

Zero Tolerance for Bullying: Effective Measures to Stop and Prevent Harassment in Schools

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Article History

Received : Nov 16th 2023

Revision : Feb 14th 2024

Publication : March 30th 2024

Abstract

Bullying of students is a problem that is widespread in Jakarta. This bullying is caused by several factors such as parenting patterns, school, self-esteem and group norms. The aim of this research is to socialize to stop and prevent bullying at Sejahtera Vocational School. The research method uses quantitative descriptive to describe the conditions that occurred during the research. The focus of the research was Sejahtera Pare Vocational School, Kediri Regency, East Java with 40 students as respondents. Sampling was carried out through random sampling and data collection using a questionnaire as a tool. Quantitative Research Methods are used to research certain populations or samples. The data analysis technique uses frequency distribution. Research results Based on the analysis of the results and discussion, it can be concluded that the bullying that occurred at Sejahtera Pare Vocational School, Kediri Regency, East Java, when viewed as a whole, is in the moderate category. This means that bullying at Sejahtera Pare Vocational School, Kediri Regency, East Java needs to be watched out for so that it can be minimized as much as possible.

Keywords: Stop Bullying, School Environment, Harassment

INTRODUCTION

Bullying of students is a problem that is widespread in Jakarta. This bullying is caused by several factors such as parenting, school, self-esteem and group norms. To prevent bullying behavior from occurring, students need to be given intervention from various parties based on the factors that influence bullying behavior. Bullying behavior is still quite high in Indonesia, especially during adolescence, therefore victims of bullying really need special attention so as not to cause long trauma that affects their mental health, causing harm to themselves by injuring, being restrained or even thinking about committing suicide. (Yunita, 2023) Bullying is a serious problem that has a negative impact on children. Bullying is an act of aggression that is carried out repeatedly against the victim.

Schools should be a place to form positive personal character for students, however the practice of bullying in the school environment is still widespread. The types of bullying that usually occur include physical, verbal bullying and via social media (cyberbullying) so efforts are needed to prevent and fight it. This provision through psychoeducation aims to provide introduction, understanding and implementation of methods to reduce the intensity of bullying practices and how to combat them. There are four stages in the psychoeducation method carried out, namely; 1). Identification, 2).Preparation, 3).Implementation, 4).Evaluation and follow-up activities. This service program through psychoeducation produces; 1). Students' knowledge & understanding of bullying is measured from the posttest results with satisfactory scores, 2). Increasing student awareness by getting used to being sensitive to the characteristics of bullying behavior and being able to become facilitators for perpetrators or victims of bullying in the school environment to help teachers and the academic community in creating a positive school climate so that it is free from bullying behavior. (Yuli & Ahmad Efendi, 2022).

Bullying behavior or physical, verbal and mental harassment by students is often a phenomenon that often occurs within educational institutions, starting from trivial to serious cases. In the 2021 KPAI complaint data source, there were 574 cases of abuse and 515 cases of psychological violence. Even though there is already Law No. 23 article 54 of 2002 which explains that: "Children in and within the school environment must be protected from acts of violence committed by teachers, school administrators or their friends within the school concerned or other educational institutions." Therefore, bullying behavior is also included as a stimulus for fellow students resulting in a response to changes in behavior in a negative direction, which can be characterized directly as a decline in academic and psychological aspects. (Malahati & Jannati, 2022)

The rise of verbal bullying behavior that occurs among students can affect students' interpersonal intelligence. Bullying is an act of aggression that is carried out repeatedly. This research is motivated by the fact that bullying still occurs in schools with various causes and various forms of bullying carried out by students at school. The aim of this research is to socialize to stop and prevent bullying. This socialization program uses an approach in the form of counseling, and is targeted at female students. prevention carried out by students as a form of preventive effort to avoid bullying.

Bullying in schools starts from elementary school where students who bully are also victims of bullying so that this carries over to the next level and is considered normal and also the lack of parental love and attention given in the family is due to the majority's low level of knowledge.

parents. Bullying actions carried out by students towards other students are mostly verbal bullying, namely making fun of calling their parents by name, which does not get enough attention from the school. The school only focuses on solving problems

without looking at the psychological condition of students and does not provide further assistance. (Chiani et al., 2022)

Bullying behavior in the school environment can create an environmental atmosphere that is less supportive of student development, both in the academic and social fields. Bullying behavior can hurt students, making them feel unwanted and rejected by their environment. This will of course have an effect on various student activities at school. Bullying that occurs in the school environment has its own effect on the personality development of students. (Maryam Sulaeman¹, n.d.)

