Influence of Positive Youth Development (PYD) to Bullying Behavior in Indonesian Islamic Boarding School Students

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Abstract: This paper examines the influence of Positive Youth Development (PYD) to Bullying Behavior in Indonesian Islamic Boarding School Students. It has been established that bullying behavior have negative outcomes for those involved. However, this problem has received little research attention in Indonesian samples, particularly in Indonesian Islamic Boarding School Students. The incidence of three types bullying was assessed in 195 sample: verbal bullying, mental and physical bullying. Samples are Islamic Boarding School students from all regions in Indonesia. Positive youth development was measured by using the validated Five Cs model of competence, confidence, connection, character, and caring/compassion. Using multiple regression analysis, results show that there is a significant influence from Positive Youth Development (PYD) to Bullying Behavior (0.168, $p = 0.000$). This research also explains the dimensions of PYD which have a significant prediction to decrease bullying behavior are: character and connection. For further research, to decrease bullying behavior, we can design and implement a 'character' and 'connection' intervention program, within the student in Indonesian Islamic Boarding School.

1   INTRODUCTION

Bullying is a form of aggression where children are intentionally intimidated, harassed or harmed. The most important thing of bullying that occurs is the repeated acts of aggression and the imbalance of power among the bullies and the victims. Bullying behavior can have an impact on physical health, emotional, and social development. A literature report that victims of bullying are likely to experience sleep disturbances, abdominal pain, headaches, sadness, low self-esteem, depression, anxiety, and driving their thoughts to do suicide (Lemstra, et.al., 2012).

Both victims and perpetrators of bullying feel more depressed than students who are not involved in bullying (Seals & Young, 2003). This depression can lead to academic problems, self-defeating behaviors, and interpersonal problems (MIlsom & Gallo, 2006). They also reported experiencing emotional reactions include sadness, anger, and rejection. The response includes the rejection to the bully behavior, ask the help from adults, more assertive, or bullying back the doers. Other consequences are such as loss of a friend, negative

thinking, and changing schools (Lane, 2005). Another researcher reported some problems or consequences that may be experienced by teenagers such as crime, abuse of alcohol, and was expelled from school (Kaiser & Rasminsky, 2003).

Several studies have described the serious impact of bullying behavior that will affect all parties; as the perpetrators, the victims, and those who witnessed the bullying behavior. Victims would be afraid to go to school, afraid to go to the bathroom, and was afraid to ride the bus. Those who witnessed bullying tend to feel angry but helpless because they do not know what to do, and they are afraid that they may become the next target. They also felt guilty of not taking any action to help the victims (Quinn, 2003).

From some of these explanations, the negative effects arising from the bullying behavior is quite serious. There are some program anti-bullying that been conducted to minimize this negative effects. This policies and programs are reactive rather than proactive, using punishment rather than building students' attitudes and skills (Goodman-Scott, Doyle & Brott, 2013). This has received little research attention in Indonesian samples, particularly in Indonesian Islamic Boarding School Students

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In the present study, we assume that there are several things that can be done to equip the teenagers from the adverse effects of bullying behavior, one of them is through the formation of the positive aspects of themselves (the experts call it the PYD or Positive Youth Development).

Positive Youth Development is a view of the new approach, which is to understand adolescence as an asset in human development. The concept of PYD sees youth to have the potential to succeed, grow healthy, and have the capacity to evolve positively (Lerner, et.al., 2005). PYD is based on the opinion expressed the youths will try to meet the basic needs of physical, personal and social, and to build and use the competencies seen as important for their life, in the present and in the future (Lynch & Mahler, 2014).

Positive Youth Development is inseparable from the two important roles: the role of the family and the role of the school environment. Both of these, aims to be able to see how the teenagers are able to take advantage of a good time with activities at home or school environment. The role of family has a positive relationship to bullying behavior (Fitzpatrick, 2007). Lack of involvement and warmth with or from parents, especially those who is coming from a single family structure, the parental abuse is the primary predictor of bullying behavior. Family experiences in childhood also influence bullying behavior, such as violence in family, inconsistent given punishment, and intimidation of relatives or sibling rivalry. Thus, monitoring and support from parents will be able to decrease the risk of bullying that occurs among adolescents (Patton, Hong, Williams & Meares, 2013). In addition, the positive support given by parents are also able to bring the active teenagers into pro-social behavior, better school performance and tends to lower the psychological pressure (Grey & Steinberg, 1999), low use of drugs (Parker & Benson, 2004) and a decrease in bullying behavior (Grant, et.al., 2002). The discussion about the role of the school environment must always be related to the quality of peer relationships, bullying behavior is caused by teenagers who have peers with a negative influence (Farrar, 2006; Fitzpatrick, 2007; Griffin, et.al., 1999). The quality of peer relationships as pro-social behavior and emotional support has an important role that is predicted to inhibit or decrease the bullying either as perpetrators or victims (Patton, Hong, Williams & Meares, 2013).

