

Education of Bullying Behavior in Adolescents Through the "Old School" Program (Do Not Have Bullying Between Us)

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Abstract: In recent years, the number of cases of bullying has increased, both by teenagers at the junior high and high school levels. In Indonesia, there are also many cases of bullying that occur in various places. Acts of violence committed by a group of classmates, in the form of beatings, kicks and ridicule. The types of bullying that are carried out also vary, there are verbal, non-verbal, and cyber bullying. Bullying behavior develops rapidly in the school environment and often gives negative input to students, for example in the form of punishments that are not constructive so as not to develop a sense of respect and respect among fellow school members. Some children engage in bullying behavior in an attempt to prove that they can belong to a certain group, even though they themselves feel uncomfortable with this behavior. Bullying that is done continuously can cause trauma, fear, depression, anxiety, and even death. Bullying can have a negative impact on both the perpetrator and the victim. Bullying can result in physical and mental health of emotional problems, including depressions and anxiety, which can lead to decreased performance in school and other deviant behavior. The purpose of this community service is to provide students with an understanding of bullying behavior, forms of bullying and their impacts, so that students are able to eliminate the culture of bullying in everyday interactions.

Abstrak: Beberapa tahun terakhir ini, angka kasus bullying semakin tinggi baik dilakukan oleh remaja pada jenjang SMP hingga SMA. Di Indonesia kasus bullying pun juga banyak terjadi diberbagai tempat. Tindak kekerasan yang dilakukan sekelompok teman sekelasnya, berupa pemukulan, tendangan serta ejekan. Jenis bullying yang dilakukan juga berbeda-beda, ada secara verbal, non verbal dan bullying *cyber*. Perilaku Bullying berkembang dengan pesat dalam lingkungan sekolah sering memberikan masukan negatif pada siswanya, misalnya berupa hukuman yang tidak membangun sehingga tidak mengembangkan rasa menghargai dan menghormati antar sesama anggota sekolah. Beberapa anak melakukan perilaku bullying dalam usaha untuk membuktikan bahwa mereka bisa masuk dalam kelompok tertentu, meskipun mereka sendiri merasa tidak nyaman dengan perilaku tersebut. Bullying yang dilakukan terus menerus bisa menimbulkan trauma, ketakutan, depresi, kecemasan, bahkan kematian. Bullying dapat menimbulkan dampak negatif baik pelaku maupun korban. Bullying bisa berdampak pada fisik dan masalah kesehatan mental atau emosional, termasuk depresi dan kecemasan, yang dapat menyebabkan penurunan prestasi disekolah dan perilaku menyimpang lainnya. Tujuan dari pengabdian kepada masyarakat ini adalah untuk memberikan pemahaman kepada siswa mengenai perilaku bullying, bentuk-bentuk bullying dan dampaknya, sehingga siswa mampu menghilangkan budaya bullying dalam pergaulan sehari-hari.



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INTRODUCTION

Bullying is a behavior that often occurs repeatedly because it is considered to have no great influence and impact, children who bully usually come from a higher social status or position of power, such as children who are bigger, stronger, or considered popular so as to abuse their position. (Widodo & Vio, 2019) that bullying is an aggressive act, both physically and verbally committed by individuals and groups that is carried out repeatedly. negative behaviors that result in a person being in a state of discomfort or injury and usually occur repeatedly. The forms of bullying behavior that occur ranging from the social environment to the school environment are very diverse. School is a place to gain knowledge, a place to socialize, and a place to get to know ethics, but school also has the potential to become a place for bullying cases to spread. People in the school environment have the potential to become perpetrators, as well as victims of bullying. The cause of bullying behavior in schools is due to inequality or imbalance of strength both physically and mentally between the perpetrator and the victim.

According to (Widodo & Vio, 2019), forms of bullying behavior can be carried out directly in the form of physical aggression (hitting, kicking), verbal aggression such as ridicule, racial or sexual opinions, and nonverbal aggression such as body movements that indicate threats. Bullying can also be in the form of indirect actions such as staying away because it is considered different. Bullying itself is basically an act of intimidation or psychological that occurs repeatedly–repeatedly continuously forming a pattern of violence.