In line with the above, bullying which is often found among students is caused by weak parental control and victims do not dare to report it, thus causing an extraordinary negative impact on the school environment. (Sulaeman et al., 2023)

The rise of bullying or bullying behavior that occurs in schools is even starting to occur in Islamic boarding schools, which is starting to be a concern for many parties, especially parents and educators. This is because Islamic boarding schools should be the main place in forming the character and morals of the nation's future generations. The aim of this research is to identify the reactivation of Islamic religious education values in overcoming the problem of bullying in Islamic boarding schools. Considering that Islamic boarding schools are associated with educational institutions that teach virtues, positive behavior and a strong content of religiosity, therefore it is feared that the problem of bullying will have a negative impact on the mental and moral development of the students (Firdaus & Aisyah, 2020).

Bullying behavior in the school environment can create an environment that does not support the development of students, both in the academic and social fields. (Nur Irsyadiah, n.d. 2023) This can happen because nowadays, education in Indonesia tends to prioritize mastery of scientific and intelligence aspects, which will but often ignores the behavior and morals of students. Knowledge about morals obtained in Islamic religious education at school or in Islamic boarding schools is currently increasingly being ignored. Some people are starting to no longer pay attention to the impact that Islamic religious education has on a person's behavior.

Bullying by students is often a phenomenon that often appears in educational institutions, ranging from trivial to serious problems. Students in in and within the school environment must be protected from acts of violence committed by people around them. Therefore, bullying behavior is also included as a stimulus for fellow students resulting in a response to changes in behavior in a negative direction, which can be characterized directly as a decline in academic and psychological aspects. The results of this research show that bullying behavior among students at Madrasah Ibtidaiyah often occurs in verbal and physical forms. As a psychological response, victims of bullying at school experience negative behavioral changes such as sadness, anger, inferiority and quietness. Meanwhile, in

the academic aspect, it was found that the results of student learning evaluations showed dynamic or fluctuating results. (Malahati & Jannati, 2022).

Thus, bullying behavior in the school environment can create an environmental atmosphere that is less supportive of student development, both in the academic and social fields. Bullying behavior can hurt students, making them feel unwanted and rejected by their environment. This will of course have an effect on various student activities at school. The results of the analysis of theoretical studies show that bullying is a deliberate aggressive action or behavior, which is carried out by a group of people or a person repeatedly from time to time against a victim who cannot defend himself or herself easily or as a systematic abuse of power or strength. (Farah et al., 2022)

The perpetrator's intention to bully is the feeling of wanting to be appreciated, treated fairly, cared for. Bullying is one way of venting desires and through bullying the subject feels satisfaction... (Azzahra & Haq, 2019). that factors such as parenting, school, self-esteem and group norms can cause students to engage in bullying behavior. Then, there is a relationship between parenting style factors, school and group norms (Theodore & Sudarji, 2020). This is confirmed by research by Ridayanti Safitri Rizal who reported that the dominant factor causing bullying is family factors. (Rizal, 2021) This also affects students' interpersonal intelligence. (Istiarti, 2020).

Bullying in the school environment occurs in several cases repeatedly and involves students. The school environment needs to see to what extent the strengthening of religious education is instilled in students to prevent forms of bullying behavior around the school environment. Recurrent cases of bullying occur because they are influenced by parenting style, playing environment, relationships and social media. Things like this can result in behavior such as withdrawal, quietness, moodiness, lack of self-confidence, feelings of fear and panic, stress, anxiety, absenteeism, despair and even suicide. That's what the environment is for Schools need to develop several programs and activities to strengthen the character of students which can certainly educate and give birth to a moral, repentant and peace-loving generation (Aswat et al., 2022).

The school environment should encourage and support teaching staff to always protect children so that they do not become victims of bullying or perpetrators of bullying in the school environment. With the support of a strong school environment, bullying can be prevented and protected, so that the nation's future children will have a healthy mentality. (Efritadewi et al., 2022) Cases of bullying in the school environment are something that deserves attention because the effects on the victims are very lasting. From the results of the study, researchers concluded that bullying can be interpreted as an act of oppression or intimidation carried out against other people. One of the special services available in schools is very important, namely guidance and counseling services to provide assistance to

students in carrying out their activities independently and continuing to progress. (Salsabila et al., 2022)

Apart from the above guidance services, the school environment also needs to understand the causes of bullying. It could be that the school environment is the main cause of the proliferation of bullying cases. As the research report states, a school environment that is not conducive can trigger bullying in the school environment. Therefore, modularity is needed as a child-friendly school model (Shodiq & Mahmudah, 2019).

