

Consultation of Bullying Prevention for the Students of Junior High School of Taman Rama Jimbaran

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ABSTRACT

This social engagement is done in order to give information to the students of Taman Rama Jimbaran Junior High School (TRJ-JHS) about how to prevent bullying action. This socialization is important to be implemented considering that in this school in this school there are variety of students' backgrounds like nations, ethnics, cultures, religions and others. The solution to solve this fact is by giving the students information about kinds and impacts of bullying for the victims and perpetrators. This is important because sometimes students considering that their actions are just something ordinary for example like a joke among them but to some extent it can be forms of bullying that can give negative impact to other students or person. Method in this social engagement is used was online conference through Zoom. Main findings of this social engagement are: the eagerness of the students to know the information about bullying and the enthusiasm of Principle and teachers as a form of their attention for bullying and how to prevent it. The students were able to grasp the information by asking questions needed. There were 52 participants in this activity, those were Principle, teachers and students. Finally, the information about bullying prevention is expected to be applied properly and appropriately by students and all parties involved in it.

Keywords: bullying, prevention, students.

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1. INTRODUCTION

According to (VandenBos, 2015) bullying is persistent threatening and aggressive physical behavior or verbal abuse directed toward other people, especially those who are younger, smaller, weaker, or in some other situation of relative disadvantage. In other words, bullying is an aggressive action that was done repeatedly by person or group that has power towards those who are weaker. As human being that has emotions, verbal bullying can make the victim feels hurt and can cause mental depression to depression. Besides, verbal bullying can be said as the beginning of an intimidation process that can be done to next level. Usually, verbal bullying is done by giving bad nickname, shouting reproach, shouting behind their back and even terrorizing.

According to <https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/> there are 4 types of bullying, those are: (1) Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage; (2) Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target; (3) Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying can include: lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to social exclude someone and damaging someone's social reputation or social acceptance; and (4) cyber bullying: it is an intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices. Cyber bullying can include: abusive or hurtful texts, emails or posts, images or videos; deliberately excluding others online; nasty gossip or rumours and imitating others online or using their log-in.

Bullying is a very bad attitude that must be prevented as early as possible. It is not recommended for anyone. The data shows that bullying done by students is rapidly increasing recently. According <https://www.kpai.go.id/publikasi/sejumlah-kasus-bullying-sudah-warnai-catatan-masalah-anak-di-awal-2020-begini-kata-komisioner-kpai> KPAI (Indonesian Children Protection Commission) in a period of 9 years, from 2011 to 2019, there were 37,381 complaints of violence against children. For bullying in both education and social media, the number reached 2,473 reports and the trend continues to increase. Data on child complaints to KPAI is like an iceberg phenomenon. The trigger of this facts is mostly because social control of society has changed to become more aggressive and faster, and it is very easy for children to imitate. Likewise, repeated repressive attitudes. For example, the spectacle of violence, the negative impact of gadgets, and social media judgments.

According to (Oxford Concise Dictionary of English Etymology, 2018), consultation means meeting is arranged to consult. In other words, it is an action or process of formally consulting or discussing that are mostly done by professionals for examples consultation of a doctor to his/her patient or a psychology to his/her patient. Prevention is the action of stopping something from happening or arising (VandenBos, 2015). While according to (Barnhart, 2018) school is place for teaching and learning. In other words, it is important to give an activity in form of a consultation to students at school. This activity is done by professional in order to give assistance to all parties at school.

This social engagement is done in order to give information to the students of Taman Rama Jimbaran Junior High School (TRJ-JHS) about how to prevent bullying action. The implementation of social engagement in Junior High School of Taman Rama Jimbaran has the purpose to give information to the students about kinds and impact of bullying psychologically and its legal impact. This is important to be done considering the background of the student in this school who have different nations, ethnicity, culture, religion, and others. This information is important because students maybe do not aware that their action verbally or physically is a form of bullying. Besides, it will also give information to the educators on how to do prevention of bullying. In addition, Indonesian government has made the regulation in order to protect the childre. According to Article 9 of Law Number 35 of 2014 concerning Child Protection in verse (1a) states that every child has the right to get protection in education units from sexual crimes and violence committed by educators, education staff, fellow students, and or other parties (Undang-Undang Nomor 35 Tentang Perlindungan Anak, 2014).