Bullies are usually aggressive both verbally and physically, want to be po-

pular, often make trouble, find fault with others, are vindictive, envious, live in groups and master social life at their school (Guide & Bullying, n.d.) Direct physical violence such as berating, kicking, hitting, insulting while indirect bullying that the bully does includes slandering, telling others to hurt. In addition, bullies also place themselves in certain places in the school or around them and are popular figures in their schools. Seniority also often occurs in the school environment which can be the cause of bullying behavior so that it can cause someone to feel uncomfortable or hurt.

The problem of bullying behavior in Indonesia is suspected to still experience a fairly high incidence of *bullying*, although the accurate data is not yet known. A 2013 survey by Indonesia's Ministry of Social Affairs showed that one in two teenage boys (47.45%) and one in three teenage girls (35.05%) reported experiencing bullying. Further data from the 2015 *Global School-based Student Health Survey* (GSHS) showed that 24.1% of adolescent boys and 17.4%. (Efendi, 2019). One of them was bullying that had gone viral in Purworejo, Central Java in February 2020. Acts of violence committed against a junior high school student. Acts of violence committed by a group of classmates, in the form of beatings, kicks and ridicule (Tribunnews.com 2020) (Kurniati, 2020).

Based on data (KPAI, 2020) within a period of 9 years, from 2011 to 2019, complaints of violence against children reached 37,381. Reports for bullying behavior continued to increase both in education and social media, reaching 2,473. (KPAI data, February 10, 2020).

Factors causing bullying (ZAKIYAH et al., 2017) can be from external and

internal factors, external factors including the family environment. Bullies often come from troubled families: parents who often punish their children excessively, or home situations full of stress, aggression, and hostility. The family environment is the first social environment in children that will have a great influence on their growth and development. The child will learn bullying behavior when observing the conflicts that occur in the parents, and then do it to his friends. In addition, another external factor is the school environment, the school often ignores the existence of bullying because it is considered a behavior that is commonly carried out by children. As a result, children as bullies will get reinforcement to their behavior to bully other children. Bullying develops rapidly in the school environment often giving negative input to its students, for example in the form of punishments that are not constructive so as not to develop respect and respect among fellow school members. Peers are one of the external factors of bullying behavior because peers have strong emotional ties. Children when interacting in school and with peers can trigger bullying behavior. Some children bully in an attempt to prove that they can belong to a certain group, even if they themselves feel uncomfortable with the behavior. While internal factors can come from personality factors that also contribute to bullying behavior due to unstable emotions and lack of empathy.

Victims of bullying will usually have depressive and anxiety disorders. The impact of bullying is not only on the victim, but also on the bully. The research conducted (Kartika et al., 2019) resulted in an understanding that the negative impact of bullying is felt by victims, such as lack of self-confidence, depression, and distrust in people. Meanwhile, the impact on the bully is the

absence of empathy for others, thinking that bullying is something that can and can even potentially commit criminal acts. From the results of the research conducted (Marela et al., 2017) that victims of bullying in adolescents will experience a higher incidence of depression, especially verbal bullying. The results of the study (Prodi et al., n.d.) about adolescents who often experience verbal bullying will experience prolonged trauma and depression that makes their self-confidence disappear and their mentality down. Bullying is an act that is not commendable and harms others a lot (Andriani et al., 2011). Bullying that is carried out continuously can cause trauma, fear, depression, anxiety, and even death. Bullying behavior can also have an impact on students who witness the incident and think that bullying behavior is a natural thing to do.

Based on this description, the prevention of student bullying in the school environment must be the concern of all parties, both by the government, schools, parents, the community and also the students themselves. Prevention in the school environment can be in the form of actions to improve individual interpersonal relationships in the school, helping children discover the potential and interests of their talents so that they can be channeled and involving the participation of teachers, parents, students, and other adults in the school. In addition, it is necessary to conduct education about Stop Bullying periodically in schools.

Banjarmasin City as one of the provincial capitals in Indonesia is inseparable from the phenomenon of bullying and violence against children. Bullying behavior is still common among students, especially in junior high schools. The bullying incident on January 24, 2021, which occurred in the city of

Banjarmasin, was carried out by four children who were still junior high school students with the initials AN, FTR, RT and RM against victims with the initials AND (Tren et al., 2021).