In Indonesia, still need more research about how to decrease or prevent bullying. Little is known about variable that contribute to prevent this behavior. This study intends to examine whether the Positive Youth Development (PYD) can contribute to a decrease in bullying behavior. If there is a contribution, what dimensions of the PYD that exert significant influence, so it can serve as a recommendation of the establishment of PYD aspects that can help to reduce the incidence of bullying in Indonesian Islamic Boarding School Students.

2 THEORY BACKGROUND AND HYPOTHESIS

Bullying is an act of intimidation carried out by the stronger against the weaker. In schools, bullying is more commonly known by terms such as being threatened, beaten, and others (Coloroso, 2004). Bullying can be grouped into three categories:

a. Physical bullying is a type of bullying that is visible to the eye. Anyone can see it because there is physical contact between the offender and the victim of bullying. The examples of this physical bullying include: hitting, kicking, pinching, scratching, pushing the head or body, slapped, struck, grab by the collar, stepping on the foot, tripped, spat, grabbed, twisted, throw stuff, shove with the shoulder, running laps, push-ups, and so on.

b. Verbal bullying is a type of bullying that can be detected because it caught our sense of hearing. Examples of verbal bullying: yell, curse, insult, criticize, dub, yelling, cheering, gossip, slander. Some examples of bullying is verbal expression that is often used as: You Piggy Fat!, Hey Black!, and so on.

c. Mental/Psychological Bullying. It is a type of bullying that is the most dangerous because it does not unfold by our eyes or our ears if we are not alert enough to detect it. This practice of bullying is going on quietly and outside of our conscious monitoring. Examples: cynical view, looked threatening, embarrassing in public, silencing, isolating, humiliating, degrading, terrorizing through text messages, telephone or e-mail, deny, accuse, gossip, slander, snapped, glaring, sneering.

Most bullying behavior evolved from a variety of complex factors. No single factor is the cause of bullying. Factors that cause the occurrence of bullying, are:

a. Teachers. There are several factors that come from the teacher to make students behave in bullying, such as:

 1) Lack of knowledge of teachers that either physical or psychological bullying can cause psychological trauma and are at risk of hurting the self-esteem of students.

 2) Partial perception in assessing students. Every child has a historical context that cannot be released in any words and actions, including the actions of students who are considered crossing the line. Infringement by students is a sign of a hidden problem behind it.

 3) The teacher psychological problem that causes a bottleneck in managing emotions until the teacher becomes more sensitive and reactive.

 4) The working pressure. Targets to be met by the teachers, both in terms of curriculum, and achievement, while students must achieve the perceived obstacles and to achieve those ideal and maximum results is not easy.

 5) Pattern of teaching that they promote compliance and adherence factors on teachers that teaching patterns are one-way (from teacher to student). This pattern may have a negative impact if the teachers themselves are insecurity that seeks compensated through the application of power.

 6) The charge of curriculums that emphasizes the cognitive ability and ignore the affective abilities of students. It will lead a learning atmosphere to be desolate and stressful.

b. Students

 One of the factors that influence bullying behavior in students is the attitude of the students themselves. The attitude of the students can not be separated from the psychological dimension and personality of the students.

c. Family

 According to experts of psychology in the US, family influence is still the dominant cause of a child doing the bullying. Children who grow from families who often become victims of humiliation, physical blows and injustice of siblings or parents, tend to commit acts of violence later in life.

