Identification of devious behavior bullying in physical education with the implementation of group tournaments in elementary school

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Abstract: This research aims to identify the frequency and types of bullying behavior in physical education learning in elementary schools. The main focus is understanding the prevalence and types of bullying behavior (physical, verbal, social, and cyberbullying) and their impact on students in the physical education context. This research uses a survey method with an observational design by implementing part of the TGT learning model, namely group tournaments for its implementation. The research population was grade 4 students at elementary schools in Karang Mekar District, Banjarmasin City. The sample was selected by purposive sampling. The main instrument is an observation sheet that includes the frequency of bullying incidents and types of bullying behavior. Data was collected by two independent observers filling in observation sheets and analyzed using descriptive statistical techniques with SPSS. The results indicate that in Sample 1, the highest average bullying behaviors were teasing (1.18) and cynical stares (1.05). In Sample 2, teasing also recorded the highest average (1.33), followed by pushing (0.93). Meanwhile, in Sample 3, the average occurrences were lower, with teasing having the highest average (0.48). Overall, the frequency of bullying behavior varied across schools, with teasing and cynical stares being the most common behaviors. This research reveals that bullying behavior in physical education learning varies depending on the school and the indicators studied. Results demonstrate the importance of effectively monitoring and managing bullying behavior to create a safe and inclusive learning environment.
Keywords: bullying, physical education, group tournaments

INTRODUCTION

Education is a conscious and planned effort to create a learning environment that supports the development of students' potential, including spiritual aspects, self-control, personality, intelligence, morals, and skills needed in social life (Zein et al., 2023). The interaction between educators and students plays an important role in shaping students' social, cognitive, affective, and psychomotor development (Dirgantara Gultom et al., 2021). Physical education is an integral part of education which is important for developing the health and character aspects of students (Akbar et al., 2020). In Physical Education, the educational process is carried out through physical activities, games, or sports that are carefully selected to support academic goals (Maulana et al., 2023). Physical education is vital for educational goals, providing a holistic approach to student activities and promoting overall physical well-being (Purnomo et al., 2023). Physical education is usually synonymous with developing psychomotor aspects or physical skills (Krismayadi et al., 2021). However, Physical Education and sports studies are not only limited to the physical aspect but also aim to shape the character of students so that they are physically and mentally healthy, as well as fostering a sense of sportsmanship (Warni et al., 2020) . *Bullying* is a disturbing phenomenon in various social contexts, especially in the educational environment.

Bullying can be defined as acts of intimidation carried out repeatedly by individuals or groups who have more power against weaker parties, to injure the victim both physically and emotionally (Ananda & Marno, 2023). Behavior *bullying* reflects a desire for harm that is carried out directly and deliberately, often repeatedly, to cause suffering to the victim (Ropikoh & Wibowo, 2023). *Bullying* can be categorized into several types of behavior, including physical, verbal, social, and cyber*bullying*. *Bullying*

physically includes actions such as beating, strangling, and torture that result in physical damage to the victim. Temporary *bullying* verbal abuse involves insults, blame, and slander that can damage the victim's self-esteem and emotional well-being (Widarti & Umami, 2024). *Bullying* social, on the other hand, involves actions such as damaging a person's reputation, ostracizing, or spreading rumors to denigrate the individual before others. Cyber*bullying* utilizes information and communication technology to carry out digital intimidation, such as through social media, email, or other online platforms (Setiowati et al., 2020). Bullying has been a persistent issue within school environments for a long time (Ropikoh & Wibowo, 2023). It can manifest in various ways, such as verbal insults, physical aggression, spreading harmful rumors, or sharing embarrassing images online (Juvonen & Graham, 2014). The impact of *bullying* can be very detrimental to the victim. In addition to causing physical and emotional harm, *bullying* can hinder the victim's social and academic development, increase anxiety, and trigger feelings of isolation and excessive fear (Karneli et al., 2023). Therefore, it is important to understand the different forms of *bullying* and its impact on developing effective strategies for preventing and treating it, especially in the school environment which is a place where various social interactions between students develop.

