

School Policy for Bullying Prevention

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Abstract— Bullying in the school environment is one of the phenomena that still often occur even with increasing intensity. Therefore, special policies are needed from each school in dealing with bullying issues. This paper aims to describe: 1) the form of school policy in dealing with bullying, 2) school programs in dealing with bullying. The study was conducted at Makassar High School with a qualitative approach and descriptive research type. The research subjects were teachers and students from Makassar 2 High School, Al-Azhar Makassar High School and Kartika Makassar High School representing public, private and Islamic school. Data was extracted using an open questionnaire and supported by FGDs and high school teacher interviews to better understand school policies in dealing with bullying. The informants consisted of teachers and students from 3 high schools in Makassar. The results of the study concluded that: 1) the form of school policy in dealing with bullying is done directly and indirectly as well as in personal and group forms. 2) school programs to deal with bullying in each school have some similarities.

Keywords: *policy, program, bullying*

I. INTRODUCTION

Bullying is all forms of violence in the form of oppression carried out deliberately by someone or group of people who have power with the aim of hurting continuously and repeatedly [1]. Over time and especially the increasingly rapid development of science and technology, it also appears to bring up other impacts caused by the form of bullying that occurs in society. Forms of bullying that occur in the field can usually be verbal bullying, physical bullying, emotional bullying, sexual bullying, and cyber bullying. In addition, bullying appears in many contexts, especially in the social interaction of children / adolescents in the family, peer groups, schools, and communities. Thus, it can be assumed that there is a tendency that the level of bullying tends to increase in schools meaning that this problem must be addressed immediately.

The phenomenon of bullying still often occurs in schools, this becomes very urgent when there is a lot of news that appears in various forms on social media and print. Moreover, the name of the school is at stake and is often affected by the bullying tragedy. So, schools have an important role to overcome the phenomenon of bullying that occurs in schools by

making policies and programs as well as the right strategy in solving the bullying problem. Forms of school policy in dealing with bullying can be done directly or indirectly. In addition, schools must also have special programs that can be used to overcome bullying problems at school.

II. LITERATURE REVIEW

Bullying that occurs at school can be interpreted as an act that reflects the protection of someone who needs a greater defense than victims who are being bullied, and who can bully repeatedly. This bully can be in the form of threats, verbal or non-verbal communication, physical abuse also uses communication tools by sending messages that challenge and frighten [2].

According to Quiroz, bullying can be part of one's ambition to control others, control others through physical, verbal and even want to control one's life or friends and even colleagues so that violence in this context can be called comprehensive violence. This aggressive behavior is an action that must be avoided because it is destructive to yourself and others. Quiroz also mentioned that there were several forms of intimidation, namely:

1. Physical bullying: such as hitting, slapping, kicking or forced to do something.
2. Verbal bullying: verbal abuse, insults, cursing, excitement, threats, false rumours, giving names and titles for individual, or giving ethnic label.
3. Sexual bullying: this refers to use dirty words, touch, or threat of doing.
4. Psychological bullying: harassment, threats and intimidation, humiliation and rejection from the group.
5. Bullying in social relations: preventing some individuals from exercising certain activities or reject their friendship or spreading rumours about others.
6. Properties Bullying: taking other people's things and dispose, or destroy. [2]

Strategies to reduce bullying are urgently needed and schools can be very appropriate places to reduce bullying. Some strategies that can be done by schools are by giving freedom to students to express or be proactive and design an atmosphere of minimal intimidation by making peers proactive and reactive. Reactive strategies can be implemented to reduce or deal with bullying incidents that occur in schools [3].

III. RESEARCH METHODS

The study was conducted at Makassar High School with a qualitative approach and descriptive research type. The subjects were teachers and students from SMA 2 Makassar, Al-Azhar Makassar High School and Kartika Makassar High School representing public, private and Islamic school. Data was extracted using an open questionnaire and supported by FGDs and high school teacher interviews to better understand school policies and programs in dealing with bullying. The informants consisted of teachers and students from 3 high schools in Makassar. To understand school policies and programs in dealing with bullying, FGDs and interviews with teachers in high schools were conducted. Abbreviations and Acronyms.

IV. RESULTS AND DISCUSSION

Based on the analysis of data processed through open questionnaires, FGDs and interviews, data can be obtained related to bullying policies and programs in dealing with bullying.