 1) Parenting, such as:

  a) Children who are educated under the indulgent parenting (spoiled), have highly privilege (privilege) and overprotected (overprotective). By fulfilling all the wishes and demands of the child, it can make the child can not learn to control their impulses, select and arrange the priority needs, and did not even learn to manage emotions. This can make the child like a king and could do anything they want and even demand others do their things, so the child will force others to meet their needs in any way as long as the goal is achieved.

  b) Parents who are emotionally or physically uninvolved, could give rise to the perception of the children that they are an unwanted child, ugly, stupid, not good and so on. This can impact psychologically, that is the emergence of feeling inferior, rejected, and so on. Conversely, parents who are too rigid and authoritarian, do not provide the opportunity of expression on their child, and more criticized, makes the child feel that they are "not good enough", until in themselves arise feeling of inferiority, dependence, manner of doubting, not confidence, fear of the stronger party, obedient and submissive attitude, irrational, and so on. Gradually the emotional stress can come out in the form of aggression directed at others.

  c) Parents experiencing psychological problems. If parents are experiencing psychological problems that dragging on, it could affect the pattern of relationship with both. Over time this condition can affect a child's personal life. Children can lose the spirit, concentration, sensitive, reactive, short-tempered and so on.

 2) Dysfunctional families.

  Family dysfunction had a significant impact on children. The family that one of its members is often hit or physical or emotional torment, intimidate other family members or families who often have an open conflict with no resolution, or a prolonged problem experienced by the family can affect children's emotional condition and further affect the development of their personality.

d. Environments

 Bullying can occur due to environmental factors, that is:

 1) There is a culture of violence. A person doing the continued bullying because they are live in a group that is highly tolerant to

bullying. Children who grow up in that environment seeing bullying as a common things.

2) Experiencing the Stockholm syndrome. Stockholm syndrome is a psychological condition in which the victim with the aggressor party woke positive relationship. As happened in the tradition of new student orientation. Bullying happens because it mimics the behaviour of the senior.

e. Friends

In adolescence, children spend more time outside the home. At this time young people have a desire to become less dependent on their families and start looking for the support and security of their peer group, therefore one huge factor of bullying in adolescence caused by peer who has a negative impact by providing good ideas actively or passively that bullying will not affect anything and is a reasonable thing to do. Adolescent that look for their identity can be through incorporation in the peer group or groups who they idolized.

For teenagers, acceptance from their group is important because they can share the feelings and experiences with the peers and their group. To be accepted and feel safe, all the moments leading up to adolescence and throughout their teenage years, children not only join any groups, they also formed a group called "click". Click share similar interests, values, skills, and tastes. It is indeed good, but there are exceptions school culture that nurtures and raises a number of groups over other groups, it fosters discrimination and oppression or bullying (Coloroso, 2004).

f. Media

Television programs that do not educate will leave an imprint on the minds of the audiences. It would be dangerous if the impressions is abusive watched by pre-school children. Aggressive behaviours by adolescents are highly associated with the habit of watching television. The influence of the media in the bullying behaviour is crucial, a survey conducted by Indonesian national newspaper showed that 56.9% of children mimicking the scenes they had seen in the movie. They mimic the movement (64%) and the words as much (43%). Based on these data it is known that television has an important role in the formation of the way of thinking and behaving. It is not just limited to the television media, but also in all other forms of media. Teenagers who are accustomed to watching violence in the media tend to behave aggressively and use aggression to solve problems.

Based on this factors, we need to make preventive action rather than curative. Where all aspect of that factors related to the adolescents development. We hypothesized that adolescent Positive Youth Development (PYD) can contribute to decrease this bullying behaviour.

Positive Youth Development is a view of the new approach, which is to understand adolescence as an asset in human development. The concept of PYD sees youth to have the potential to succeed, grow healthy, and have the capacity to evolve positively (Lerner, et.al., 2005). PYD is based on the opinion expressed the youths will try to meet the basic needs of physical, personal and social, and to build and use the competencies seen as important for their life, in the present and in the future (Lynch & Mahler, 2014).

PYD perspective would be relevant to the design of the program given to adolescents based on the ideas of positive development (Jelicic, et.al., 2007). All teenagers can be developed, and the development functions to reduce the urge to perform risky behavior. Reduction of high-risk behavior are at the core of the framework PYD, which recognizes low risk of negative behavior as a part of a healthy adolescent development.

Factors associated with positive outcomes among adolescents including: positive self-perception (Taussig, 2002), a sense of personal competence and the ability to set goals for the future (Hass & Graydon, 2008), the feeling of strength and security for men (Hart, O'Toole, Price-Sharps & Shaffer, 2007), positive connections with peers (Taussig, 2002; Widom, 1991), social support (Hass & Graydon, 2008; Metzger, 2008), authoritative parenting (Hart, O'Toole, Price-Sharps & Shaffer, 2007), and involvement in community service (Hass & Graydon, 2008).