To prepare a school without bullying, the school environment must familiarize students through internalizing anti-bullying values, which ultimately will be followed by habit patterns which will also change behavior patterns when they are among the people in the environment where they live. "In this way, Schools Without Bullying Cultivate Assertiveness (Stand By Me)" through three steps, namely: 1) Providing Psychoeducation about bullying behavior to students and teachers;; 2) Exposure to material free of discrimination, and the Bullying Whistle Blowing (BWB) system; 3) Provide knowledge about the importance of assertive communication. In this way, it will increase new knowledge for teaching staff and students about bullying and its prevention through assertive behavior, information media, assertive communication in schools, and the formation of a system for handling bullying that is safer for victims. (Fikry et al., 2022)

Along with the above, critical thinking habits are also necessary to ward off bullying, as Hafsa Adha Diana in Maryam (2023) states that continuous behavior can help students control themselves when they want to take action. decisions, apart from that, cooperation, initiative, communication and self-management can also improve students' critical thinking abilities. (Maryam, 2023). Apart from that, it is necessary to get used to critical thinking from an early age so that students gain the knowledge to anticipate bullying inside or outside the school environment, so that they are wiser in responding to various information and are not afraid to speak up when faced with acts of bullying (Ikaningrum et al., 2020).

Recently, bullying has become increasingly sad and concerning and has become a familiar phenomenon in Indonesia. The parties involved are more school age children, and currently the practice of bullying is widespread in school environments, both elementary, secondary and even in tertiary institutions, although in relatively small numbers. Even though the law has been regulated in Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection and Law Number 11 of 2012 concerning the Juvenile Justice System. (Anita & Triasavira, 2021)

Child protection as regulated in the law is an activity to guarantee and protect children and their rights so that they can live, grow, develop and participate optimally in accordance with human dignity, as well as receive protection from violence and discrimination. This protection is not only carried out by all elements

of the school or community, but no less important is the involvement of people. Collaboration will have a positive impact on children's growth and development and formation (Damayanti et al., 2020)

Collaborate with all elements in order to disseminate bullying prevention education and have social awareness towards children, especially in the school environment. By providing education, there is an increase in students' understanding of how to socialize and communicate among friends within and outside the school environment. Therefore, educational activities can provide benefits for students so that awareness grows in everyday life. (Prihatin et al., 2023)

The role of Islamic religious education teachers and schools in minimizing bullying is through two stages, namely the prevention stage and the follow-up stage. The prevention stage is carried out to prevent and filter the occurrence of bullying in the school environment. The prevention stage is carried out through socialization of intra and extra-curricular activities, teachers as educators, lecturers, mentors, inspirers, motivators, facilitators and class managers. The follow-up stage is intended if bullying behavior has occurred in the school environment, namely the teacher will become a corrector and evaluator and guide students again.

BK, Student Affairs and finally through the Principal's decision, so that the follow-up stage becomes a solution to the bullying problem. Apart from that, parents' cooperative attitude is also needed to minimize bullying at school (Tamadarage & Arsyad, 2019).

METHOD

This research is a quantitative descriptive research to interpret the situation that occurs with the aim of describing the situation of something that is happening while the research is taking place. This descriptive method is a scientific approach to collecting data from a phenomenon being discussed. The focus of the research was Sejahtera Pare Vocational School, Kerdiri Regency, East Java with 40 students as respondents. Sampling used random sampling and data collection used instruments. (Sugiyono, 2018). The data analysis technique uses frequency distribution. to describe the parameters of the variables. These parameters include the middle value (mean, median, mode), and dispersion value (variance, standard deviation, range).