A. High School 2 Makassar (SMA 2 Makassar)

1) School Policy for Bullying Prevention

Based on the results of an open questionnaire, FGDs and interviews with teachers and high school students of Makassar 2 have 3 policies that serve as guidelines in overcoming the problem of bullying in schools, including: a) School order policies on anti-bullying, b) Child-friendly school policies, c) The school provides a suspension for students who commit acts of bullying in the school. This policy is further divided into direct policies and indirect policies. The code of conduct regarding anti-bullying is a direct policy that has been implemented by the school but it is not in the form of a written statute so that when schools feel the need for certain regulations related to bullying, the school can immediately make new policies or regulations in addition to the school rules for prevent or deal with the problem of bullying. The code of conduct regarding anti-bullying is carried out with a group approach because all school members must understand the code of conduct and this rule is usually conveyed since new students enter school during the student orientation period.

Indirect policy consists of 2 policies, namely a) child-friendly school policy, which is a policy derived from government policies so that schools adapt the

policy to serve as a guideline in implementing activities in schools to create a child-friendly school. By implementing a child-friendly school policy, it will indirectly support the achievement of anti-bullying schools because there is an element of inculcation of positive values in schools. b) Suspension policy for students who commit acts of bullying at school. This policy includes an indirect policy because schools have made regulations and students must comply with these regulations, for example suspensions for students who commit bullying will be subject to sanctions in the form of points depending on the type of action.

2) School Programs in Efforts to Support Policies in Bullying Prevention

School efforts in supporting the achievement of school policies in dealing with bullying in SMA 2 Makassar, there are several programs carried out by schools, namely:

- 1) The program eliminates seniority among students,
- 2) Scripture literacy program as part of character education,
- 3) Program for developing student character and religious education,
- 4) Prayer Program in congregation and lecture after prayer,
- 5) Seminar and counseling program for students,
- 6) The program drives extracurriculars to always create positive student activities,
- 7) 8 S cultural programs (smiles, greetings, greet, courtesy, courtesy, prayer, prayer to prophet Mohammad and alms).

The school has 7 programs in support of school policies to deal with bullying, based on this, the school implements the program through a number of implementation strategies in the stage of dealing with bullying in schools, including by 1) always advising students on every opportunity both at the mosque and on learning under the coordinator of the deputy headmaster for student affairs. 2) every school program undertaken always involves all parties, both school residents and parents of students by cooperating with each other in conducting programs to overcome bullying. 3) There is good coordination between school residents and parents. 4) implement the program continuously and continuously under the coordination of the school principal and vice principal. 4) the approach starts from the teacher accompanying the students, then making a move. 5) Class program socialization, ceremonies, student organizations, counseling guidance.

The stages of program implementation that are usually carried out by SMA 2 Makassar are helping problem students in taking solutions to their problems, this is done by calling in students who have problems so that the school can get the best solution through discussion and case studies, besides that the

school also collects all students to be counseled so that their expectations can minimize bullying in schools and students better understand the negative effects of bullying behavior.

The role of parents is very important and must be involved in overcoming bullying in schools so that schools always involve parents, especially in escorting and monitoring as well as informants for schools in getting information about student character / habits / student behavior, so that they can provide attention and motivation to their children because be the main basis for the formation of character and behavior of children as early as possible, so that there has been a better planting in the family environment and then continue in the school and community environment. Parents are also involved in implementing anti-bullying programs for prevention and problem solving.

The programs that are considered the most successful in dealing with bullying in schools are the scripture literacy program, the congregational prayer program and the program to eliminate seniority among students with the program, students begin to realize the mistakes of their actions.

The values that are instilled in SMA 2 Makassar to anticipate or reduce bullying include the values of cooperation, values of mutual respect, family values, disciplinary values, religious values, human values, courtesy values, values of self-confidence, values of togetherness, values of awareness and values 8 S (smile, greetings, greetings, courtesy, courtesy, prayer, prayer and alms). These values are instilled by teachers in SMA 2 Makassar through several strategies, including.

