Analyzing Experiences, Prevention and Treatment of Bullying at Schools

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Abstract. This research is motivated by the problem of rampant cases of bullying that occur in schools. Therefore, this study aims to describe the experiences of students related to bullying behavior at school and future efforts to prevent and overcome bullying behavior. This research uses a qualitative design with descriptive methods. The study was conducted in SMA / SMK Dumai City by involving school students and teachers in June-August 2023. Data were collected through observation, in-depth interviews, and documentation studies. Data analysis techniques use the Miles and Huberman model, consisting of data collection, verification and reduction, and conclusion drawing. The triangulation technique uses data source triangulation. The results showed that (1) the bullying experience experienced by students generally occurred verbally. Their attitudes in responding to bullying are also different; some are ignorant and ignore the bullying received, sad and keep it to themselves, but some report to parents and BK (counseling guidance) teachers at school; (2) Efforts to prevent bullying behavior at school are carried out in the form of appeals, socialization, infiltration in subjects through planting about manners and ethics in getting along; (3) As for handling efforts if bullying occurs at school, it will be processed first by the subject teacher or vice-grade. Furthermore, coaching is carried out by the school's counseling teacher or deputy student affairs. The understanding of bullying behavior is quite good in students, which is marked by their ability to identify bullying behavior based on experience and realize that bullying behavior is an act of violation of human rights (HAM). Still, the school needs to maximize the action of preventing and handling bullying behavior. Therefore, synergy is needed between students and schools to minimize bullying behavior in schools.

Keywords: Experience; Prevention; Response; Bullying; School.

INTRODUCTION

Regulation on human rights is regulated explicitly in Law No.39/1999 on Human Rights. According to Article 1 section 1 of the law, human rights are a set of rights inherent in the nature and existence of human beings as creatures of God Almighty. They are His gifts that must be respected, upheld and protected by the state, law, government and everyone for the sake of honor and protection of human dignity. Human rights are a gift given by God Almighty to human beings, not given to other god's creatures, meaning that humans have such great pride that these rights must be guarded, protected, respected and guaranteed by the state as an institution of legitimate power and by citizens. Human rights must be respected without distinguishing race and differences inherent in human background. (Mangku, 2013; Triwahyuningsih, 2018). Implementing human rights must be accompanied by respecting them for every human being. Now, respect for human rights is categorized as a human obligation, meaning

that the implementation of human rights must be accompanied and balanced by human commitments.

Every citizen must know about the concept of human rights so as not to intentionally or unintentionally become a human rights violator. In legal language, human rights violations are divided into gross and human rights violations. Gross human rights violations include genocide and crimes against humanity, in the sense that these crimes are committed systematically and massively, involve power and take many victims. In contrast, human rights violations have murder, persecution and restrictions on a person in exercising their rights as a human being even though they do not physically injure them (Nasution, 2018; PAKPAHAN, 2019; Samendawai, 2009). Consciously or unconsciously, mild or severe, human rights violations actually occur a lot in the community and even in the school environment such as bullying actions involving fellow students and those committed by teachers against students (Sarifah, 2023). Like several cases of bullying in schools that have been exposed by the media, namely the case of bullying of students in one of the junior high schools in Garut district, the victim was bullied by several of his friends in class by being hit and hit against the wall, causing the victim to faint. Another case of bullying at SMA Plus Baiturrahman in Ujung Berung Bandung, West Java, the victim of bullying was fitted with a helmet by several

classmates and then the victim was beaten unconscious. In Tasikmalaya Regency, another case occurred where in November, an 11-year-old child died of depression. It is suspected that he was depressed because of a video of him being bullied by his friends where he was forced to perform an indecent act with a cat. The video was shared by his friends, which embarrassed the victim. He was severely depressed, refusing to eat for several days. Her parents took her to the hospital but her life could not be saved (https://jabar.tribunnews.com).