Statement about *bullying* in education shows a very serious and worrying impact. According to Jasra Putra, Commissioner of the Indonesian Child Protection Commission (KPAI) in 2020 in the field of civil rights and children's participation, extreme incidents such as students being kicked to death and students having to be amputated due to bullying, reflect how fatal the impact can be. *bullying* physical and psychological among students (Ramadhanti & Hidayat, 2022). Data from KPAI shows that from 2011 to 2019, there were 3,801 cases of *bullying* in Indonesia. In Riau Province itself, during the 2016-2019 period, 9 cases of physical violence were reported, 16 cases of psychological violence, and 16 cases of abuse (Integrated Service Center for the Empowerment of Women and Children in (Fransiska et al., 2020). These figures illustrate the prevalence of *bullying's* significant impact and its impact has the potential to damage the welfare and safety of students. This situation emphasizes the need for serious attention and effective action to address and prevent *bullying* in the educational environment.

In physical education, *bullying* can arise due to various factors such as physical differences between students, lack of social skills, unhealthy group dynamics, and inadequate policies. These factors can hinder the achievement of comprehensive physical education goals. Of course, physical education is an integral part of education which aims to develop the health and character aspects of students (Akbar et al., 2020), must be able to overcome problems such as *bullying* to achieve its goals. In this context, the educational process through carefully selected physical activities, games, or sports aims to support the achievement of overall educational goals (Maulana et al., 2023). Physical differences between students can create unfairness that triggers *bullying*, deviating from the goals of physical education which should encourage inclusion and social skills. The lack of social skills to manage conflict also shows that physical education should not only focus on psychomotor aspects or physical skills (Krismayadi et al., 2021) but also on the development of students' character and interpersonal skills.

In the context of the high prevalence and negative impacts of *bullying*, it is very important to observe the frequency of behavior *bullying* becomes very important to address this problem effectively. By monitoring and recording how often *bullying* occurs during physical education lessons, the school can identify certain patterns and situations that trigger this behavior. These observations make it possible to obtain accurate data on how often *bullying* occurs, the type of behavior *bullying* the most common ones, and their impact on students. This information is critical for designing appropriate intervention strategies and developing policies that can prevent the occurrence of *bullying* in the future. Additionally, with careful monitoring, educators can adjust teaching methods and create safer and more inclusive learning environments, thereby simultaneously supporting students' development of physical skills and character.

As a solution step to overcome the problem of *bullying*, implementation of behavioral observations of *bullying* in physical education learning at school. The data obtained from these observations not only provide in-depth insight into the triggering situation of *bullying* and its impact on students but can also serve as valuable reference data for further research. This information allows the development of more effective interventions, such as training for educators, prevention programs *bullying*, and policies that support safe and inclusive learning environments. Apart from that, the results of observations can be used to prepare reports and recommendations that form the basis for case management efforts against *bullying*, as well as to evaluate the effectiveness of the strategies that have been implemented.

METHODS

This research uses a survey method to identify and observe the frequency and type of behavior *bullying* in the context of physical education learning at school. The survey research method is a form of technique where information is collected from several samples in the form of people, through questions. Survey research can be carried out in several stages in general, namely; 1) determine the research problem, 2) create a survey design, and 3) develop a survey instrument (Islamy, 2019). The survey method is used to obtain data from certain natural (not artificial) places, but researchers carry out treatments in collecting data, for example by distributing questionnaires, tests, structured interviews, and so on (treatment is not like an experiment) (Keswando et al., 2022). The population in this study were 4th-grade students of state elementary schools in the Karang Mekar district, Banjarmasin City. The sample was selected using purposive sampling. The main instrument in this research is an observation sheet which is designed to collect information regarding; 1) the Frequency of occurrence of *bullying* during physical education lessons. 2) Type of behavior *bullying* that occurs (physical, verbal, social, and cyber*bullying*). Observation sheets are prepared to facilitate quantitative data analysis. The questionnaire was validated by language experts and substance experts *bullying* to ensure the accuracy and relevance of the questions.