Neg Junior High School. 10 Banjarbaru is an education with junior high school level in Landasan Ulin Barat, Liang Anggang District, Banjarbaru City, South Kalimantan. In carrying out its activities, SMP Neg. 10 Banjarbaru is under the auspices of the Ministry of Education and Culture. Based on information from one of the teachers at Neg Junior High School. 10 Liang Anggang Banjarbaru that there are still incidents of bullying in schools so it is necessary to educate and provide an understanding of bullying behavior among students. There are still many students at Neg Junior High School. 10 who do not understand about bullying, types of bullying, the impact if you become a victim of bullying and the bullying behavior itself. What often happens is verbal bullying, according to the confession of one of the students that he often gets bad behavior from his friends by mocking and insulting. The behavior and the victim himself do not understand what he is doing is an act of bullying. The problem that will be caused is the existence of social problems and psychological effects that trigger depression and mental health problems.

METHOD

This Community Service starts from discussions with partners, namely SMPN 10 Banjarbaru with the Principal and Student Affairs to determine the day of implementation. The method used is to provide understanding through education about bullying behavior in adolescents. In addition to education, there are also methods with poster media that will be posted in schools, to reduce the occurrence of bullying behavior. PkM

participants are class VIII students totaling 69 people, at this level students have younger siblings and seniors so that they have the potential to become victims and perpetrators of bullying. PkM activities were carried out in one meeting coordinated by 2 lecturers of Sari Mulia University from the Health Promotion Study Program and D3 Midwifery, this activity also involved 5 students.

This activity was held on Wednesday, November 2, 2022 at 10.00 to 12.00 WITA in the hall of SMPN 10 Banjarbaru. Next is the presentation of material on bullying behavior, forms of bullying, the impact of bullying, and how to prevent it. After completing the delivery of the material, participants were handed out a *checklist* sheet containing questions: a). Has ever been a victim of bullying, b). If ever a victim of bullying, what type of bullying, c). Has ever been a bullying offender, d). If ever a perpetrator, what kind of bullying. The educational material provided is to begin with bullying events that often occur in adolescents, especially among students in schools, forms of bullying, how the impact will be experienced by both victims and perpetrators and who witness the bullying behavior and how to prevent bullying behavior.



Figure 1. Filling out a *checklist* sheet of bullying behavior by participants

RESULTS AND DISCUSSION

PkM activities received a positive response from participants shown by participating until the activity was com-

pleted. Participants were also very active in question and answer sessions and sharing about experiences both as bullies and victims of bullying and who watched. Participants dared to convey that there were participants who had been perpetrators and victims of bullying. Educational material on bullying behavior through the Old School Program (Don't Bully among us) fosters participants' enthusiasm in understanding bullying behavior.

The experience of bullying does not only occur in men, but women also have a tendency to be perpetrators and victims, in general men are more likely to bully physically and women are more likely to bully verbally and rationally based on Coloroso's theory in (Sitasari et al., 2006). From the results of the *checklist* sheet collected from 69 participants, it was found that based on the characteristics of participants who were female there were 40 people and male sex there were 29 people.

Conditions in Indonesia seem to be almost the same, as reported by (*Violence Against Children Leads to Sadism*, n.d.) revealed police data which recorded that of all reports of violence, 30% of them were committed by children and of 30% of the cases of violence, 48% occurred in school settings with varying motives and levels. Massive coverage in the mass media and social media is a warning that violence has become a phenomenon among children and adolescents.

From the chart below, as many as 24 participants have been bullies and as many as 55 participants have been victims of bullying. The forms of bullying experienced by participants also varied. The distribution of participants who have been perpetrators and victims of bullying is shown in chart 1.