From the cases above, it can be concluded that cases of bullying not only cause physical injury and pain to victims but also cause mental distress which even leads to death due to severe depression (Harnia et al., 2021). Bullying cases committed by students in schools can be said to be something shameful because they reflect the failure of schools in fostering the character of students (Rahmawati, 2016). School is a place to transfer knowledge as well as a place to learn good character and the right place to carry out habituation to instill good character for students because schools have standardized rules that must be obeyed by students and parents when they enroll their children in school (Hariyanti, 2022). But the opposite happens. When referred to the root causes of bullying in schools, it seems that students who become perpetrators lack understanding of the concept of human rights and human obligations, lack of attention from parents at

home such as rejection or absence of fathers and mothers in children's daily lives, lack of understanding of religious knowledge and lack of role models that can be emulated by students and feelings of having excessive power compared to other friends. (Borualogo & Gumilang, 2019; Mayasari et al., 2019; Tang et al., 2020).

Previously, there have been several studies on bullying such as those conducted by Maud Hensums that aggressive behavior such as bullying is aimed at gaining popularity, being at the forefront of the group but of course the perpetrator loses attractiveness to those around him (Hensums et al., 2023). It is also said that the role of group and school norms in influencing bullying behavior means how to create a healthy school climate in the pattern of interaction between students (Awwaliansyah & Shunhaji, 2022; Trimurtini et al., 2020).. Responsive parenting can reduce the risk of children becoming bullying perpetrators (He et al., 2023; Martínez-Santiago et al., 2023). Even more interesting research on bullying in schools comes from the Philippines, conducted by researcher Jose Rene Sansait, who examined the mental readiness and knowledge of students regarding bullying in schools as seen from the experience of bullying at home, knowledge of state regulations regarding bullying and even where to tell if experiencing bullying. In general, learners claimed to have experienced verbal bullying at home and were afraid of physical

bullying at school. This means that this study sees that no child is ready to be bullied, no matter how much capital they face to deal with it (Sansait et al., 2023).

Based on previous research, the novelty of this research lies in highlighting the bullying experience of students and how the school responds in preventing and handling it and the solutions offered in the form of a bullying awareness pocket book.In addition, this research is also *urgent to be* carried out on students in schools because of several considerations, including: (1) the rampant occurrence of cases of human rights violations, especially bullying in schools. (Wahyu Widamar et al., 2023) so that it is quite troubling and worrying; (2) the true purpose of education is to humanize human beings (Putri, Audrel Abelita, gimin, 2023) (2) the purpose of education is actually to humanize human beings (Putri, Audrel Abelita, gimin, 2023), so that schools and school residents, including teachers, students and the school environment as a place for implementing the education process, must be the main agent in achieving this goal, not a place for practices that degrade human dignity and even eliminate a person's right to life (Sakroni, 2019) (3) school is a suitable place for the mental development and knowledge of students. (Ighaede-Edwards et al., 2023) because each party in the school is indirectly bound by an agreement to follow the rules that have been made. Schools should be a protector for every learner, regardless of their

strengths and weaknesses (Martínez-Monteagudo et al., 2023) (4) learners are young citizens, successors of the nation's generation who will lead the Indonesian nation in the next few years through the various fields of work that they will be involved in and pursue. (Ahmad Eddison, Hambali, 2020) To ensure that the Indonesian state will remain a state protector and guarantor of human rights, it requires citizens who are aware of basic human rights and obligations from an early age, so that they must be introduced in the family and in school. (Armiwulan, 2017; Hariyanti, 2023; Novaroza, 2023). Bullying behavior is an act of human rights violation that commonly occurs in schools and seems to have become a culture, this certainly should not be allowed because a permissive attitude or allowing bully habits can destroy the future of the younger generation. (Ima Fitri Sholichah & Laily, 2022) Not only the perpetrators but also the victims, so there must be preventive and enforcement actions taken by various parties.

RESEARCH METHODS

This research used qualitative design with descriptive method. The study was conducted at SMAN 2 Dumai City and SMKN 4 Dumai City by involving students and teachers at the school in June-August 2023. SMAN 2 Dumai City was located on Puteri Tujuh Street in Dumai City. The SMK Negeri 4 Dumai was located on Jalan Pesantren, Tanjung Penyembal Village, Sungai Sembilan Sub-district, Dumai City, which was a vocational school with 7 (seven) choices of expertise competencies. Data were collected through observation, in-depth interviews, and documentation studies. Data analysis techniques used the Miles and Huberman model, which consisted of data collection, verification and reduction, and conclusion drawing. The triangulation technique used data source triangulation.