The procedure for this research is to implement an agile running and jumping game tournament (*Lalosit*) by assembling puzzles, data collection will be carried out in several stages; 1) Preparation, compiling an observation sheet, contacting the school, and obtaining permission to carry out the survey. 2) Implementation, filling in the observation sheet by 2 (two) observers who have no interest in this research so that the data is not biased. 3) Data Collection, collect observation sheets that have been filled in and signed by the observer, then carry out an initial inspection to ensure the completeness and suitability of the data. The procedure is structured based on a part of the Team Games Tournament (TGT) learning model, which is a learning method involving group tournaments. The Team Games Tournament (TGT) learning strategy, characterized by games and tournaments, creates a positive atmosphere in the classroom because students enjoy the presence of games (Nuryanti, 2019). The impact of implementing the TGT model is the mastery of various social skills such as cooperation, collaboration, and respect, which are essential for a team in the learning process (Syafruddin & Herman, 2020). Collecting qualitative data related to phenomena that occurred during observations was carried out by researchers by recording and documenting learning activities. The collected data will be analyzed using descriptive statistical techniques to describe the frequency and type of behavior of *bullying*. This analysis will include calculating the frequency of events *bullying* based on type. Analysis of research data using *SPSS* as an instrument for processing data.

RESULT AND DISCUSSION

Results

The research results are presented in the form of a tabulation and a description of the interpretation of the tabulation. The following is a presentation of the research results of this study:

1. First Sample Research Results (KM5)

Table 1. Descriptive statistical results of bullying behavior sample 1

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Taunting	22	0	2	9	.41	.666	.444
Mocking	22	0	2	26	1.18	.853	.727
Giving Nicknames	22	0	2	14	.64	.848	.719
Mocking Parents' Names	22	0	1	4	.18	.395	.156
Inappropriate Sexual Comments	22	0	2	5	.23	.528	.279
Threaten	22	0	0	0	.00	.000	.000
Looking Cynical	22	0	2	23	1.05	.844	.712
Ignoring	22	0	1	1	.05	.213	.045

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Glaring	22	0	2	8	.36	.658	.433
Isolate	22	0	2	8	.36	.658	.433
Hitting	22	0	2	9	.41	.666	.444
Kick	22	0	2	11	.50	.673	.452
Pinch	22	0	2	5	.23	.528	.279
Push	22	0	2	22	1.00	.873	.762
Throwing Things at People	22	0	2	17	.77	.973	.946
Taking Other People's Stuff	22	0	0	0	.00	.000	.000
Valid N (listwise)	22						

Source: *Output SPSS*, Descriptive Statistics

Based on the results of the descriptive test above, the data obtained by researchers can be described as follows:

1) Indicator 1.1 (Taunting), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 9, the average score obtained (mean) is 0, 41, standard deviation 0.666, and variance 0.444

2) Indicator 1.2 (Mocking), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 26, the average score obtained (mean) is 1, 18, the standard deviation is 0.853, and the variance is 0.727

3) Indicator 1.3 (Giving Nicknames), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 14, the average score obtained (mean) is 0 .64, standard deviation 0.848, and variance 0.719

4) Indicator 1.4 (Mocking Parents' Names), the data presented can be illustrated that from a total score (N) of 22, a minimum value of 0 and a maximum value of 1 were obtained, the total score obtained (Sum) was 4, the average score obtained (mean) 0.18, standard deviation 0.395, and variance 0.156

5) Indicator 1.5 (Inappropriate Sexual Comments), the data presented can be described as showing that from a total score (N) of 22, a minimum score of 0 was obtained and a maximum score of 2, the total score obtained (Sum) was 5, the average score obtained was (mean) 0.23, standard deviation 0.528, and variance 0.279

6) Indicator 1.6 (Threatening), the data presented can be described as showing that from the total score (N) 22, a minimum value of 0 and a maximum value of 0 were obtained, the total score obtained (Sum) was 0, the average score obtained (mean) was 0, The standard deviation is 0, and the variance is 0.

