

Preventive Detection and Education to Realize Anti Bullying Friendly Schools

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ABSTRACT

Bullying is a serious problem in the world of education. The case, which keeps popping up in various schools, requires commitment in handling it. One of the efforts to deal with bullying in schools is to make schools a friendly place for students. To achieve this, it is necessary to detect and prevent preventive education of students in schools. The purpose of this community service is to conduct early detection of bullying in schools and conduct preventive education about bullying. This service implementation method consists of 1) Situation Analysis, 2) Service Program Planning, 3) Service Implementation and 4) Service Evaluation. The result of this community service is that students gain knowledge about bullying in schools and the school through students who take part in the service, are committed to carrying out a positive anti-bullying campaign in schools to create friendly schools for school residents.

Keywords: Bullying, Friendly Schools, Students, Detection, Preventive Education, Positive Campaign

INTRODUCTION

Bullying has become a serious problem globally, especially in the world of education, besides bullying is like a tradition or culture that is inherent among students at the school to college level (Hatta, 2018; Limilia & Prihandini, 2019; Sitasari, 2019). Bullying can be interpreted as an intention to hurt others and repetition occurs, due to an imbalance of power (Ey & Campbell, 2020; Wolke & Lereya, 2015). Cases of bullying in the school environment are still something that haunts school children from time to time (Yamin et al., 2018). The problem of bullying is also still considered normal by most people, and even becomes a place of entertainment for bullies (Ramadhan et al., 2021). Bullying in schools is a serious problem that has a negative impact on the lives of millions of children and young people around the world (Barreda-Ángeles et al., 2021).

Based on the study it was found that among their sample of 28,000 adolescents, 6,400 reported having been victims of bullying. The most frequent bullying was verbal bullying (88%), followed by relational bullying (53%), physical bullying (38%) and cyber bullying (27%) (Waasdorp & Bradshaw, 2015). Then, data from the United Nations Children's Fund (UNICEF) in 2014 reported that 40% of children were bullied at school, 32% were physically abused, 72% of children and adolescents witnessed violence against children. Meanwhile, based on research by the National Association of School Psychologists, more than 16,000 school teenagers in the United States play truant every day for fear of being bullied. More precisely in the Ohio area, because he could not stand the bullying from his friends, he decided to commit suicide. Meanwhile, in Texas, the case of suicide by shooting himself in the chest with a gun after receiving blasphemy through his friends through social media (Zakiyah et al., 2017). In 2016-2017 the suicide rate of school-age teenagers in Japan reached 250 people, one of the causes of which was bullying. Bullying of children and adolescents in schools is a serious problem for every country (Hu et al., 2021; Volk et al., 2017), including Indonesia.

In Indonesia, cases of bullying in schools are still relatively high. KPAI (Indonesian Child Protection Commission) noted, from 2011 to 2016 there was an increase in bullying cases, the majority of which occurred in the school environment. In 2016 there were 298 cases of children in conflict with the law due to bullying. In mid-2017, to be precise in June there were 117 reported cases of bullying, most of which occurred in schools. Based on the results of an international survey conducted by Trends in Mathematics and Science Study (TIMSS) in 2011, 55% of

Indonesian children have become victims of bullying at school (Borualogo et al., 2020). From 2011 to 2017, the Indonesian Child Protection Commission (KPAI) has received 26,000 reports of bullying cases (Mayasari et al., 2019). There are several cases of bullying that occurred in Indonesia in the school environment, namely in 2019 a high school student in Pekanbaru, Riau suffered a broken nose bone due to bullying by friends at school. In 2019 a fourthgrade elementary school student in Grobogan, Central Java experienced severe depression due to bullying by his classmates, such as being spat on, doused with water, grabbed his hair and even held captive. In 2020 a seventh grade junior high school student in Malang City, East Java experienced an amputation of his finger due to bullying by his schoolmates (Puthut Dwi Putranto Nugroho et al., 2020).

The number of bullying in schools in Indonesia as data obtained from the Ministry of Women's Empowerment and Child Protection (Kemen PPPA), in the 2016-2020 period, shows that as many as 84% of students have experienced acts of violence, 70% of students admit to having committed violence in schools. (Hatta, 2018). In other words, every 8 out of 10 students have experienced violence. The number of these cases could continue to grow, considering that there are still many cases of bullying that have not been revealed due to the reluctance of victims to report their cases and the lack of support from the surrounding social environment (Mufrihah, 2016).