In addition, Article Number 35 of 2014 is the revision of Regulation Number 23 of 2002 about children's protection. The point of this regulation is every citizen of Indonesia is prohibited to allow, place, do, order and take parts in children's abuse. For those who do the crime or perpetrators can be imprisoned for 3 years and 6 months and maximum penalty of 72 million rupiah. (Undang-Undang Nomor 35 Tentang Perlindungan Anak, 2014). For its Childre's Law Supreme it is guided by (Sistem Peradilan Pidana Anak, 2012) that stated in Chapter 5: (1) The Juvenile Criminal Justice System must prioritize Restorative Justice approach. (2) The Juvenile Criminal Justice System as intended in paragraph (1) includes: a). criminal investigation and prosecution of children who carried out in accordance with the provisions of the regulation's legislation, unless otherwise specified in this Law; b). Child trial conducted by the court in the general court environment; and c). coaching, mentoring, supervising, and/or assistance during the process execution of a crime or action and after undergo a crime or action.

Furthermore, for child's protection, government of Indonesia has its own regulation or law. The considerations of Regulation Number 1 of 2016 concerning the Second Amendment to Law 23 of 2002 concerning Child Protection are: that the state guarantees children's rights to survival, growth, and development and the right to protection from violence and discrimination as stated in the 1945 Constitution of the Republic of Indonesia; that (a) sexual violence against children is increasing significantly which threatens and endangers the child's life, damages the child's personal life and development, and disturbs the sense of comfort, peace, security, and public order. That (b) the criminal sanctions imposed on perpetrators of sexual violence against children have not provided a deterrent effect and have not been able to comprehensively prevent the occurrence of sexual violence against children, so it is necessary to immediately amend Law Number 23 of 2002 concerning Child Protection as amended by Law Number 35 2014. That (c) concerning Amendments to Law Number 23 Year 2002 concerning Child Protection. That (d) based on the considerations as referred to in letters a, b, and c, it is necessary to stipulate a Government Regulation in Replacement of Law concerning the Second Amendment to Law Number 23 of 2002 concerning Child Protection. (Perubahan Kedua Atas UU 23 Tahun 2002 Tentang Perlindungan Anak, 2016).

There are researches done before regarding this social engagement. First research was done by Casey A. Keating in 2018 with the title "On Bullying and Bullying Prevention: A Poetic Inquiry Into

Undergraduate Students' Experiences". The result of this research (Keating, 2018) stated that five participants share their stories about their experiences with bullying. After an interview with each person, their memories are organized into a series of poems. In their interviews, each participant details her own reactions to and thoughts about bullying and how she remembers her experiences many years later, as well as how she is healing from those experiences. Participants range from feeling like they have moved beyond their memories of bullying to believing they are still struggling to come to terms with what happened. Participants' stories help us understand how research definitions of bullying apply to real life and each participant makes suggestions to help readers, students, adults, and communities understand bullying and work to prevent it, with the sincere hope that stories like theirs and Keaton's are less likely to become the reality of students in the future.

Furthermore, Keaton's experience with bullying is unique, but countless victims of bullying before him have also felt the way he does and many students around his age likely share his feelings today as they undergo similar experiences in their own schools and communities. Bullying remains a serious problem in schools in the United States. It has been estimated that about 19% of United States students are bullied and that percentage may actually be higher, since many incidents are not recognized or reported (Dake, Price, and Telljohann, 2003). This issue is not strictly American and has been recognized in countries throughout the world.

Second research was done by Lisa Ann Hecht in 2016 with the title "The Impact of Evidence-Based Bullying Prevention Programs on School Climate and on Bullying of Students, Including Students with Disabilities". This study investigated secondary level building principals' perceptions of school climate and of the bullying of students, including the bullying of students with disabilities, and whether those perceptions differed based on if their schools were using an evidence-based bullying prevention program. This study involved a quantitative research design using survey methods. The survey was adapted from the Ministry of Ontario School Climate survey. The survey was sent out electronically via Survey Monkey to secondary principals in the state of Missouri, and 179 of those principals chose to respond.

Furthermore, Two-way chi-square tests of independence were used to examine the crosstab proportional distribution between principals' perceptions of school climate and the implementation of an evidence-based bullying prevention program, as well as to examine the interaction between principals' perceptions of bullying of students with disabilities and bullying of general education students and the implementation of an evidence-based bullying prevention program. Findings indicated that according to principals' perceptions, there was no significant difference in school climate or the bullying of students with disabilities or the bullying of general education students based on whether the school had implemented an evidence-based bullying prevention program or not. However a large percentage of those principals perceived that bullying was happening at their schools whether or not they had implemented an evidence-based bullying prevention program (Hecht, 2016).

Third research done by (Astuti & Djuwita, 2019) stated that one form of behavior that can reduce school well-being and make unpleasant school climate is bullying. Literature studies shows, that besides bullying, place attachment to school also affects school well being. The researcher hypothesized that place attachment acts as a moderator in the relationship between bullying and school well being. Data collection was conducted on 133 first-degree students using a questionnaire adapting the school well-being and place attachment questionnaire. In addition, the questionnaire also asked about respondents' bullying experience when in high school. The results show that place attachment acts as a moderator in the relationship between bullying with school well-being: Higher place attachment will act as a buffer on bullying. Students who have strong bonds and identify themselves strongly with their schools, their school well-being will not be harmed by bullying. This suggests that students with high place attachment can remain comfortable and happy in school, even though bullying still occurs in their school.