DISCUSSION

Experiences Of Bullying In School

Bullying is a deliberate act committed by the perpetrator to the victim that is not commensurate in nature. (Ballerina & Saloka Immanuel, 2019) This means that the perpetrator and victim generally have an unbalanced position (Mansyur et al., 2020) both physically, such as posture, and socio-economic strata, such as between the rich and the poor and psychologically between the brave and the timid. Bullying is often seen only physically, such as hitting, punching, slapping, crimping or other acts of physical harm, but this is not true because, in fact, bullying also occurs verbally and socially or, also called relational (Hatta, 2018). Verbal and social bullying occurs most often but is considered normal and even seems to be a culture due to several factors, including the absence of knowledge about the concept of bullying to underestimating the act of bullying because so far, there have been no clear legal consequences for the perpetrators

of bullying (Metha, 2023) This is because it tends to be resolved in a family manner. However, it leaves wounds for victims for life and sets a bad precedent for the future in handling bullying, especially in schools. (Bastomi & Mustaqimatul Hidayah, 2019; Mufrihah, 2016).

This research was conducted at SMA 2 Dumai City and SMK 4 Dumai City. Several students in both schools were interviewed regarding their understanding of the concept of bullying and the experience of bullying that had been experienced. Based on in-depth interviews with several informants related to knowledge about bullying, there are various opinions of students when interviewed, such as some who say that bullying is a despicable act. Still, nowadays, it has become a culture, and even bullying is an act that occurs a lot in the teenage environment. Learners have been able to capture the long-term effects of bullying behavior, namely mental health, as explained by one of the learner informants that bullying is the most evil action ever because it makes someone stressed, depressed, and can even think about ending his life. Bullying is such a wrongful act that victims of bullying may experience depression that results in suicide plans. In addition, what is interesting is that learners already know that bullying is a form of emotional release and a feeling of wanting to be noticed by the bully to feel superior to the victim. This is certainly interesting because learners do not tend to see the bully as a

personally evil figure but as someone who needs attention and lacks affection from parents, the surrounding environment, teacher attention and peers. Students can already understand that the bully has poor emotional intelligence because they cannot manage their feelings appropriately, so they vent incorrectly. (Hidayati & Widyana, 2021; Kartikosari & Setyawan, 2018).

From the many opinions about bullying above spoken by students, several conclusions can be drawn (1) students already understand that bullying is a despicable act that must be avoided because it will have a negative impact on the mental health of the victim and even has the potential to make victims of bullying evil in the future to vent their emotions of being a past victim of being bullied; (2) the bully is seen as a person who lacks affection and needs attention so bullying is seen as a way to get that attention. (Ramdhani, 2016). In addition, the act of bullying occurs because of the superior feelings of the perpetrator to the victim, who is considered inferior to him both physically and in socio-economic status. (Rizal, 2021)(3) bullying behavior violates nature as social beings who need each other; instead, bullying actions cause social disconnection.

If the above analysis is taken from the point of view of other people, meaning that they are not the perpetrators of bullying, this view is also in accordance with the results of research by Aning Azzahra et al in 2019 on bullying perpetrators that the perpetrators

bully because of the desire to be appreciated, treated fairly, cared for, and through bullying the subject feels satisfaction. Bullying is one way to vent the desires of the perpetrators (Azzahra & Haq, 2019). Almost the same thing can also be seen from the results of research by Wenny Theodore et al in 2019 that parenting patterns from parents are also a factor that can cause bullying such as parents who are indifferent to children and even abusive in daily communication patterns. In addition, what is interesting in the study is also said that the role of group and school norms affects bullying behavior, meaning how to create a healthy school climate in the pattern of interaction between students. (Theodore & Sudarji, 2019).

Then, the next question related to the experience of bullying experienced by students as research informants shows that on average they have experienced verbal bullying from peers at school such as diatribes, insults, ridicule on the physical form of the body, for example skin color and posture. As told by informant AK that he was once said to be short, thin, black, demonized in a *gang/circle* at school so that it became the subject of conversation and jokes from friends in class. The same thing was also expressed by other learners with the initials ISA and DA that they were often bullied because they had thin bodies and different skin colors with other friends in the class. In addition, there are also learners who tell that they are bullied because they have a fat and

large body. Then, another form of bullying with insults was called stupid and ugly but he ignored what his friends said because he considered it unimportant. In addition to physical, sometimes having a nature that tends to be different from classmates is also often bullied as explained by a student with the name HAD that he is a very cheerful type of person, but sometimes there are friends who do not like his cheerfulness and friendly nature until one day, he feels shunned and alienated, so he feels alone in class and also feels uncomfortable to learn. Then, it is different from the bullying case faced by informant MRA that she was bullied in the form of ridicule and shunned by her classmates because she focused on her interests.