- 1) Integrated in every learning that occurs in class
- 2) Every time after a prayer meeting is always delivered a cult call (lecture 7 minutes)
- 3) Conveying moral values through the scripture literacy program
- 4) Implement cooperative learning
- 5) Facilitating positive activities such as extracurricular activities
- 6) There is an orderly socialization during the flag ceremony and during student orientation and through slogans and spansuk at school
- 7) Do an individual approach to students
- 8) There is a reward and punishment strategy

Based on the above values planting strategy, it turns out that SMA 2 Makassar still experiences obstacles in implementing the strategy, these obstacles include: 1) there are still students who do not pay attention to socialization and assume that the topic of bullying is an insignificant thing so they behave apathy and lack of awareness from students about anti-bullying, 2) the lack of role models that exist in schools, 3) there is still an element of seniority including seniors who feel themselves

higher and do not accept if the younger sibling is considered equal to the seniors. 4) constrained by the density of teaching and learning programs, so that lack of specific material about anti-bullying, 5) there are still one or two students in conditions that are adapted to the family environment so that it affects the mindset

3) *Supporting Factors and Inhibiting Factors in Prevention the Problem of Bullying*

Supporting and inhibiting factors are part of the factors that determine the success of a policy or program, following the supporting and inhibiting factors experienced by SMA 2 Makassar.

Supporting factors in the implementation of the program to overcome bullying are

- 1) The school involves and cooperates between school residents and parents of students in supporting anti-bullying programs.
- 2) The school conducts program socialization in which is integrated in classroom learning, during student orientation activities and during flag ceremony activities
- 3) The school facilitates students with extracurricular activities such as student organization as well as guidance and counseling

Inhibiting factors in the implementation of the program to overcome bullying are

- 1) Not all parents of students want to work together in managing an anti-bullying program
- 2) Lack of understanding and self-awareness of some students about the anti-bullying program that is being implemented
- 3) Less intensive socialization activities carried out by schools
- 4) There is still an element of majority among students
- 5) Students are still reluctant to tell about the bullying they get

B. Al-Azhar 12 High School Makassar (SMA Al-Azhar 12 Makassar)

1) School Policy For Bullying Prevention

Al-Azhar 12 Makassar High School has 3 policies that serve as guidelines in overcoming the problem of bullying in schools, including: a) School rules policy on anti-bullying, b) Schools provide a suspension for students who commit acts of bullying at school by providing a statement and if you feel that the bullying has been said to be severe then it can be dropped out of school. This policy is further divided into direct policies and indirect policies. The code of conduct regarding anti-bullying is an indirect policy because it has been planned since the beginning of making school regulations that have been implemented by schools and have been outlined in the school rules and regulations and clearly sanctions will be given to

those who break them. The code of conduct regarding anti-bullying is carried out with a group approach because all school members must understand the code of conduct and this rule is usually conveyed since new students enter school during the student orientation period.

2) *School Programs in Efforts to Support Policies in Bullying Prevention*

Al-Azhar 12 High School Makassar Program in supporting school policies to tackle bullying are

- 1) The princess program aims to make students able to establish intimacy and kinship in addition to that so students can get to know one another.
- 2) Youth Counseling Information Center Program (PIKR) to provide information about problems that occur in schools and students can convey what they have experienced related to bullying while explaining that the position of students in the school is equal
- 3) The slogan program SMALA 12 Anti-bullying and providing motivation and lecture before the lesson begins, with the aim of avoiding verbal and physical bullying
- 4) Prayer program in congregation, with the aim after the prayer is given counseling to students about school rules and good behavior and not good so that students better understand the problem of bullying.

The program is implemented to prevention bullying that occurs in schools, some of the implementation strategies implemented by schools in the implementation of the program are 1) Conducting in-depth interviews with students who are affected and conducting coaching to those who are not problematic. This is done to better understand the problems that are being experienced by students, so that teachers can provide solutions in accordance with existing problems and at the same time as a form of anticipation so that students who do not have problems with bullying can better understand the dangers of bullying itself. 2) Schools also provide outreach and direction to students on a spontaneous or planned basis, this briefing is usually done in an integrated classroom in each subject, especially in the Guidance and Counseling subjects.

The stages that are usually carried out by schools in implementing bullying programs are 1) the teacher calls on students and discussions related to bullying conducted by students. 2) the teacher invites and discusses with parents to find the best solution. 3) if parents and schools have collaborated but the students are still bullying again then it will be suspended. 4) if the bullying continues, the student will be given a transfer letter to another school in accordance with the regulations, including having been given a warning letter 3 times and the number of student suspensions.