The phenomenon of bullying is not new anymore, bullying is an aggressive act carried out by individuals against others, both physically and verbally and is done repeatedly, and there is a difference in strength between the perpetrator and the victim, which refers to a perception of physical capacity. and mental or the number of perpetrators and victims (Smith, 2016). Bullying can occur in various forms such as physical, verbal, and mental. Bullying can range from verbal attacks (e.g. name calling, threats), physical behavior (e.g. hitting, kicking, damaging the victim's property), and social aggression (e.g. social exclusion, spreading rumors) to the latest forms of attacks via the Internet and new technologies (cyber bullying).(Monks & Smith, 2006). This bullying behavior often occurs in the school environment, such as in the toilet area, canteen and school park (Barreda-Ángeles et al., 2021; Rizal, 2021).

The negative impact of bullying in the school environment is very diverse which is not only felt by the victim, but also to the perpetrator and other friends. This is in line with Priyatna's opinion (Priyatna, 2010) that bullying is a problem whose impact must be borne by all parties, whether by the perpetrator, the victim or witnessing the action. Among them are the impact on mental health, social environment, achievement in school, physical health, and so on (Graham, 2016; Muliasari, 2019; Rettew & Pawlowski, 2016; Smith, 2016). In other cases a child tends to be insecure and becomes easily offended by his shortcomings. Severe psychological disorders are also experienced by a child who is a victim of bullying and also children who see the incident directly (Yamin et al., 2018). Another impact experienced by victims of bullying is experiencing various kinds of disorders including low psychological well-being where the victim will feel uncomfortable, afraid, low self-esteem, and worthless. Poor social adjustment where the victim is afraid to go to school and doesn't even want to go to school, withdraws from society, and even wants to commit suicide. Based on the results of research conducted by Wiyani, it shows that students who are victims will have difficulty getting along, feel afraid to come to school so that their attendance is high and miss lessons, have difficulty concentrating in attending lessons, and their mental and physical health is affected both in the short term. nor long (Wiyani, 2012). In other words, bullying in schools is a symptom that has a negative impact on students who are involved in bullying.

Seeing the description of the problem above, where the number of bullying cases is increasing in students (schools) and the dangers or negative effects of bullying cases caused especially for victims and perpetrators of bullying such as causing severe depression, triggering suicide and mental stress, early detection and education are needed. preventive measures to reduce bullying among students. This service activity was carried out at MA Al Maarif Singosari, Malang Regency. The purpose of this service is to conduct early detection of students regarding

bullying, provide education about preventing bullying and conduct positive campaigns in the context of preventing bullying among students.

IMPLEMENTATION METHOD

The implementation of community service activities, namely detection and preventive education as an effort to reduce bullying in the community, will be carried out on August 20-21 2021 at MA Al Maarif Singosari, Malang Regency. The targets in this service activity are students at MA Almaarif Singosari, Malang Regency. This service implementation method consists of 1) Situation Analysis, 2) Service Program Planning, 3) Service Implementation and 4) Service Evaluation. The implementation of the service was carried out in 4 meetings. The following are the details of the implementation of service activities.

Table 1. Community Service Implementation Plan

Meeting	Activities
1 st Meeting	Giving a questionnaire about bullying as an early detection of bullying
2 nd Meeting	Provision of prevention education materials regarding bullying
3 rd Meeting	Practice and assistance in preparing action plans for anti-bullying positive campaigns in schools
4 th Meeting	Demonstrating a positive anti-bullying campaign action plan in schools

RESULT AND DISCUSSION

The "Preventive Detection and Education as an Efforts to Reduce Bullying Among Students" service for MA Al Maarif Singosari Malang students was held on 20-21 August 2021. This service was held for two days. There are several stages in the implementation of this service, including the following.

a. Preparation

The first stage is the preparation stage. Prior to the implementation of this service, a survey was conducted and communicated to the target of the service, namely MA Al Maarif Singosari, Malang Regency. The communication aims to provide a general description of the timing of the service implementation, the technique of providing material as well as being able to find out the class needs related to this training. In addition to the initial survey and communication of this service, internal coordination was also carried out to determine the needs during service, one of which was training material. The following are the training materials in the service of "Preventive Detection and Education as an Effort to Reduce Bullying Among Students" including:

1. Early detection of bullying through working on questions that have been prepared by the service team,
2. Education on bullying prevention in schools
3. Develop a positive campaign action plan to prevent bullying in schools
4. Demonstrate positive campaigns to prevent bullying in schools

b. Implementation

The service "Preventive Detection and Education as an Effort to Reduce Bullying Among Students" for MA Al Maarif Singosari Malang Regency students was held on 20-21 August 2021. For the first day, namely the delivery of prevention materials in the field of education and teaching materials on preventing bullying in The law was delivered by two facilitators who are members of the service team, namely Titis Anggarini, M.Pd and Neo Adhi Kurniawan, S.Pd, MH The second day of the training was the delivery of prevention materials in the field of psychology and positive

campaigns in preventing bullying in schools delivered by Moch Sa'id, M.Si and Meidi Saputra, M.Pd.