RESULTS AND DISCUSSION

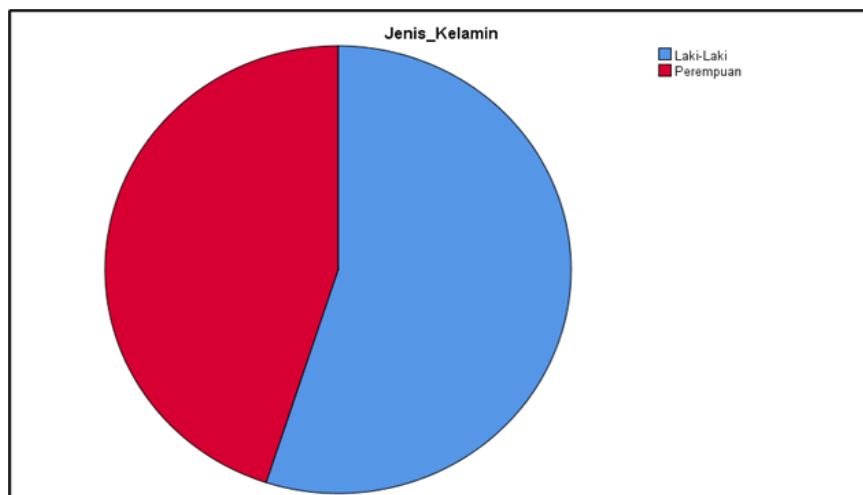
Respondent Characteristics

1. Gender Characteristics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-Laki	22	55.0	55.0	55.0
	Perempuan	18	45.0	45.0	100.0
	Total	40	100.0	100.0	

From the data above, it is known that with a total of 40 respondents who filled out the questionnaire, 22 respondents were male, and 18 respondents were female. With a percentage of 55% versus 45%. From the data above, a circle diagram is obtained as follows:

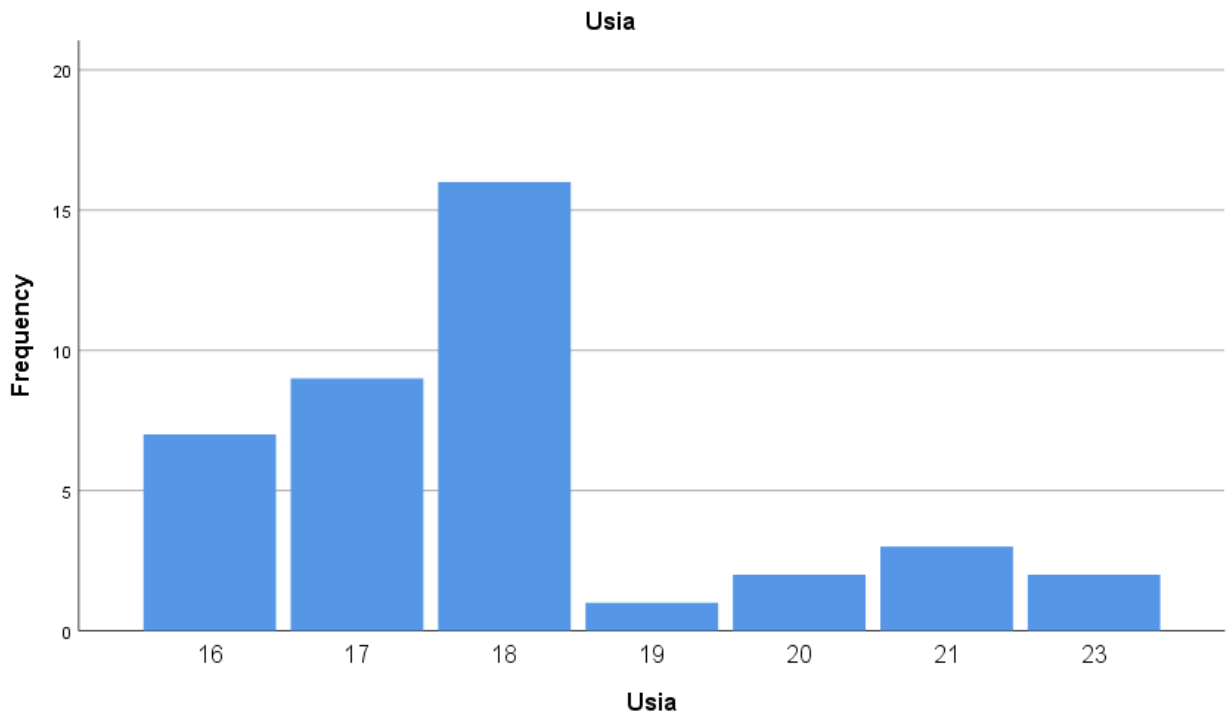


2. Age Characteristics

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	7	17.5	17.5	17.5
	17	9	22.5	22.5	40.0
	18	16	40.0	40.0	80.0
	19	1	2.5	2.5	82.5
	20	2	5.0	5.0	87.5
	21	3	7.5	7.5	95.0
	23	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