7) Indicator 2.1 (Looking Cynically), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 23, the average score obtained (mean) is 1 .05, standard deviation 0.844, and variance 0.712

8) Indicator 2.2 (Ignoring), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 1, the total score obtained (Sum) is 1, the average score obtained (mean) is 0, 5, the standard deviation is 0.21, and the variance is 0.045

9) Indicator 2.3 (Glaring), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 8, the average score obtained (mean) is 0, 36, standard deviation 0.658, and variance 0.433.

10) Indicator 2.4 (Isolating), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 8, the average score obtained (mean) is 0, 36, standard deviation 0.658, and variance 0.433.

11) Indicator 3.1 (Hitting), the data presented can be described as showing that from the total score (N) 22, the minimum score was 0 and the maximum score was 2, the total score obtained (Sum) was 9, the average score obtained (mean) was 0, 41, standard deviation 0.666, and variance 0.444.

12) Indicator 3.2 (Kicking), the data presented can be described as showing that from the total score (N) 22, the minimum score was 0 and the maximum score was 2, the total score obtained (Sum) was 11, the average score obtained (mean) was 0, 50, standard deviation 0.673, and variance 0.452.

13) Indicator 3.3 (Pinching), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 5, the average score obtained (mean) is 0, 2, the standard deviation is 0.528, and the variance is 0.279.

14) Indicator 3.4 (Encouraging), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 22, the average score obtained (mean) is 1, 00, the standard deviation is 0.873, and the variance is 0.762.

15) Indicator 3.5 (Throwing Things at People), the data presented can be illustrated that from the total score (N) 22, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 17, the average score obtained (mean) 0.77, standard deviation 0.973, and variance 0.946.

16) Indicator 3.6 (Taking Other People's Things), the data presented can be illustrated that from the total score (N) 22, the minimum value is 0 and the maximum value is 0, the total score obtained (Sum) is 0, the average score obtained (mean) 0, standard deviation 0, and variance 0.

2. Second Sample Research Results (KM6)

Table 2. Descriptive statistical results of bullying behavior sample 2

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Taunting	27	0	2	10	.37	.565	.319
Mocking	27	0	2	36	1.33	.784	.615
Giving Nicknames	27	0	2	8	.30	.609	.370
Mocking Parents' Names	27	0	1	5	.19	.396	.157
Inappropriate Sexual Comments	27	0	1	1	.04	.192	.037
Threatening	27	0	0	0	.00	.000	.000
Looking Cynically	27	0	2	23	.85	.907	.823
Ignoring	27	0	1	0	.04	.192	.037
Glaring	27	0	1	3	.11	.320	.103
Isolating	27	0	1	1	.04	.192	.037
Hitting	27	0	2	10	.37	.629	.396
Kicking	27	0	2	7	.26	.526	.276
Pinching	27	0	2	7	.26	.594	.353
Encouraging	27	0	2	25	.93	.829	.687
Throwing Things at People	27	0	2	4	.15	.456	.208
Taking Other People's Things	27	0	0	0	.00	.000	.000
Valid N (listwise)	27						

Source: *Output SPSS*, Descriptive Statistics

Based on the results of the descriptive test above, the data obtained by researchers can be described as follows:

1) Indicator 1.1 (Taunting), the data presented can be described as showing that from a total score (N) of 27, a minimum value of 0 and a maximum value of 2 were obtained, the total score

obtained (Sum) was 10, the average score obtained (mean) was 0, 37, standard deviation 0.565, and variance 0.319

2) Indicator 1.2 (Mocking), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 36, the average score obtained (mean) is 1, 33, standard deviation 0.784, and variance 0.615

3) Indicator 1.3 (Giving Nicknames), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 8, the average score obtained (mean) is 0 .30, standard deviation 0.609, and variance 0.370

4) Indicator 1.4 (Mocking Parents' Names), the data presented can be illustrated that from a total score (N) of 27, a minimum score of 0, and a maximum score of 2 were obtained, the total score obtained (Sum) was 8, the average score obtained (mean) 0.30, standard deviation 0.609, and variance 0.370

5) Indicator 1.5 (Inappropriate Sexual Comments), the data presented can be illustrated that from the total score (N) 27, the minimum value is 0 and the maximum value is 1, the total score obtained (Sum) is 5, the average score obtained is (mean) 0.19, standard deviation 0.96, and variance 0.157

6) Indicator 1.6 (Threatening), the data presented can be described as showing that from the total score (N) 27, a minimum value of 0 and a maximum value of 0 were obtained, the total score obtained (Sum) was 0, the average score obtained (mean) was 0, The standard deviation is 0, and the variance is 0.