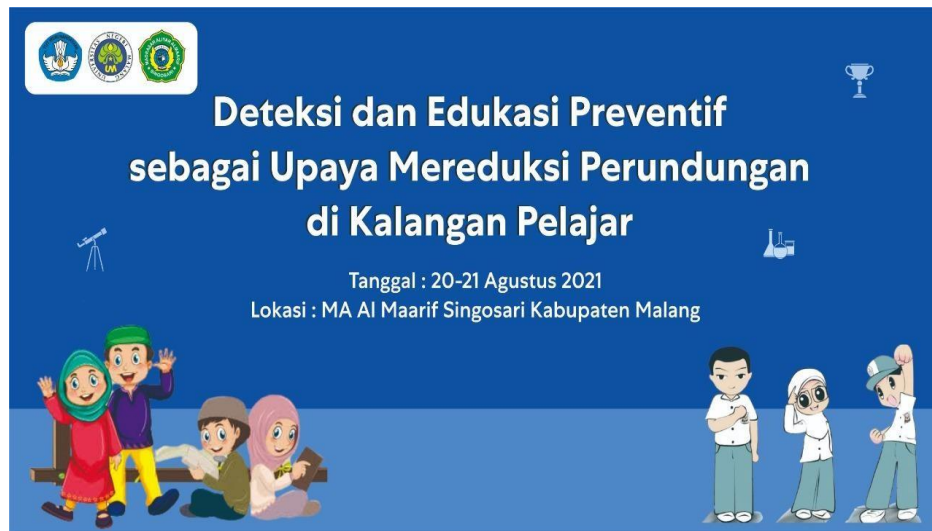


Figure 1. Community Service Banner

The picture above is a banner for the service activity "Preventive Detection and Education as an Effort to Reduce Bullying Among Students" for MA Al Maarif Singosari Malang Regency students which will be held on 20-21 August 2021.



Figure 2. Opening of Community Service Activities

Then picture 2 is the opening of the service activity "Preventive Detection and Education as an Effort to Reduce Bullying Among Students" for MA Al Maarif Singosari students, Malang Regency. The opening was delivered by Mr. Neo Adhi K, M.H as the representative of the Malang State University service team and Mr. Athok K Yusuf, M, Pd as the principal.



Figure 3. First Presentation Session

In Figure 3 is the service activity on the first day, namely the session for delivering the first material on Bullying in the Education Sector, which was delivered by Titis Angraini M.Pd. with basic education expertise. The activity was attended by MA Al Maarif Singosari students, Malang Regency. They seemed very enthusiastic to follow and listen to the delivery of the material presented.



Figure 4. Second Presentation Session

While picture 4 is the second material delivery session in the first day of service activities, namely on August 20, 2021. The second material is about Bullying in the Legal Sector presented by Neo Adhi K, M.H with expertise in Pancasila and Citizenship Education.



Figure 5. Third Presentation Session

The picture above is a material delivery session on the second day of service on August 21, 2021, which is about Bullying in Educational Psychology by Moch Sa'id, M.Si with expertise in Psychology. The second day of the material delivery session was also attended by the students of MA Al Maarif Singosari Malang Regency with great enthusiasm.



Figure 6. Fourth Presentation Session

Then picture 6 is the last material delivery session, the fourth material is a positive anti-bullying campaign in schools. This material was delivered by Meidi Saputra, M.Pd with expertise in Pancasila and Citizenship Education. This material describes the Positive Campaign and Performance in Preventing Educational Bullying.

c. Evaluation

The last stage of this service is evaluation. This evaluation is intended to determine and assess the effectiveness of the implementation of the "Preventive Detection and Education as an Efforts to Reduce Bullying Among Students" service. This activity was initiated by providing material on preventing bullying among students in the fields of education, law and psychology. After the students followed and received the material, the students were formed groups with the guidance of the service team to discuss bullying at school. After that, the groups made an action plan for a positive campaign to prevent bullying in schools. This service activity received positive

responses from service participants and schools, considering that bullying is one of the contextual issues and visitation materials in school accreditation.

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CONCLUSION

Bullying is an attitude of using violence, threats, or coercion to intimidate others which involves an imbalance of social or physical power. Insight about bullying is very important for everyone, especially for students at school. With the training program in the service of "Preventive Detection and Education as an Effort to Reduce Bullying Among Students" it is hoped that it will be able to provide knowledge to students, which in turn will be able to build students' commitment to jointly fight bullying, because they are increasingly aware of the negative impacts of these actions. for students.

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