Fourth research was done by (Firdha Jihan Fairuz, 2021) in order to know or determine the effect of self-control on behavior bullying at SMP'X" Bukittinggi's students. Quantitative method is the method used in this research. There are 70 students of class VIII at SMP "X" Bukittinggi selected as a sample of this study. Techniques for taking research samples using purposive sampling. Data collection in the study used a bullying behavior scale and self-control scale. The technique used for processing research data is the regression technique simple linear. Based on the hypothesis test, the R-square value is obtained, namely 0.503 and probability = 0.000 ($p < 0.05$). The results of the study found that there is significant negative influence between self-control and bullying behavior on students SMP "X" Bukittinggi.

Taman Rama Jimbaran Junior High School is an education institution that prioritizes the quality of teachers, students and all parties involve on it. It is necessary to provide education as an effort to prevent bullying among students. This is done due to the facts that the numbers of children's bullying cases have

increased rapidly. The prevention must dine for both side, students and schools (teahers and all parties involved on it). In order to prevent it, antibullying counseling activites were carried out for the students by providing education to prevent bullying risk behavior.

2. METHOD

Method used in this consultation of social engagement activity was through online conference due to pandemic of Covid-19. The consultation was done by a phycologist for the psychology impact of bullying for the victims and for its' legal impact for the perpetrators was done by a speaker who has the degree in law. This is important because consultation in its' nature must be done by the expert so it will give benefit to the audience/listener. The meeting was carried in 1 activity on Friday, 10 December 2021. The meeting application used was Zoom. According to <https://trikinet.com/post/apa-itu-zoom/>, Zoom is a communication activity using video and can be used in variety of cellular and desktop. This application is mostly used for online conference and can accommodate a huge number of participants. There were 52 participants in this activity, those were Principle, teachers and students of Taman Rama Jimbaran Junior High School.

3. RESULT AND DISCUSSION

This social engagement activity was done by giving the information to the students of Taman Rama Jimbaran Junior High School and the parties involved on it (teachers and Principle). The purpose of this activity is to give information about forms/kinds/types of bullying (verbal and physical) and physical impact for the victims and law impact for the perpetrators perpetrators. This activiy was done in 1 day on Friday, 10 December 2021. The activity was done in 2 sessions. First activity was opening speech by the Principle of Taman Rama Junior High School, Ms. Anita, who addressed the students to really pay close attention to the talks so can understand they information better. First session with the topic of consultation about phsycology with the topics "Identification and Phsycology Impact of Bullying Activity At School". This session was addressed by a phsycologist, Ms. Meilisa Silviana Patodo, S.Psi., M.A. In her talk, Ms. Meilisa explained about kinds of bullying (verbal and physical) that perhaps done by students concious or unconsciously. This act whether conciuosly or unconciuosly done can have phsycological impact for the victims. Students are encouraged to become aware of all the differences they have as something that is unique and precious. There is no comparison for each and everyone's uniqueness.

In her explanation, Ms. Meilisa stated that there are 4 types of bullying. First is physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property and this kind of bullying can cause both short term and long-term damage. Secondly is verbal bullying which also includes calling name (for example family name), insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. This kind of bullying can cause can start off harmless, but gradually will affect the individual target. Third kind of bullying is social bullying or sometimes it is called covert bullying, which is often harder to recognise because it is mostly done to harm someone's social reputation or cause humiliation. The examples of this social bullying are lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to social exclude someone and damaging someone's social reputation or social acceptance. Four kind of bullying is cyber bullying which is done through social media. This bullying is done through an intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices. The examples of cyber bullying are abusive or hurtful texts, emails or posts, images or videos; deliberately excluding others online; nasty gossip or rumours and imitating others online or using their log-in.

It is important for students to know these kinds and forms bullying so they can be wiser and prudent when they interact with each other. Any form of bullying either physical, verbal, social and cyber bullying will bring negative impact to the victims. Based on its psychology impact the victims who experienced this kind of bullying will gradually draw himself/herself from social interaction, becomes more introvert, has low academic performance and becomes gloomy. To some extend if the victims cannot handle this negative situation can lead to commit suicide. For cyber bullying, students are encouraged to be more prudent in posting their comments or content in social media as it is easier for them to have access to social media.