When asked about how they reacted to the bullying actions received, students generally said that they preferred to remain silent and keep it to themselves because verbal bullying was considered common, then left alone as long as it did not hurt physically and was even considered too excessive if it had to be reported to teachers at school.

However, there are also some students who choose to tell their parents but only to that point, not continuing with reporting to teachers at school. The parents only gave advice to forgive and if they did not like it then they should avoid the bully. However, there are also students who report to teachers at school regarding the verbal bullying they receive. The teacher also gives advice and

appeals to all students to respect each other and not to insult God's creation, both physically and others.

When examining the bullying experiences experienced by some of the students above, it is known that (1) verbal bullying in the form of insults to a person's physique or what is now often called *bodyshaming is* the most common form of bullying so that physical comments that lead to insults are considered a common thing, but if you look at it from the victim's side, on average they feel sad, upset but choose to be silent and keep it to themselves. The above opinion is also in line with the results of research by Grista Damanik et al in 2019 that verbal bullying mostly occurs in the classroom precisely at recess and most victims choose to ignore the bullying actions received. In addition, it is also influenced by neglect by other friends, which means not providing help to victims because they are also afraid of becoming victims of bullying. (A. Damanik & Djuwita, 2019)(2) Advice from parents and teachers who ask the victim to forgive the perpetrator is also felt to be one of the factors that the victim will remain silent if he is verbally bullied again because the punishment received for verbal bullies is usually also in the form of advice so that the perpetrator does not feel the consequences of his actions if he does not reflect on these actions deeply in the sense that the advice given goes in the right ear and out the left ear. But on the other hand, the forgiveness given

by the bully victim has a psychological effect on the victim in the sense that the victim feels calmer as revealed in the results of research by Vita Ratna Juwita et al in 2020 that there is a positive relationship between forgiveness and psychological well-being. The higher the forgiveness, the higher the psychological well-being. Conversely, the lower the forgiveness, the lower the psychological well-being. (Juwita & Kustanti, 2020)(3) Bullying is also carried out socially or relationally in the form of ostracism. This is more motivated by the victim's behavior which is felt to be different by the bully. This is also in accordance with the results of research by Grista Damanik et al that bullying perpetrators blame the strange behavior of the victim. (A. Damanik & Djuwita, 2019). The act of excluding someone from social relationships has psychological and academic effects on the victim where the victim feels uncomfortable in the classroom environment and has an impact on discomfort in learning so that they may choose not to come to school anymore (skipping school). (Theology et al., 2020).

School Efforts In Preventing And Overcoming Bullying

Bullying is a behavior that is prone to occur in schools, this is due to various factors (Francis & Bomans, 2023). According to the results of interviews with teachers at school, there are several causes of bullying, as expressed by EO that bullying occurs because

it is considered normal so that it feels it does not need special handling, and the lack of awareness around that bullying is dangerous, the same thing was also expressed by another colleague ES that it has been taken for granted by the community and lack of care for the situation in the surrounding environment, even added by RA that bullying seems to have become a culture in every region / in every school. In addition, according to teachers at school, bullying also occurs due to a lack of knowledge about the impact of actions, that bullying occurs due to a lack of attention and strict supervision by the school, as well as a lack of socialization about the impact and how to handle students affected by bullying. In addition, bullying behavior is also caused by the nature of adolescence which has excessive energy and great curiosity but is channeled into inappropriate things, as well as the influence of watching on social media. Teenagers and gadgets are two things that cannot be separated. This means that social media has an influence in encouraging bullying behavior (Fitri & Putri, 2021) and also occurs in cyberspace or what is known as cyber bullying.