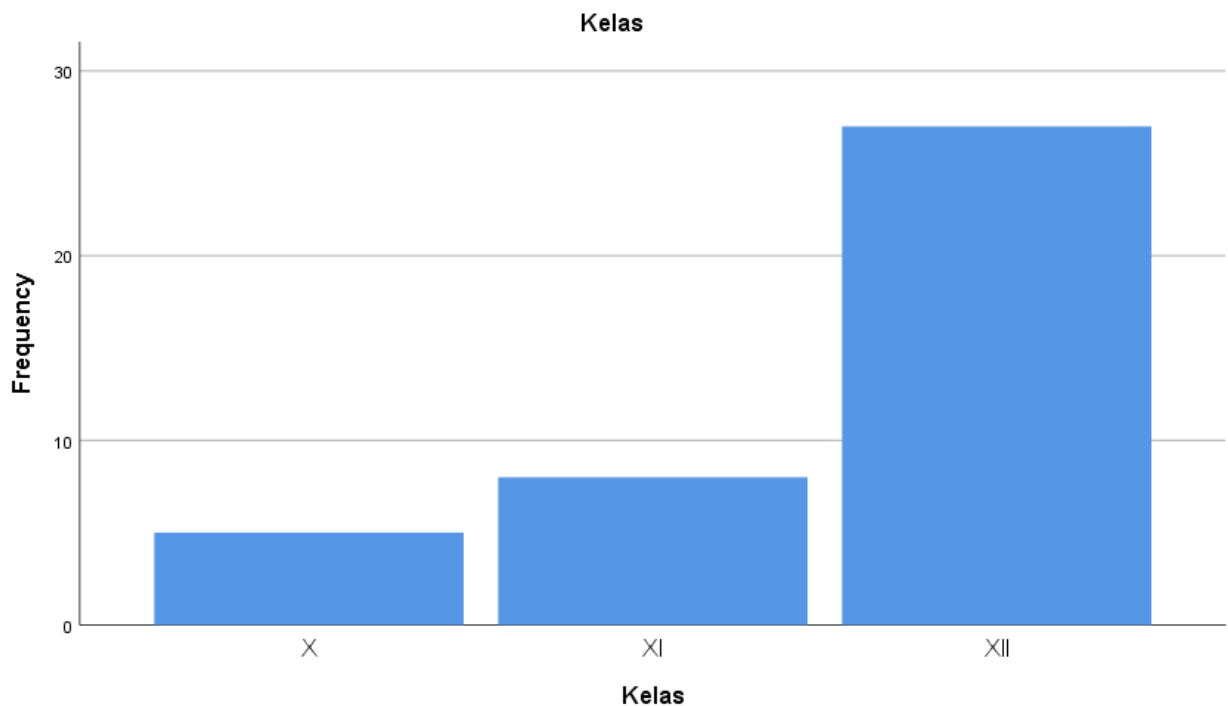
From the data above it can be concluded that the respondents were aged 16 years – 23 years. A total of 7 respondents are 16 years old, 9 respondents are 17 years old, 16 respondents are 18 years old, 1 respondent is 19 years old, 2 respondents are 20 years old, 3 respondents are 21 years old, 2 respondents are 23 years old. Researchers can describe the categorization using the following histogram:



3. Class Category

		Class			
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	X	5	12.5	12.5	12.5
	XI	8	20.0	20.0	32.5
	XII	27	67.5	67.5	100.0
	Total	40	100.0	100.0	