Positive Youth Development is conceptualized into the term "FIVE CS" (Zarner & Lerner, 2008), where there are five dimensions of it: competence, confidence, connection, character and caring. *Competence* is a positive view of one's actions in a specific field, such as social, academic, cognitive, health, and vocational. Social competence refers to the interpersonal skills (such as conflict resolution), cognitive competence refers to the cognitive abilities (e.g., decision-making), academic competence refers to the performance of schools, health competencies involves the use of nutrition, exercise, and rest, as

well as vocational competence involving work habits and exploration of career options. *Confidence* is an internal sense that arises in whole by displaying self-efficacy and positive self-esteem. *Connection* conceptualized as a positive bond with the people and institutions that are reflected in the exchange between the individual and his or her peers, such as family, school, and community in which both parties contribute to the relationship. *Character* is to respect the social norms and culture, proprietary standards for proper behavior, sense of right and wrong (morality), as well as integrity. While *caring* is sympathy and empathy for others.

A positive adolescents supported by positive adults, are those who recognize and respond to the needs of adolescents, by providing support for the development and socialize with others (Gomez & Ang, 2007). Some of the support, among others, is to be the one who is always ready, easily found, giving happiness to those who are younger, celebrate successes, and being someone who is fairly firm in regulating health (Scales & Leffert, 1999).

3 RESEARCH METHODS

Participants and Procedures
The participants for this study are students from an Islamic Boarding School (Junior and Senior High School) in Indonesia. Students in this boarding school are comes from all around Indonesia. Range ages are 12-19 years, all are boys. Total participants are 195 respondent, using population sampling methods.

Measurement
Bullying behaviour. The bullying behaviour was measured based on four aspect (Dracic, 2009): (1) threatening, (2) embarrassing, (3) harming, (4) disrupting, and (5) making uncomfortable. The instrument consists of 33 items. Participants were asked to think about the past 1 months and rate their agreement on a 5-point Likert scale (from 1 = strongly disagree to 5 = strongly agree). A sample item is 'I ever beat a friend'. The responds for each item of the scale of bullying is summed to create an overall score of bullying.
Positive Youth Development (PYD). Positive Youth Development was measured based on Lerner theory [21], consist of 5 dimensions called 5C's: Character, Competence, Confidence, Connecting, and Caring. The instrument consists of 78 items. Participants were asked to rate their agreement on a 5-point Likert scale (from 1 = strongly disagree to 5

= strongly agree). A sample item is 'I like to be myself'. The responds for each item of the scale of PYD is summed to create an overall score of PYD.
Demographic variables. Participants were also asked to fulfil the data about their origin (which part of Indonesian area), ages, and their class in the school.

4 RESULTS

Tests of Discriminant Validity
To examine whether key constructs and covariates in the current study were distinguishable from each other, a confirmatory factor analysis (CFA) using Mplus 7 was conducted. CFA results indicated that the factor measurement model (i.e., all variables are independent of each other) fitted the data well, $p < .01$. These results provided support for the discriminant validity of the constructs in the present study.

Hypothesis Tests
In this study we examine the role of PYD as an independent variable to decrease bullying behavior as a dependent variable. The model summary of the relationship from those variables are presented in Table 1, while Anova can be seen in Table 2.

Table 1: Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.410^a	.168	.146	8.55577	.168	7.618	5	189	.000

a. Predictors: (Constant), Caring, Competence, Connection, Character, Confidence

b. Dependent Variable: Bullying

From Table 1 we can see that the acquisition of R square is as much as 0.168 or 16.8%, explain that the proportion of the variance of bullying can be explained by all the independent variables with 16.8%, while other 83.2% influenced by another variables

Table 2: ANOVA*

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2788.151	5	557.630	7.618	.000^a
	Residual	13835.025	189	73.201		
	Total	16623.176	194			

a. Predictors: (Constant), Caring, Competence, Connection, Character, Confidence

b. Dependent Variable: Bullying

From Table 2, we can conclude that there is a significant influence of Positive Youth Development

(PYD) to bullying behavior (p<0.05). Moreover, we can see the relationship between each dimension of PYD in predict bullying behavior from Table 3.

Table 3: Coefficints

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	75.444	5.082		14.846	.000	65.419	85.468
	Character	-.204	.083	-.204	-2.454	.015	-.368	-.040
	Competence	.024	.083	.022	.290	.772	-.139	.187
	Confidence	-.020	.090	-.019	-.225	.822	-.197	.157
	Connection	-.166	.083	-.169	-1.993	.048	-.331	-.002
	Caring	-.142	.080	-.135	-1.780	.077	-.300	.015

a. Dependent Variable: Bullying

From Table 3 we can see that *Character* and *Connection* are significant (Sig < 0.05), while others are not significant.