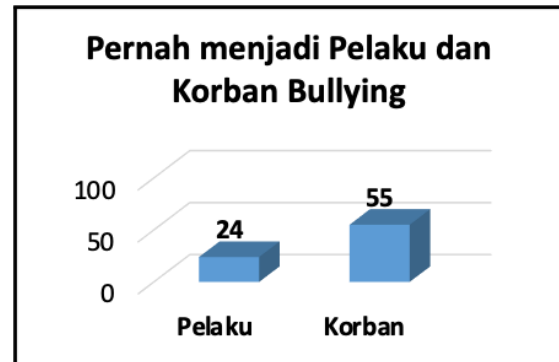


Figure 2. Distribution of participants who have been perpetrators and victims of bullying

In adolescence is very susceptible to various deviant and violent behaviors. Violent behavior that is often carried out by adolescents is behavior (Malihah & Alfiasari, 2018). According to (Saranga' et al., 2021) Bullying is a form of aggressive behavior that occurs repeatedly by physically and mentally hurting a child or a group of children towards another child. Bullying behavior can occur in various places, ranging from the educational environment, workplace and social environment (Fithria & Rahmi, 2016). Even today, bullying in schools is one of the global problems and has an impact on the development and academic achievement of students.

The impact of bullying actions is not only on the victim, but also on the bully and people who witness bullying behavior (Kartika et al., 2019).

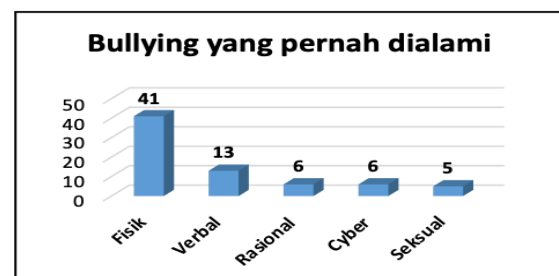


Figure 3. Distribution of bullying behaviors that participants have experienced

The description of bullying behavior that has been experienced by students at SMA Negeri 10 Banjarbaru is

the most in the victims of physical bullying as many as 41 people, participants who experienced physical bullying claimed to have been pushed and kicked. This is supported by the theory (Smith, 2014) that the form of physical bullying behavior is to hit, strangle, elbow, punch, throw, kick, bite, scratch and spit on the victim to a painful position. Then there were 13 verbal bullying, participants who experienced verbal bullying admitted to being ridiculed, some were insulted and humiliated in front of their friends. Rational and Cyber Bullying was 6 people each, participants claimed to have been ostracized from their friends while participants who experienced Cyber bullying behavior claimed to have been commented with harsh words on IG and WhatsApp groups, research conducted (Malihah & Alfiasari, 2018) that Cyberbullying is a delinquency phenomenon that is increasingly at risk of occurring in adolescents due to the very rapid use of technologists, supported by Smith's (2014) theory that cyberbullying is bullying carried out on social media can be in the form of post comments in threatening or intimidating forms. Sexual Bullying there were 5 people, participants who experienced sexual bullying claimed to have been touched by body parts intentionally by the perpetrator.

Research conducted by (Marela et al., 2017), states the impact of bullying behavior can cause depression in adolescents. Another impact of bullying is that individuals become insecure, withdrawn, low self-esteem, feel alienated and unwilling to continue school, and even further impacts will lead to death. Bullying behavior can be influenced by several factors including peer factors, personality, school and family (Fithria & Rahmi, 2016).

From the results of discussions and questions and answers with participants, they did not report to the school if bullying behavior occurred because it was considered a normal thing. After being given education, the participants already knew how bullying behavior took place, the impact of bullying on perpetrators, victims and those who witnessed bullying behavior, and how to overcome it, especially reporting if there was an incident of bullying in the school environment to the Homeroom Teacher or Counseling Guidance Teacher.

Education on the prevention of bullying behavior in addition to being carried out with counseling also uses print media in the form of posters about Bullying Behavior and Forms of Bullying packaged in the form of figuras that will be installed in schools.

CONCLUSION

The results of education and data analysis in Community Service activities that have been carried out at SMP Negeri 10 Banjarbaru about Bullying Behavior in Adolescents through the "Old School" Program (Don't Have Bullying Among Us), the conclusion was drawn that participants had been perpetrators and victims of bullying. The forms of bullying behavior experienced by participants include physical bullying behavior, verbal bullying, rational (social) bullying, cyber bullying and sexual bullying. Participants so far did not know what he did was bullying because of lack of knowledge about bullying. With this education, it can minimize bullying behavior among teenagers in schools.

SUGGESTION

Bullying behavior in adolescents is a concern for all parties. For youth to fill in with positive and respectful activities. The school always monitors student

activities, especially for counseling guidance to be more optimized

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