Dijk et al., 2017). Bullying victims' reactions are motivated more by reactive reasons, such as feeling angry or rejecting perceived social threats (i.e., verbal threats, name-calling, mocking, offending notes or hand gestures, censure, slander, harsh criticism, and insults) (Swearers & Hymel, 2015; Le Menestrel, 2020; Vlachou et al., 2011; van Dijk et al., 2017). Thus, the higher the victim of verbal bullying, the more students will engage in aggressive behavior.

The most important finding in this study was that cyberbullying victims had no effect on aggressive behavior in junior high school students in Malang City, Indonesia. This means that the higher the victim of cyberbullying, the chance of having aggressive behavior is just slightly or even has no effect. Previous research stated that cyberbullying was a less common form of bullying (Garaigordobil, 2012). Possibly, there was an indirect relationship between cyberbullying victims and the use of aggressive behavior through relationships to victims and other observers, where there was a lower effect than the direct effect on victims (Ferreira et al., 2021) Mage = 14.10, SD = 2.74, 55.5% male. The observers who witnessed cyberbullying victims had a relationship with the perpetrator and other bystanders were less likely to report using aggressive behavior. On the other hand, cyberbullying victims use less aggressive behavior, because indirect effect is lower than direct effect.

Contrary, Pandie and Weismann (2016) had pointed out that there was an influence on victims of cyberbullying on students' reactive behavior. The higher the reactive behavior of the perpetrator, the higher the reactive behavior of the victim. The lower the reactive behavior of the perpetrator, the lower the reactive behavior of cyberbullying victim. Similarly, Soori, Rezapour, & Khodakarim (2014) stated that children who were bullied through social media were more likely to experience depression, anxiety and damage to their self-esteem in the long-term, and some victims fight back with extreme and sudden violence (aggressive behavior) (Cook et al., 2010), because social media is easy to spread information and can invite anger of students (Pandie & Weismann, 2016); moreover, adolescence is a period of stormy transition in students' life that can shake children's mental instability, because they are easily influenced by external stimuli.

Furthermore, the higher the victim of cyberbullying, the higher the student's aggressive behavior. In 27 studies from countries (i.e., Spain, Italy, Japan, Australia, United States of America, Canada, Denmark, Switzerland, United Kingdom, China, Samoa and India), cyberbullying was associated with moral detachment and bully victim behavior from aggressive behavior in children. Children and adolescents (with range of 8 to 18 years), showed that low moral commitment was directly related to aggressive behavior, bullying and cyberbullying (Gini et al., 2014). This correlation was also supported by a study which indicated that there was a positive correlation between cyberbullying victims with traditional bullying (Robson & Witenberg, 2013). Perhaps, this is one of the reasons of why victims of bullying are almost aware of the identity of the perpetrator, whereas in cyberbullying, the perpetrator is often unknown to the victim, so that it is not surprising that many teenagers claim to be victims of cyberbullying, such as silent calls, sending painful messages, creating websites that are embarrassing for the victim, victims being kept away from chatrooms, and even happy slapping (Modecki et al., 2014). Here, moderate aged teens are more likely to engage in online bullying than early teens. In this study, cyberbullying victims do not have the opportunity to do aggressive behavior.

Based on the results of research, age, gender, victims of physical, verbal and cyberbullying have an effect on aggressive behavior in junior high school children in Malang. The influence of the variables of age, gender, victims of physical, verbal, and cyberbullying on aggressive behavior is 16.1%. at the age of 11 years and over, adolescents experience puberty and understand the opposite sex (Imani et al., 2021), so that physical, social, and psychological maturity are interconnected (Makmum, 2017). Bullying is more likely to occur among younger students than older students (Mazur et al., 2017; Borowiec et al., 2021). As you get older, the chances of becoming a victim of bullying are low. There are gender differences related to aggressive behavior based on studies that have observed between traditional bullying and cyberbullying boys are more likely to be victims of traditional bullying (Huang & Chou, 2010) as a serious kind of repeated, intentional, and harmful aggressive behavior, cannot be ignored. In light of the limited studies and inconsistent findings on the matter, this study explores cyberbullying's frequency and other factors (gender, academic achievement, types of technologies used, and anonymity. In other words, boys are more likely to experience physical bullying than through social media. In addition, according to research on substance use, the number of violent or aggressive behaviors physical, verbal and cyberbullying exhibited by adolescents are positively related to victimization of bullying and suicidal behavior (Litwiller & Brausch, 2013). In particular, the presence of age, gender, and adolescents who are victimized by physical, verbal,

and cyberbullying have been shown to be more likely to act violently towards others.

Our study indicated a significant finding that demographic factors influenced aggressive behavior. With the increase of age, aggressive behavior will decrease at least in childhood and will begin to decrease in late adolescence. Besides, girls are more influential on aggressive behavior than boys. Contextually, the higher the victim of physical and verbal bullying, the higher the aggressive behavior of junior high school students in Malang City. However, cyberbullying victims did not affect the aggressive behavior of junior high school students in this study. The latest findings from the research results of age, gender, victims of physical, verbal and cyberbullying have an effect on aggressive behavior by 16.1% and the rest are influenced by other variables not included in this study.

CONCLUSION

We confirmed that age and gender affected aggressive behavior in junior high school students in Malang City, Indonesia. Another finding was that victims of physical and verbal bullying had a significant effect on aggressive behavior. However, victims of cyberbullying had no effect on aggressive behavior of junior high school students in Malang City. These findings was interesting as a stimuli for future designed guidance and counseling to reduce aggressive behavior in bullying victims and perpetrators. This study could also be the indicators to apply counseling guidance, such as psychological counseling approaches, ego counseling, individual psychological counseling, and behavioristic counseling in order that the aggressive behavior of bullying victims can be well-handed.

LIMITATION

This study had several limitations. First, in collecting data, we only used online questionnaires and it created bias, especially in areas where internet access was difficult. Second, respondents were limited to junior high school students. We suggested further studies to develop an application for victims to consult with counselors and involve respondents from early childhood, elementary school, junior and senior high school, and college levels to work together.

SUGGESTION

This study showed that age and gender affected the aggressive behavior of junior high school students. By the development of age, the aggressive behavior of children will decrease and females were more at risk to do aggressive behavior than boys. With this demographic factor, it can be useful to analyze the ratio level based on age and gender regarding victims of bullying and aggressive behavior. Here, counseling services

can differ the handling of bullying according to the age level and gender, because during this adolescence, the process of identity-search occurs as an effort to self-actualize.

Gender had a positive and significant effect on aggressive behavior, where girls were more aggressive than boys. Grouping based on gender in the intervention method could be an alternative to reduce aggressive behavior, so that respondents feel more comfortable according to their gender during the trauma healing period. Meanwhile, physical and verbal bullying victims affected aggressive behavior. However, this was in contrast to victims of cyberbullying which did not affect the aggressive behavior of junior high school students. The higher the victim of bullying, the higher the aggressive behavior carried out by junior high school children.

Our study implied that counseling teachers were able to provide education for all bullying victims and perpetrators. Teachers were acquired to add insight or socialization about bullying and intimidation. Another way that can be used as a concrete step was to prevent the development of aggressive behavior from victims of bullying, namely moral cultivation, development of non-aggressive behavior, and development of the ability to provide empathy. Finally, reducing aggressiveness is the development of empathy skills in adolescents.

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