The category scores presentation for variables of Positive Youth Development (PYD) dimension (*Character*, *Competence*, *Confidence*, *Connection*, *Caring*) based on regions can be seen in Table 4. From this table we can say that the dimensions of Caring is the highest score amongst another dimensions, especially students from Central and East Indonesia.

Table 4: Score of *Positive Youth Development* (PYD) based on regions

	Character	Competence	Confidence	Connection	Caring
West	3.3	2.8	3	3	3.7
Central	3.4	2.9	2.9	3	3.9
East	3.2	2.8	3.3	3.2	3.9

The category scores based on student grades can be seen in Figure 1. The highest bullying score exist in the grade 3 (junior high school).

Figure 1: Bullying scores based on grades
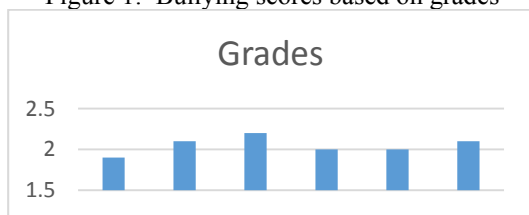
5 CONCLUSIONS

The findings of the current research first supported the research hypothesis that there is a significant influence of Positive Youth Development to bullying behavior on students of Islamic Boarding School in Indonesia. Consistent with the (Ma, Phelps, Lerner & Lerner, 2009) perspectives.

Furthermore, the findings of the current research also provide explanation about 5 dimensional variables of Positive Youth Development which significant to decrease bullying behaviour, those are Character and Connection. Character here defines as to respect the social norms and culture, proprietary standards for proper behaviour, sense of right and wrong (morality), and integrity (Zarrett & Lerner, 2008). Teens with good character would have sense of empowerment, or in other words have tendency of self-empowerment, where teenagers feel being respected by the community and have the opportunity to contribute to others. Thus teenagers will feel safe and comfortable and protected from bullying (Edwards, 2007). While Connection conceptualized as a positive bond with the people and institutions that are reflected in the exchange between the individual and his or her peers, such as family, school, and community in which both parties contribute to the relationship (Zarrett & Lerner, 2008). The connection or network is very important for youth development as they seek opportunities for further education and career fields (Hall, 2003).

Adolescents need opportunities for self-development, support connections, as well as social networking and strategic. Teenagers who have access to development opportunities in the community felt that they are in a situation with a higher rate than other teens who do not have a connection. In this case, a positive adult role significantly able to reduce them from negative behaviours such as bullying (Hall, 2003). The importance of afterschool programs that will be a channel of communication between families with the school, effective afterschool programs can help young people to build "social capital", to help them establish relationships with community leaders and entrepreneurs (Hall, 2003).

Another findings are the highest bullying cases happen at the 3rd grade and the lowest is at 1st grade. This is in line with the results of a research stated that bullying affects children in school age, nearly 15 % starting from grade 1, and then increase in the next class, and then decreased at the end of high school (Quinn, 2003).

This recent study also showed *Caring* become the valuable dimensions in Indonesian students. Caring is closely related to the concern among fellow, a good relationship between adolescents and adults is the most fundamental component. The Longitudinal Study of Adolescent Health National showed that students who scored high on the "caring" are likely to have the strength and the quality of relationships with teachers and peers, have a better attitude toward school. Teenagers who care

also have academic aspirations, motivation, and a higher performance, social values and attitudes and have more positive behaviour, and less likely to engage in other risky behaviours such as bullying (Hall, 2003).

Some recommendations based on this study are (1) improving positive interaction in the school environment, for example by campaigning the importance of behavioural tolerance to friends, could be use to create and promote a peaceful environment, (2) the importance of shaping the positive character of students can support the process of creating a positive interaction.

School counsellors can include bullying prevention strategies (develop positive character and connection strategies) as an integral part of the school counselling program. Prevention strategies are most effective when they are comprehensive, systemically implemented throughout the school, proactive, anticipate student needs (since the first grades of school), and include a partnership among the school personnel, parents/guardians, students, and community members (Goodman-Scott, Doyle & Brott, 2013). Models for school-wide programs that foster a positive school climate through positive behaviours show promising results.

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