7) Indicator 2.1 (Looking Cynically), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 23, the average score obtained (mean) is 0 .85, standard deviation 0.907, and variance 0.823

8) Indicator 2.2 (Ignoring), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 1, the total score obtained (Sum) is 1, the average score obtained (mean) is 0, 04, standard deviation 0.192, and variance 0.037

9) Indicator 2.3 (Glaring), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 1, the total score obtained (Sum) is 3, the average score obtained (mean) is 0, 11, the standard deviation is 0.320, and the variance is 0.103.

10) Indicator 2.4 (Isolating), the data presented can be illustrated that from the total score (N) 27 obtained a minimum value of 0 and a maximum value of 1, the total score obtained (Sum) 1, the average score obtained (mean) 0, 04, standard deviation 0.192, and variance 0.07.

11) Indicator 3.1 (Hitting), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 10, the average score obtained (mean) is 0, 37, standard deviation 0.629, and variance 0.396.

12) Indicator 3.2 (Kicking), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 7, the average score obtained (mean) is 0, 26, standard deviation 0.526, and variance 0.276.

13) Indicator 3.3 (Pinching), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 7, the average score obtained (mean) is 0, 26, the standard deviation is 0.594, and the variance is 0.353.

14) Indicator 3.4 (Encouraging), the data presented can be illustrated that from a total score (N) of 27, a minimum value of 0 and a maximum value of 2 were obtained, the total score obtained (Sum) was 25, the average score obtained (mean) was 0, 93, standard deviation 0.829, and variance 0.687.

15) Indicator 3.5 (Throwing People with Items), the data presented can be illustrated that from the total score (N) 27, the minimum value obtained is 0 and the maximum value is 2, the total score obtained (Sum) is 4, the average score obtained (mean) 0.15, standard deviation 0.456, and variance 0.208.

16) Indicator 3.6 (Taking Other People's Things), the data presented can be illustrated that from the total score (N) 27, the minimum value is 0 and the maximum value is 0, the total score obtained (Sum) is 0, the average score obtained (mean) 0, standard deviation 0, and variance 0.

3. Third Sample Research Results (KM1)

Table 3. Descriptive statistical results of bullying behavior sample 3

| Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Taunting	23	0	2	2	.09	.417	.174
Mocking	23	0	2	11	.48	.665	.443
Giving Nicknames	23	0	0	0	.00	.000	.000
Mocking Parents' Names	23	0	0	0	.00	.000	.000
Inappropriate Sexual Comments	23	0	0	0	.00	.000	.000
Threatening	23	0	0	0	.00	.000	.000
Looking Cynically	23	0	0	0	.00	.000	.000
Ignoring	23	0	2	2	.09	.417	.174
Glaring	23	0	0	0	.00	.000	.000
Isolating	23	0	1	1	.04	.209	.043
Hitting	23	0	0	0	.00	.000	.000
Kicking	23	0	1	0	.04	.209	.043
Pinching	23	0	1	0	.04	.209	.043
Encouraging	23	0	2	2	.09	.417	.174
Throwing Things at People	23	0	0	0	.00	.000	.000
Taking Other People's Things	23	0	0	0	.00	.000	.000
Valid N (listwise)	23						