The role of parents, especially in improving the character and moral values of students is a very important aspect, especially those that are related to the problem of bullying. Parents play a role in escorting and monitoring the attitudes and behavior of their children both at school and at home by communicating with the homeroom teacher or teacher at school, as a motivator for their children, the school holds a Parent Teacher Meetings (PTM) every month and counseling parents with the homeroom teacher every semester.

Programs that are considered the most successful in dealing with bullying in schools are the programs that are considered the most successful are the princess program, the Youth Counseling Information Center (PKIR) program and socialization or counseling about bullying.

Values instilled by schools to anticipate or reduce bullying include religious values, mutual respect, cooperation, empathy, courtesy and family values. Al-Azhar 12 Makassar High School teachers also always instill moral values related to bullying through several strategies, including

- 1) Integrated in every learning that occurs in class
- 2) Every time after the prayer meeting is always conveyed the importance of the meaning of brotherhood,
- 3) Carry out a persuasive approach to students through interviews with students relating to bullying,
- 4) Teach the Sunnah Monday Thursday fast, spiritual splash and reading holly quran
- 5) Using the value of friendship between students, upholding respect and mutual respect, as a teacher must be able to be a role model, protector and friend of students
- 6) Teach and explain the dangers of bullying behavior

Al-Azhar 12 High School Makassar has obstacles in implementing the strategy of planting moral values related to bullying, including:

- 1) There are transfer students who do not know the rules regarding bullying and influence actions that are less pleasant
 - 2) There are still parents of students who do not trust their children, including bullies
 - 3) The number of students who use social media less wisely
 - 4) There are still students who rarely enter during class time, pay less attention and assume that the topic of bullying is an unimportant thing
- 3) *Supporting Factors and Inhibiting Factors in Prevention the Problem of Bullying*

Supporting factors in the implementation of the program in dealing with bullying are

- 1) The involvement of all parties in supporting the anti-bullying program both by the

director, school members and students' families

- 2) The school facilitates students with a variety of extra-curricular activities at school so that they can divert students to positive activities
- 3) Policies and programs in dealing with bullying have been implemented since the student received the first briefing as a new student through student orientation activities

Inhibiting factors in the implementation of the program to overcome bullying are

- 1) The program objectives have not been achieved due to lack of coordination between school residents and parents
- 2) Lack of understanding and self-awareness of some students about the anti-bullying program that is being implemented

C. Kartika High School Makassar (SMA Kartika Makassar)

1) School Policy in Bullying prevention

Based on the results of an open questionnaire, FGD and interviews with teachers and students, Kartika High School has 3 policies that serve as guidelines in overcoming the problem of bullying in schools, including: a) School order policies on anti-bullying, b) Child-friendly school policies, c) The school provides a suspension for students who commit acts of bullying in the school. This policy is further divided into direct policies and indirect policies. The code of conduct regarding anti-bullying is a direct policy that has been implemented by the school but it is not in the form of a written statute so that when schools feel the need for certain regulations related to bullying, the school can immediately make new policies or regulations in addition to the school rules for prevent or deal with the problem of bullying. The code of conduct regarding anti-bullying is carried out with a group approach because all school members must understand the code of conduct and this rule is usually conveyed since new students enter school during the student orientation period. Basically, the policies at SMA Kartika are similar to those at SMA Kartika Makassar.

Indirect policy consists of 2 policies, namely a) child-friendly school policy, which is a policy derived from government policies so that schools adapt the policy to serve as a guideline in implementing activities in schools to create a child-friendly school. By implementing a child-friendly school policy, it will indirectly support the achievement of anti-bullying schools because there is an element of inculcation of positive values in schools. b) Suspension policy for students who commit acts of bullying at school. This policy includes an indirect policy because schools have made regulations and students must comply with these regulations, for

example suspensions for students who commit bullying will be subject to sanctions in the form of points depending on the type of action.