Below are the pictures of the first session about the consultation on psychology impact of bullying:



Picture 1. Opening Speech by Principle of Taman Rama Jimbaran Junior High School

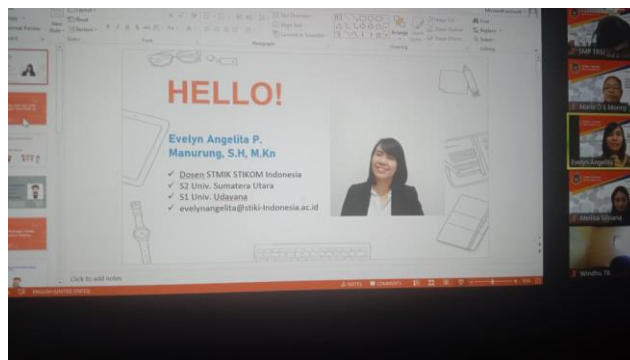


Picture 2: The presentation about psychology impact of bullying by Ms. Meilisa

In the second session about law impact of bullying was presented by Ms. Evelyn Angelita Pinondang Manurung, S.H., M.Kn. with the topics “Law Impact of Bullying”. In her talks, Ms. Evelyn stated that every citizen of Indonesia is given law protection. This law protection is in a very fair way without any excuses of caste, economical background, age, ethics and et cetera. Even though, based on the law there is child’s protection for the children who did crime, it does not mean they can do crime easily. Prevention acts must be done and one of the by giving the consultation about law impact for those who did crime of bullying (conscious or unconsciously).

Article Number 35 of 2014 is the revision of Regulation Number 23 of 2002 about children’s protection clearly stated about children’s protection where every citizen of Indonesia is prohibited to allow, place, do, order and take parts in children’s abuse. The perpetrators who break the law can be imprisoned for 3 years and 6 months and maximum penalty of 72 million rupiah. Verbal bullying is considered as a harassment. Based on the definition of verse 1 Number 16 Articles Number 35 Year 2014 about the changes of Articles Number 23 Year 2002 about Children’s Protection which stated that “Every act against a child that results in physical, psychological, sexual misery or suffering, and/or neglect, including threats to commit acts, coercion, or deprivation of liberty against the law”. Furthermore, Ms. Evelyn explained that any forms of humiliation and violence that caused cause physical, psychological, or sexual misery or suffering to a child, it can be categorized as an act of violence. It does not matter who did this bullying, teenagers or adults will face the same law implementation. Besides, law in Indonesia will give protection to the victims and witness. While for the preparators they will law assistance by lawyers.

The Child Protection Article also has a civil aspect, namely giving rights to children who are victims of violence (bullying) to claim material/immaterial compensation for perpetrators of violence. In general, it is also possible to file a civil lawsuit to claim compensation for the perpetrators of violence on the basis of having committed an unlawful act using Article 1365 of the Civil Code. So, it is important for the students to know that every act of bullying has its own legal impacts for the perpetrators. They are encouraged not to do bullying in any forms due to its legal impacts. Below are the pictures of second session about legal impact of bullying:



Picture 3: Presentation of Legal Impact of Bullying by Ms. Evelyn



Picture 4: The participations who attended the consultation online

In questions and answers session, one of the students asked about it that true that in Indonesia there is prison for the children. The answer, there is. However, based on the Articles of Child' Protection, those children who did crime will be treated in a very special and prudent way so it will heal them from the impacts of their crime, mostly on how they will be a better person after they become a free person. Other question was about how to treat a person who did bullying to us (students) if we can fight him/her back. The answer from Ms. Meilisa was the victims should be better to talk to the teacher or teachers and to the counseling teacher at respective school. This is suggested to do, so the teacher can talk to students who did bullying because perhaps those students do not realize that it was a form of bullying. Besides, those students also need guidance in order to prevent the same actions in the future. Third question was about, what will happen to the perpetrator who are still at their teenager that did bullying. The explanation from Ms. Evelyn was, for those perpetrators (students) will be assisted by lawyers in order to give them law assistance to some extend there will be also a psychologist to assist them for their mental assistance based on Children's Law Supreme. In the closing of activity, the moderator emphasized that bullying is not a good act, try to prevent it is the best in order to protect oneself and other people. Each and everyone of us is unique and due that uniqueness we should respect each other.

4. CONCLUSION

Based on the result of this social engagement activity it can be concluded that the students of Taman Rama Jimbaran Senior High School aware that their actions whether it is done consciously or unconsciously and verbally or physically can be a form of bullying. For example, a form of inappropriate joke can be an act of bullying. It is important for the students to become more aware that their differences are their own uniqueness. Besides, the students must consider that all forms of bullying actions have its law impact for them. This social engagement is very important to be done considering the facts that number of bullying cases among students are increasing rapidly for the previous years. The information about the psychology impact for the victims and law impact for the perpetrators is expected understood by students so they become more prudent in their actions. Besides, it is also a form of better character, which is respect each other.

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