Based on the informants' statements above, it can be said that bullying that often occurs in schools is caused by various internal and external factors. Internal factors include the typical nature of adolescents who are in a period of self-discovery so that they are always curious and trial and error, coupled

with the rampant spectacle of violence on social media, where adolescents often watch through gadgets, as objects that cannot be separated from adolescents. In addition, it is also related to the view of bullying behavior which is considered to have become a school culture. In addition, there are also external factors, namely the lack of parental attention and affection and the weak supervision of the school, in this case the lack of socialization related to bullying education and prevention. This opinion is in line with the results of research by Beti Agustina et al in 2019 that bullying occurs due to a lack of education and prevention carried out by schools and. In addition, it is also caused by indifference between students. this can also be caused by the fear of witnesses (people who witness bullying behavior) to speak out because they are also afraid of becoming victims (Rahayu B.A., 2019).

Regarding the efforts made by the school both in terms of prevention and handling when bullying occurs, it also varies, depending on the bullying behavior obtained. In terms of prevention, there are several steps that have been taken by the school, namely (1) Bringing in competent guest teachers to socialize this problem with students and teachers; (2) Creating a pleasant learning environment without bullying by making a mutual agreement so that they can correct each other, supervise and look after each other; (3) Taking a special approach for children who have special problems. In

addition, include sanctions against bullying behavior in the School Code of Conduct, carry out socialization to school residents, take decisive action against perpetrators of bullying.

This means that in preventing bullying behavior, the school conducts socialization through education on the concept of bullying, examples of bullying, the impact of bullying behavior and sanctions for bullying behavior. In addition, prevention also comes from appeals through infiltration in every subject. It can be said that the anticipation of bullying prevention is not only the responsibility of guidance and counseling teachers (BK), Civics teachers and religion teachers, even though all of these subjects emphasize the ethical and moral formation of students, but the responsibility of all subject teachers because the school as a unit is a place to gain knowledge and shape the morals of students towards a better one supported by parents at home. In addition, a personal approach to students is also a means of preventing bullying by approaching students so that they know what students want so that teachers can direct them in a better direction. In addition, it provides knowledge about good manners and behavior for all students.

A personal approach is taken when there is a potential for bullying. Of course, in this case, the teacher must be careful and sensitive in observing the situation and conditions of the class and intensely maintaining communication with the class members, especially of course, this role is expected of the homeroom teacher as a figure assigned by the school to handle a particular class. Emotional closeness with the homeroom teacher can prevent bullying because students can tell each other about their problems at school and discuss solutions together.

Based on the results of the interview above, it can be said that so far, to prevent bullying behavior in schools, several methods have been carried out, including (1) socialization, (2) infiltration through subject teachers, and (3) personal approach. In this case, regarding preventing bullying behavior, the school does not yet have a handbook for students or for teachers conducting socialization and appeals. The emphasis is only on the BK teacher; of course, this is less effective because the BK teaching staff at school is limited. If there is a handbook for teachers and students, prevention in the form of education can be carried out by all school members, including subject teachers.

Then, when talking about handling bullying cases that occur at school, based on the results of interviews with teachers, it is found that the same flow in handling bullying cases is resolved first through the homeroom teacher. Still, if the level of bullying is outrageous, it is brought to the counseling teacher and the student affairs department at school to summon parents and punish the bully.

As for the SMK 4 school, the flow of handling bullying behavior is adjusted to the

agreed school rules, including (1) receiving reports of complaints from school residents; (2) .collecting facts and data about the bullying act; (3) verifying the data obtained both from the perpetrator and the victim; (4) processing the perpetrator of bullying behavior according to the applicable Code of Conduct (Personnel involved a.n Subject Teacher, BK Teacher, Homeroom Teacher, Bid—student Affairs.

In general, both schools have the same policy and flow in handling bullying cases in their schools. That is, here, the role of the homeroom teacher is maximized first.

Solutions To School Bullying

There are various ways of solutions offered to prevent bullying in schools, both for students and teachers. As for the learners, there are inputs related to solutions to overcome bullying, namely by conducting character training for school students and implementing policies that can suppress the emergence of bullying. In addition, students also expect firm action against bullying behavior, and if it is reported to the school, the school should be able to pay more attention to it; when students tell stories or write to the school or teacher, it is often just taken for granted and not followed up.