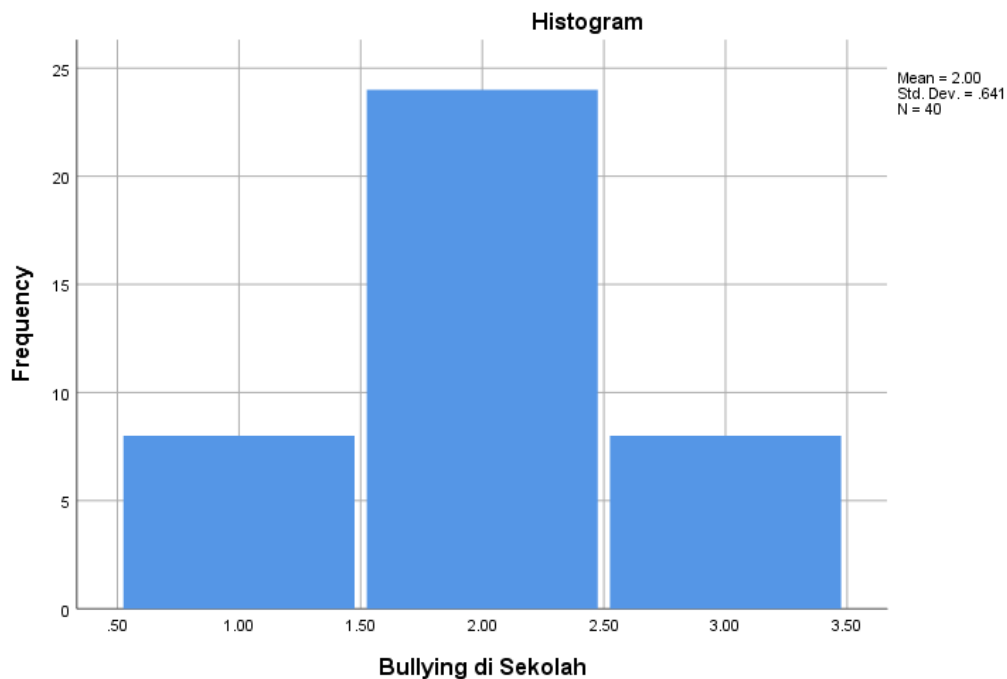
From the table above it can be concluded that the respondents in class X were 5 students or 12.5%. Respondents in class XI were 8 students or 20%. And the respondents who were in class XII were 27 students or 67%. The following is a histogram of class categorization based on respondents:



Analysis Description

Statistics		
TOTAL		
N	Valid	40
	Missing	0
Mean		127.50
Median		129.00
Mode		125
Std. Deviation		21.234
Variance		450.872
Range		94
Minimum		80
Maximum		174
Sum		5100

From the data above it is known that the mean value of this study is 127.50, with a median of 129.00 and a mode of 125. The standard deviation is 21,234 and the variation is 450,872. The minimum score for this research is 80 and the maximum is 174 with a range of 94. From the data above, the researcher made a categorization based on the results of statistical tests using SPSS 26 for Windows with the formula:



The researchers can describe it as follows:

Bullying di Sekolah					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	20.0	20.0	20.0
	Currently	24	60.0	60.0	80.0
	Tall	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

From the data above, it can be concluded that bullying in schools in the high category is 20%, in the medium category is 60% and in the low category is 20%. The categories above give an idea that bullying at Sejahtera Pare Vocational School, Kediri Regency, East Java is in the moderate category, however, it is necessary to be careful so that it can be minimized as much as possible.

The data above shows that the bullying that occurs at Sejahtera Pare Vocational School, Kediri Regency, East Java needs attention from the school and strengthening the cultivation of Islamic Religious Education. Schools should be a place to form positive personal character for students, to minimize bullying behavior in the school environment which is still widespread. For this reason, you need to provide: 1). Knowledge & understanding of students about bullying as measured by the results of posters with adequate grades, 2). Increasing students'

awareness by getting used to being sensitive to the characteristics of bullying behavior and being able to become facilitators for perpetrators or victims in the school environment. As for how to fight it. Through four stages, namely: 1). Identification, 2).Preparation, 3).Implementation, 4).Evaluation and follow-up activities. Program to help teachers and the academic community in creating a positive school climate so that it is free from bullying behavior. (Yuli & Ahmad Efendi, 2022)

The role of Islamic religious education teachers and schools in minimizing bullying is through two stages, namely the prevention stage and the follow-up stage. The prevention stage is carried out to prevent and filter the occurrence of bullying in the school environment. The prevention stage is carried out through socialization of intra and extra-curricular activities, teachers as educators, lecturers, mentors, inspirers, motivators, facilitators and class managers. The follow-up stage is intended if bullying behavior has occurred in the school environment, namely the teacher will become a corrector and evaluator and guide students again, followed by guidance and counseling, student affairs and finally through the decision of the school principal. It is hoped that the follow-up stage will be a solution to the bullying problem. Apart from that, parents' cooperative attitude is also needed to minimize bullying at school. (Tamadarage & Arsyad, 2019)

CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that the bullying that occurred at Sejahtera Pare Vocational School, Kadiri Regency, East Java, if viewed as a whole is in the moderate category. This means that bullying at Sejahtera Pare Vocational School, Kediri Regency, East Java still needs to be monitored so that it can be minimized as much as possible.

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