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BULLYING BEHAVIOR IN ORPHANAGE CHILDREN JUDGING FROM THE PSYCHOANALYTIC THERAPY APPROACH

PERILAKU BULLYING PADA ANAK PANTI ASUHAN DITILIK DARI PENDEKATAN PSYCHOANALYTIC THERAPY

Hengki Yandri^{1,2}, Mudjiran³, Herman Nirwana⁴, Yeni Karneli⁵

¹ Jurusan Bimbingan dan Konseling Pendidikan Islam, Institut Agama Islam Negeri Kerinci, Indonesia

² Program Doktor Bimbingan dan Konseling, Universitas Negeri Padang, Indonesia

^{3,4,5} Jurusan Bimbingan dan Konseling, Universitas Negeri Padang, Indonesia

e-mail: hengki.kons@gmail.com

Abstrak

Perilaku bullying merupakan momok yang belum selesai sampai saat ini, perilaku bullying hampir dialami oleh anak-anak yang dianggap lemah oleh pelakunya yang terjadi seluruh negara di dunia dan termasuk Indonesia. Perilaku bullying telah menyebar di berbagai organisasi, seperti di sekolah, komunitas dan lembaga sosial seperti panti asuhan. Kondisi ini perlu ditinjau dari berbagai aspek untuk mendapatkan gambaran yang komprehensif tentang bullying, sehingga tulisan ini bertujuan untuk mengkaji perilaku bullying dari pendekatan Psychoanalytic Therapy. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan pendekatan studi kepustakaan, dengan mengambil berbagai sumber yang mendukung pengembangan artikel ini. Hasil analisis perilaku bullying menggunakan pendekatan Psychoanalytic Therapy menunjukkan bahwa perilaku bullying terjadi karena terganggunya fungsi struktur kepribadian anak panti asuhan, terhambatnya perkembangan kepribadian anak panti asuhan sejak lima tahun pertama, lemahnya fungsi mekanisme pertahanan diri bagi korban bullying dan terjadinya reality anxiety dan neurotic anxiety pada korban bullying dan kondisi kecemasan moral pada pelaku bullying

Kata Kunci: *Bullying, Psychoanalytic Therapy, Panti Asuhan*

Abstract

Bullying behavior is a scourge that has not been completed at this time; bullying behavior is almost experienced by children considered weak by the perpetrators, which occurs in all countries in the world, including Indonesia. Bullying behavior has spread in various organizations, such as in schools, communities, and social institutions such as orphanages. This condition needs to be reviewed from various aspects to get a comprehensive picture of bullying, so this paper aims to examine bullying behavior from the proximity of Psychoanalytic Therapy. The method used in this study is descriptive qualitative with a literature study approach, taking various sources that support the development of this article. The results of the analysis of bullying behavior using the Psychoanalytic Therapy approach show that bullying behavior occurs due to impaired functioning of the personality structure of orphanage children, inhibition of personality development of orphanage children since the first five years, a weak function of self-defense mechanisms for victims of bullying and the occurrence of reality anxiety and neurotic anxiety in victims of bullying and moral anxiety conditions in bullying perpetrators.

Keywords: *Bullying, Psychoanalytic Therapy, Orphanage*

INTRODUCTION

The phenomenon of bullying in society already shows a severe level of concern. We can see bullying behavior happening around us as well as in news and information in the mass media, which is worse; this behavior has occurred at all levels of human life, such as in the world of education, offices/jobs, society, and even in social institutions such as orphanages. Bullying is an aggressive act carried out intentionally to hurt the victim with repeated intensive (Beane, 2008; Yandri et al., 2013). Then the actions of a person or group of people who suppress individuals considered weak are also a category of bullying (Colorosa, 2007; Ruswita et al., 2020).

Bullies usually launch their actions at individuals who are helpless or weak, both physically and psychically. Bullying experienced by victims of bullying will usually experience pressure both physically, mentally, and socially, so the victim will tend to withdraw from the surrounding Environment (Sujadi et al., 2021; Yandri, 2014). Many factors make bullying happen, such as a broken family environment and far from being harmonious (Juliawati, 2016; Papanikolaou et al., 2011), acts of violence and aggression (Malhi et al., 2014), peers and media (Kartal et al., 2019; Ruswita et al., 2020), social media and online gaming (Pranawati, 2018) psychosocial stress (Pengpid & Peltzer, 2013) inequality in economic strata (Azeredo et al., 2015).

Data from the Indonesian Child Protection Commission revealed that in the span of a month-long period, from 2011 to 2019, there were 37,381 complaints of cases of violence against children. As for bullying cases in education and social media, there are 2,473 reports, and the trend shows an increase (KPAI, 2020). Then a study revealed that more than 50% of students had been victims of bullying both physically and non-physically (Dewi et al., 2016). There are still students who are bullied, such as being kicked, beaten, pinched, and "picked up"; in addition, the students experienced verbal intimidation in the form of fat, curly calls and other nicknames, ridiculed, insulted, and threatened or bullied or bullied (Aulia, 2016). Another study also revealed that 31.9% of students experienced mild bullying (Wakhid et al., 2019).