Source: *Output SPSS*, Descriptive Statistics

Based on the results of the descriptive test above, the data obtained by researchers can be described as follows:
1) Indicator 1.1 (Taunting), the data presented can be described as showing that from a total score (N) of 23, a minimum value of 0 was obtained and a maximum value of 2, the total score obtained (Sum) was 2, the average score obtained (mean) was 0.09, the standard deviation is 0.417, and the variance is 0.174
2) Indicator 1.2 (Mocking), the data presented can be described as showing that from a total score (N) of 23, a minimum score of 0 and a maximum score of 2 were obtained, the total score obtained (Sum) was 11, the average score obtained (mean) was 0.48, the standard deviation is 0.665, and the variance is 0.443
3) Indicator 1.3 (Giving Nicknames), the data presented can be described as showing that from a total score (N) of 23, a minimum score of 0 and a maximum score of 0 were obtained, the total score obtained (Sum) was 0, the average score obtained (mean) was 0, The standard deviation is 0, and the variance is 0.
4) Indicator 1.4 (Mocking Parents' Names), the data presented can be described as showing that from a total score (N) of 23, a minimum value of 0 and a maximum value of 0 were obtained, the total score obtained (Sum) was 0, the average score obtained (mean) 0, standard deviation 0, and variance 0.
5) Indicator 1.5 (Inappropriate Sexual Comments), the data presented can be described as showing that from a total score (N) of 23, a minimum score of 0 and a maximum score of 0 were obtained, the total score obtained (Sum) was 0, the average score obtained (mean) 0, standard deviation 0, and variance 0.
6) Indicator 1.6 (Threatening), the data presented can be described as showing that from the total score (N) 23, a minimum score of 0 and a maximum score of 0 were obtained, the total score

obtained (Sum) was 0, the average score obtained (mean) was 0, Standard deviation is 0, and variance is 0.

7) Indicator 2.1 (Looking Cynically), the data presented can be described as showing that from a total score (N) of 23, a minimum value of 0 and a maximum value of 0 were obtained, the total score obtained (Sum) was 0, the average score obtained (mean) was 0, The standard deviation is 0, and the variance is 0.

8) Indicator 2.2 (Ignoring), the data presented can be described as showing that from a total score (N) of 23, a minimum value of 0 was obtained and a maximum value of 2, the total score obtained (Sum) was 2, the average score obtained (mean) was 0.09, the standard deviation is 0.417, and the variance is 0.174.

9) Indicator 2.3 (Glaring), the data presented can be illustrated that from the total score (N) 23 obtained a minimum value of 0 and a maximum value of 0, the total score obtained (Sum) 0, the average score obtained (mean) 0, Standard deviation is 0, and variance is 0.

10) Indicator 2.4 (Isolating), the data presented can be described as showing that from a total score (N) of 23, a minimum value of 0 and a maximum value of 1 were obtained, the total score obtained (Sum) was 1, the average score obtained (mean) was 0.04, the standard deviation is 0.209, and the variance is 0.43.

11) Indicator 3.1 (Hitting), the data presented can be described as showing that from the total score (N) 23, the minimum score is 0 and the maximum score is 0, the total score obtained (Sum) is 0, the average score obtained (mean) is 0, Standard deviation is 0, and variance is 0.

12) Indicator 3.2 (Kicking), the data presented can be described as showing that from a total score (N) of 23, a minimum score of 0 and a maximum score of 1 were obtained, the total score obtained (Sum) was 1, the average score obtained (mean) was 0.04, the standard deviation is 0.209, and the variance is 0.43.

13) Indicator 3.3 (Pinching), the data presented can be described as showing that from a total score (N) of 23, a minimum value of 0 was obtained and a maximum value of 1, the total score obtained (Sum) was 1, the average score obtained (mean) was 0.04, the standard deviation is 0.209, and the variance is 0.43.

14) Indicator 3.4 (Encouraging), the data presented can be described as showing that from a total score (N) of 27, a minimum score of 0 was obtained and a maximum score of 2, the total score obtained (Sum) was 2, the average score obtained (mean) was 0.09, the standard deviation is 0.417, and the variance is 0.174.