2) School Programs in Efforts to Support Policies in Bullying Prevention

In supporting the achievement of school policies in overcoming bullying in SMA 2 Makassar, there are several programs carried out by schools, namely:

- 1) The program eliminates seniority among students
- 2) Counseling and psychological programs for students
- 3) 7K Program (faith, safety, cleanliness, kinship, shade, tidiness and beauty)
- 4) 3 S Program (smile, greetings, greet)

The school has 4 programs in support of school policies to deal with bullying, based on this, the school implements the program through a number of implementation strategies in the stage of dealing with bullying in schools, including 1) Schools make an approach to overcome and prevent oppression that occurs in schools. 2) help and protect victims of bullying so that their mental health is not disturbed and acute trauma. 3) Creating a safe, comfortable and peaceful atmosphere in the school. 4) Understand the main causes of bullying. 5) Provide knowledge to open the minds of the community, especially parents and students about the dangers of bullying

The stages of program implementation that are usually carried out by SMA Kartika Makassar are school residents must understand the rules made by the school in the form of policies, programs and school rules regarding anti-bullying, teachers integrate anti-bullying policies and instill moral values through learning activities, in addition it also presents the latest news about bullying that occurs especially in schools so that students have a real picture related to bullying and its impact on one's life.

The role of parents is to work closely with the school to overcome bullying both within the family and school scope in educating, supervising and teaching good behavior towards their children. So far in Kartika High School the role of parents has been involved in maintaining children's relationships so that they are well-connected with their friends, helping to provide social control and helping provide solutions in dealing with children who commit or are victims of bullying.

The programs that are considered the most successful are the student counseling and psychology program and the 7K Program (faith, safety, cleanliness, family, longing, neatness and beauty). With the counseling program, students are expected to be able to express what they have felt, especially those related to the element of bullying, so that communication between teachers and students is more intense and the students hope to be more confident and not be traumatized in thinking as victims of

bullying or bullying. While the 7K program aims to make students and school residents more inculcate the values of faith, safety, cleanliness, family, caring, neatness and beauty as an effort to tackle bullying in schools.

The values instilled by Kartika Makassar High School to anticipate or reduce bullying include 7K (the value of faith, the value of safety, the value of cleanliness, the value of kinship, the value of shade, the value of neatness and the value of beauty), the value of discipline, the value of mutual cooperation, and the value of mutual cooperation mutual respect. These values are instilled by teachers in Kartika Makassar High School through several strategies, including:

- 1) Integrated in every learning that takes place in class by giving advice and lecturing.
- 2) Applying the method of cooperative learning or group work so that students get along with each other and develop intimacy, in addition to making it more fostering a sense of kinship and brotherhood.
- 3) Conveying the dangers, effects and consequences of bullying in flag ceremony activities at school
- 4) Cultivating mutual respect, respect and help one another
- 5) Approach students who bully and understand students' conditions.

Based on the above values planting strategy, it turns out that SMA 2 Makassar still experiences obstacles in implementing the strategy, these obstacles include: 1) there are still students who do not pay attention to socialization and assume that the topic of bullying is an insignificant thing so they behave apathy and lack of awareness from students about anti-bullying, 2) the lack of role models that exist in schools, 3) there is still an element of seniority including seniors who feel themselves higher and do not accept if the younger sibling is considered equal to the seniors. 4) constrained by the density of teaching and learning programs, so that lack of specific material about anti-bullying, 5) there are still one or two students in conditions that are adapted to the family environment so that it affects the mindset.

3) Supporting Factors and Inhibiting Factors in Prevention the Problem of Bullying

Supporting and inhibiting factors are part of the factors that determine the success of a policy or program, following the supporting and inhibiting factors experienced by SMA 2 Makassar.

Supporting factors in the implementation of the program to overcome bullying are

- 1) There is involvement and collaboration between school residents and parents of students in supporting anti-bullying programs.
- 2) The school facilitates students with anti-bullying training or counseling

The inhibiting factor in the implementation of the program to overcome bullying is

- 1) Not all parents of students want to work together in managing an anti-bullying program
- 2) Lack of understanding and self-awareness of some students about the anti-bullying program that is being implemented.

V. CONCLUSION

Bullying actions that often occur in schools and classrooms are a form of the lack of role of schools and parents of students in providing social control to students. This indicates that policies, programs and strategies in overcoming the problem of bullying must be strengthened in order to create anti-bullying schools. Collaboration and involvement from schools and parents must be increased and the importance of consistency and always provide understanding and role models for students not to commit acts of bullying.

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