Furthermore, the bullying incident also turned out to have penetrated orphanages which, ideally, this social organization protects and loves orphans but found acts of bullying. The results of the study show that orphanage children have experienced bullying in the form of physical bullying, verbal bullying, and relational bullying (Artanti & Novianti, 2021). Other studies also revealed that orphanage teenagers had experienced bullying; overall, boys reported experiencing physical and verbal bullying, in the elementary age group more often experienced physical bullying with a frequency of more than three times. Junior high schools experienced physical bullying with a frequency of two or three times, the middle and high school age groups more often experienced verbal bullying and verbal bullying more often occurred in orphanages Upbringing (Shofiyyah & Borualogo, 2021).

Looking at the phenomena that occur and exposure to data on bullying events, it is necessary to reveal the personality structure of the perpetrators and victims of bullying so that models and alternatives can be found that are right on target in carrying out preventive actions against bullying behavior. Of the many approaches that discuss human behavior, this time, the author examines bullying behavior in orphanage children in terms of the psychoanalytic therapy approach. The psychoanalytic therapy approach was chosen because a significant contribution of this approach model is the depiction of the stages of psychosexual and psychosocial development from birth to adulthood. So,

the author can examine the causes of bullying behavior from the development and structure of his personality. Three early stages of development often lead individuals to counseling when problems are not solved appropriately, namely the oral stage, anal stage, and phallic stage (Corey, 2017).

METHOD

The analysis method used in this article is the Library Research method by analyzing and reviewing various relevant reference sources and literature directed to the development of this article. This method was chosen following the purpose of the study, namely to analyze and synthesize bullying behavior in orphanage children in terms of the psychoanalytic therapy approach. The analysis is carried out carefully, critically, and sharply to produce a synthesis that is logical and rational and can be tested. The literature in this article was obtained from the Publish or Perish Application version 8; from this application, a selection of literature that was appropriate and relevant to the purpose of developing this article so that 15 scientific articles, five books, and two references from websites on a national and international scale were obtained.

DISCUSSION

Bullying is an act that cannot be traced because it will physically and psychically harm the perpetrator or the victim. Bullying behavior in individuals occurs because the individual has irrational thoughts and instinctive impulses that are not channeled positively due to the influence of the environment, family, society, and media. According to the Freudian school, the behavior of individuals is determined by irrational forces, subconscious motivations, and biological impulses, and instincts are currently developing through the main psychosexual stages in the first Life (Corey, 2017). A healthy and ideal individual will display good behavior and personality and is acceptable to everyone. In psychoanalytic therapy, a person's personality structure consists of the Id, Ego, and Superego. The id is the primary source of psychic energy and the center of instincts; The Ego, as the center of intelligence and rationality, examines and controls the blind impulses of the Id that have contact with the world of the external reality of the individual; and the Superego as a moral code of a person representing traditional values and realistic ideals of society (Corey, 2016, 2017).

Looking at this personality structure, it is likely that individuals who are bullies experience damage to the functioning of the Ego and Superego. Since the Ego serves as a channel with the external natural world of the individual who has the task of the "executive" to regulate and control the personality and as the "traffic policeman," who mediates between instinct and the surrounding Environment (Corey, 2016, 2017), if this function does not work as it should, then the Id function will rampantly overwhelm the individual, so that the bullies calmly and happily bully their victims without the slightest guilt and this is done repeatedly. At the same time, the Superego serves as a person's moral code that directs the actions of the individual that is good or bad, right or wrong. This function will lead the individual to do according to the norms prevailing in the environment in which the individual is located and will grow with the amount of experience and knowledge that the individual learns. This Superego makes the individual an ideal self who seeks to shape the perfection of the individual rather than just the pursuit of pleasure (Corey, 2009). Bullies will usually kill their victims "blindly"

because the Superego function does not work as it should. If the bully maximizes the function of the Superego they have, likely, they will never bully anyone.

Then the individuals who are victims of bullying are likely to suffer damage to the functions of the Id and Ego. The id is the primary source of psychic energy and the center of individual instincts that are organizationally independent and blind, demanding, and insistent. The nature of the Id cannot tolerate tension; if it occurs, it immediately releases tension, avoids pain, and seeks pleasure (Corey, 2009). Victims of bullying do not have the power to act because their source of psychic energy is hindered by reality anxiety and neurotic anxiety, so they choose to be silent and receive that unpleasant treatment. Furthermore, the damage to the ego function of bullying victims is also why those individuals are victims of bullying. The principle of reality rules the Ego by formulating realistic and logical thinking and action plans to meet needs. The Ego is seen as the center of intelligence and rationality, examining and controlling the blind impulses of the Id. If this function goes appropriately, the victim of bullying can act assertively in the face of the bully (Juliawati, 2016).