15) Indicator 3.5 (Throwing Things at People), the data presented can be illustrated that from the total score (N) 23, the minimum value obtained is 0 and the maximum value is 0, the total score obtained (Sum) is 0, the average score obtained (mean) 0, standard deviation 0, and variance 0.

16) Indicator 3.6 (Taking Other People's Things), the data presented can be described as showing that from a total score (N) of 23, a minimum value of 0 and a maximum value of 0 were obtained, the total score obtained (Sum) was 0, the average score obtained (mean) 0, standard deviation 0, and variance 0.

As for the level percentage of *bullying* based on the results of the data analysis, as follows:
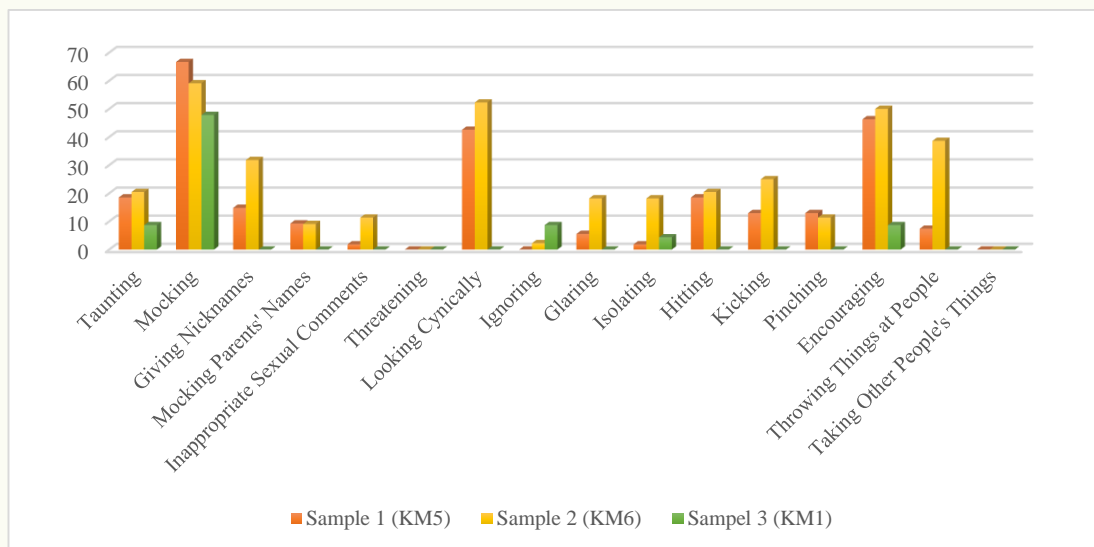
Picture 1. Bullying percentage level graph based on data analysis results

Discussion

This research aims to examine deviant behavior "*bullying*" in physical education classes by identifying the different forms of negative behavior that existed in three different sample groups. The results showed variations in the frequency and level of behavior *bullying* among these groups.

First Sample (KM5)

In the first sample (KM5), several behavioral signs of *bullying* stand out. For example, the sign "Teasing" had the highest mean score of 1.18 with a standard deviation of 0.853, indicating that this behavior occurs quite frequently in this group. Furthermore, the behavior of "Staring Cynically" is also quite common with an average score of 1.05. In contrast, indicators such as "Threatening" and "Taking Other People's Things" were not visible, indicating that there were no observers who witnessed these behaviors.

Second Sample (KM6)

The second sample (KM6) showed slightly different findings. "Teasing" behavior again emerged as the most frequently reported behavior, with a mean score of 1.33, slightly higher than in the first sample. This suggests that teasing may be the most common form of bullying in both sample groups. Other indicators such as "Staring Cynically" and "Pushing" also show quite high frequencies, with average scores of 0.85 and 0.93 respectively. However, similar to the first sample, there were no reports of "Threatening" and "Taking Other People's Things" behavior.

Third Sample (KM1)

In the third sample (KM1), the frequency and intensity of behavior *bullying* appear lower than in the previous two samples. Most of the indicators showed very low average values, and some indicators such as "Giving Nicknames", "Making Names of Parents", and "Inappropriate Sexual Comments" were not mentioned at all. "Teasing" behavior remained one of the most frequently occurring behaviors, although with a lower mean score of 0.48.