Then, there are also opinions from other students that it is better to maintain social interaction. Bullying occurs on average because they cannot mingle with people around them or prefer to be alone. Therefore,

the way to prevent bullying is to be good at getting along, always grow self-confidence and report to adults to help victims of bullying. It can be said that students have understood the concept of bullying and what should be done to prevent and overcome bullying. Still, of course, school policies, assertiveness and facilitation are needed in educating and handling bullying cases because, as is known, sometimes unscrupulous teachers consider bullying, especially verbal ones, as a regular thing or a form of joke such as physically mocking friends, and some even think that it has become a culture such as senior hazing of juniors at school.

Then, solutions also come from the teachers, including (1) formulating policies that support all bullying prevention programs by creating a joint commitment between management, teachers, committees, parents and students; (2) Socializing understanding of bullying to change the wrong mindset so far regarding bullying that is considered normal; (3) providing an understanding of solidarity and cooperation as well as activities that interest students and can be done together; (4) Frequently conduct discussions with students about bullying and conduct a counselling approach for students who are vulnerable to being bullied, for example, students who are quiet, who have difficulty communicating; (5) Respond seriously if bullying occurs at school, increase the awareness of all school members to respond quickly to bullying,

provide information to all students about anti-bullying. In addition, it can also be through the socialization of polite language in daily interactions. (Kamsiah & Witarsa, 2023) This means that schools carry out habituation so that the use of polite language can always be applied, plus it is also supported by cooperation with the families of students. This means that the solution from the teacher's side emphasizes the school's policy and assertiveness towards cases of bullying that occur, not letting it drag on or considering it as ordinary juvenile delinquency because the impact of bullying, even if it is only verbal, can have an effect on the victim's psychology which can cause various conditions, not only stress and depression, then skipping school but can also lead to fatal actions, namely suicide.

Based on the explanation of the solutions put forward by students and teachers at school, it can be analyzed that (1) students need certainty or security when reporting acts of bullying they experience or witness, so not only in the form of socialization about the concept of bullying but also the willingness of the school to be firm and not selective in processing bullying cases because bullying is an action that can cause lifelong trauma if not handled properly as early as possible. (Wijayanti, Citra Putri; Uswatun, 2019)(2) besides that, the cooperation of schools and parents is also needed in planting and strengthening character education to prevent bullying

behavior because the factors that cause perpetrators to bully are also caused by parenting at home. (Putri, 2018)(3) Finally, it is also necessary to participate in the community in supervising the younger generation, especially students, so that bullying behavior does not occur because as is known, bullying does not only occur in schools but also in the community environment but often still uses school attributes such as schools and how community leaders and parents at home instill local wisdom that is closely related to the planting and strengthening of character education such as proverbs and traditional advice. (Hariyanti et al., 2023)

In addition, it can also be analyzed that schools do not have a guide in the form of a handbook such as a pocketbook for students in understanding bullying, as well as teachers in providing education to students so that it feels like a pocket book that contains bullying material but is packaged in an attractive style so that students are interested in reading and learning about it, coupled with learning media in the form of SADARI Bullying game cards in strengthening students' understanding of bullying. The SADARI Bullying pocket book, contains material about (1) Definition of bullying; (2) Factors that cause bullying; (3) Where bullying can occur; (4) What to do if you are a victim of bullying; (5) What to do if you see bullying behavior; (6) Bullying is a form of human rights violation; (7) Definition of human rights; (8) Principles of human

rights; (9) Emphasis that bullying violates human rights; (10) Sanctions for bullying perpetrators; (10) How to avoid becoming a bully; (11) How to recover if you are a victim of bullying?; (12) How to handle victims of bullying. This book is packaged with an attractive and colourful design and uses the current language of young people's version.

CONCLUSION

Human rights or human rights are inherent in the nature and existence of humans. However, even so, there must still be education for the community to recognize and understand human rights so as not to fall into human rights violators, especially in schools as educational institutions that aim to humanize humans. Therefore, a pocketbook is needed to guide students to understand human rights, which contains the concept of human rights, human rights violations, and bullying, which is part of human rights violations. This book will raise awareness to reduce bullying in schools, which is rampant because it is considered a common thing and even a culture. It is recommended for further research activities in the form of testing human rights awareness pocket book products to prevent bullying in schools.

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