Furthermore, victims of bullying are likely to experience anxiety, and some are even traumatized. Feelings of anxiety are feelings of fear resulting from repressed feelings, memories, desires, and experiences that come to the surface of consciousness (Corey, 2017). There are three types of anxiety. Reality anxiety is the fear of danger from the outside world, and the level of anxiety is proportional to the actual threat level. Neurotic anxiety is the fear of instincts that get out of control and cause him to do something that will be punished. Moral anxiety is the fear of one's conscience. People with a well-developed conscience tend to feel guilty when they do something contrary to their moral code (Corey, 2009). From this side, victims of bullying experience conditions of reality anxiety and neurotic anxiety. The results also showed that victims of bullying feel anxious, worried, insecure, and neglected (Artanti & Novianti, 2021; Shofiyyah & Borualogo, 2021). Then, for the bully, the function of moral anxiety usually does not live in him because they do not feel the slightest guilt when persecuting others who are weak from himself.

Then the study of ego-defense mechanisms of victims of bullying shows that they are trying to deny or distort the reality they are experiencing. Ego-defense mechanisms can help individuals overcome their anxiety because they are expected behaviors that can have adaptive value, provided they do not become a lifestyle that allows individuals to avoid facing reality. The ego-defense mechanisms depend on the individual's level of development and anxiety. Ego-defense mechanisms have two characteristics in common: (1) denying or distorting reality and (2) operating at an unconscious level (Corey, 2009, 2017)

A brief description of the ego-defense mechanisms of bullying behavior in orphanage children can be seen in table 1.

Table 1. Ego-defense mechanisms of bullying behavior in orphanage children¹

<i>Defense</i>	Behavior
<i>Repression</i>	Victims of bullying tend to assume that there are no thoughts and feelings that threaten or hurt themselves, so bullying treatment is continually repeated to the victim of bullying.
<i>Denial</i>	Victims of bullying always present a foolish squeeze of the existence of a reality that threatens them, so they always try to accept the act even though the bullying treatment does not make them comfortable.
<i>Reaction Formation</i>	Victims of bullying like to display an attitude contrary to reality when faced with something threatening them, as if they look tough and mediocre, so the dormitory coach is unaware of the bullying actions.
<i>Projection</i>	Victims of bullying try to accept the desires and impulses of the bullies that they cannot accept.
<i>Displacement</i>	Victims of bullying will vent the unpleasant treatment they receive to others that are their "juniors."
<i>Rationalization</i>	The victim of bullying tries to rationalize the act of bullying that occurs to him instead of cultivating them.
<i>Sublimation</i>	The bullying victim vents her annoyance at her junior, who is weaker than herself.
<i>Regression</i>	Victims of bullying behave like children to be loved by their seniors.
<i>Introjection</i>	Victims of bullying try to apply the values and standards of their boarding sisters, although sometimes they feel wrong about being like that.
<i>Identification</i>	Bullying victims try to identify their personality with the personality of their dorm brothers to make it look valuable in the eyes of their dorm brothers.
<i>Compensation</i>	Victims of bullying try to hide perceived weaknesses or develop positive traits, such as being accomplished to compensate for their weaknesses.

Next, analyze the individual stages of development of the perpetrators and victims of bullying. First is the oral stage, which is related to the inability to trust oneself and others, which results in fear of loving and forming close relationships and low self-esteem. Both the perpetrator and the victim of bullying have never received a sense of affection and love from both parents since childhood, so the behavior he appears in is solely to get the attention of others so that they are noticed like children who always get affection from their parents.

Next is the anal stage, which has to do with the inability to recognize and express anger, which leads to the rejection of one's power as a good person. Perpetrators and victims of bullying are never taught to be assertive to themselves or others. They are used to accepting whatever others give them because they understand their position as weak individuals. The third is the phallic stage, which is associated with the inability to fully accept one's sexuality and sexual feelings and difficulties in accepting oneself as a

¹ Analysis of the results of interviews with dormitory coaches and several orphanage children who are indicated to be victims of bullying, September 3, 2022

man or woman. Victims and perpetrators of bullying are only taught to accept responsibility as children in the orphanage, not taught how to be personalized according to their roles as men or as women.

CONCLUSION

Bullying is almost experienced by children considered weak by the perpetrator. Bullying behavior has spread in various organizations, such as in schools, communities, and social institutions such as orphanages. This condition needs to be reviewed from various aspects to get a comprehensive picture of bullying, so this paper aims to examine bullying behavior from the proximity of Psychoanalytic Therapy. The conclusion of this study reveals that bullying behavior in orphanages in terms of psychoanalytic therapy occurs due to disruption of the structure of personality function of orphanage children, inhibition of the development of personality of orphanage children since the first five years, weak function of ego-defense mechanisms for victims of bullying and the occurrence of reality anxiety and neurotic anxiety in victims of bullying and moral anxiety conditions in bullies.

The suggestion from the results of this study is that counselors are expected to provide services in orphanages by providing information related to bullying both for orphanage coaches and children in general. Then for victims of bullying, assertive training is given by utilizing free association techniques so that bullying victims again find their identity and can face bullying perpetrators wisely to the next researcher to apply Psychoanalytic Therapy in reducing bullying behavior in orphanages.

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