Based on the results of these three samples, it can be seen that teasing and cynical behavior is a form of *bullying* that most often occurs in the physical education environment. The frequency of this behavior was relatively consistent across sample groups. However, there was variation in the intensity and type of bullying behavior among the samples, and some behaviors were not reported at all in certain groups. This shows that context and group dynamics can influence the type and frequency of bullying that occurs.

In general, these results underline the need for specific and targeted approaches in addressing various forms of bullying in schools, especially in physical education classes. Intervention programs designed to address teasing and cynical behavior may be important in reducing bullying incidents and encouraging more positive and inclusive learning environments.

Behavioral Prevalence Bullying in Physical Education

Research findings show that behavior *bullying*, both verbally, physically, and socially, still occurs relatively often in the physical education learning environment. This is in line with the definition of *bullying* given by (Nur et al., 2022), which defines *bullying* as an action that harms another person verbally, physically, or psychologically. In the context of physical education, competitive situations such as competitions or matches often trigger this behavior, especially when one party feels disadvantaged or has failed to win. (Ayuni, 2021) confirmed that *bullying* often occurs in situations where there is an imbalance of power, this can also be seen in group dynamics in group learning. When a group or individual feels stronger or superior, they may show bullying behavior towards other groups that are considered weaker.

Factors causing the occurrence of bullying

From the results of observations, it is known that some students carry out the behavior of *bullying* due to the influence of peer pressure. (Widarti & Umami, 2024) explains that children often imitate the aggressive behavior they witness in their families. This also supports the findings (Ananda & Marno, 2023) which states that students who have low self-esteem are often targeted for *bullying*.

Handling Strategy of Bullying in Physical Education

The research results also underscore the importance of strategies for dealing with bullying that involve collaboration between teachers, students, and parents. Approaches such as personal communication, quick intervention, and instilling moral values have proven effective in reducing bullying behavior in the classroom. (Ayuni, 2021; Setiowati et al., 2020) emphasized that overcoming bullying requires close collaboration from various parties. Teachers play an important role in identifying and managing bullying effectively, such as through personal and personal actions.

CONCLUSION

This research examines behavior *bullying* in physical education classes in three elementary schools with different characteristics; 1) advanced but unpopular schools, 2) underdeveloped schools with few enthusiasts, and 3) favorite schools with national standards. The findings revealed that the frequency and type of behavior of *bullying* varies depending on the characteristics of each school. In schools with national standards and high popularity, incidents of *bullying* tend to be more controlled, with greater social pressure and competition between students. In disadvantaged schools where the number of students is small, behavior *bullying* is more dominant physically and verbally, reflecting a less conducive environment and lack of supervision. In an advanced but unpopular school, behavioral *bullying* occurs in a more subtle form, with a tendency towards *bullying* socially.

Survey results and data analysis show that various forms are *bullying* both physical and verbal often occur in physical education learning. Mocking, giving nicknames, giving cynical glances, and pushing are behaviors of *bullying* that are most often done by students. These findings indicate that although it aims to develop students' physical health and character, competitive learning in physical education can trigger behavior *bullying*.

Overall, these findings confirm that interventions for coping with *bullying* in physical education classes need to be adapted to the specific characteristics and needs of each school. Strategies that are effective in one school may not be applicable in another, requiring flexible, context-based approaches to prevention and response to *bullying* in a physical education environment.

This study has several limitations that should be taken into account. First, data collection was limited to the Karang Mekar District, which may not accurately represent conditions in other regions. Second, the observations were focused exclusively on physical education classes, without considering external factors such as family dynamics or students' social environments that could influence bullying behavior.

This study suggests several areas for further research, such as experimental studies to test the effectiveness of anti-*bullying* tailored to the characteristics of each school, comparison of results from schools with similar characteristics to identify best practices, and investigation of how students are performing psychologically. -External circumstances and factors influence the frequency and type of behavior *bullying* in physical education learning.

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