



Formulation of Bullying Prevention at the Junior High School Level in Surabaya from The Teachers' Perspective.

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Abstract. Bullying cases in Indonesia need serious attention. Lately, bullying at the school level has been getting higher, both by students at the elementary and high school levels. In Indonesia, bullying cases occur in many places. This is evidenced by the increasing number of reports about acts of violence both in print media, television screens, and social media. The phenomenon of bullying can occur anywhere, including in schools at the junior high school level in the city of Surabaya. The Regulation of the Minister of Education, Number 46 of 2023, concerning the Prevention and Handling of Violence in the Education Unit Environment, has regulated the preventive aspects of the bullying problem. However, it has not been optimally able to solve the problem. The study aims to analyze and develop a preventive formulation for bullying in the junior high school environment in the city of Surabaya. The data collection techniques in this study are: First, it is carried out by conducting an online questionnaire. Second, by conducting a literature review to deepen the questionnaire results. The results of the study show that there are various perspectives of teachers on bullying in schools, as well as various forms of anti-bullying programs in schools whose effectiveness is considered to be a formulation to prevent bullying at the junior high school level in the city of Surabaya.

Keywords: Prevention, Bullying, School, Teacher

1 Introduction

In Indonesia, bullying cases occur in many places. This is evidenced by the increasing number of reports about acts of violence both in print media, television screens, and social media. Bullying is a negative behavior that results in a person being uncomfortable or injured and often occurs repeatedly (1).

Data from the National Center for Educational Statistics in 2016 stated that more than one in every five (20.8%) students reported bullying. This is a significant number, but it becomes even more concerning when we consider data from the International Center for Research on Women (ICRW) reporting that 84% of Indonesian children experience violence in the school environment. These figures

paint a grim picture of the state of education in Indonesia. Data obtained from the Indonesian Child Protection Commission (KPAI) in 2018 found 161 cases in the education sector; 36 (22.4%) were cases with children victims of violence and bullying, while cases of children of violence and bullying perpetrators were 41 (25.5%). According to national data, such cases are rampant in Surabaya, East Java.

The National Commission for Child Protection (Komnas PA) Surabaya said that there have been more than 50 cases of violence against children that have occurred in the city of Surabaya since January 2022. A total of 7 cases are related to bullying, child neglect and sexual abuse. It was also mentioned that on average the cases were dominated by bullying cases. Similarly, a case of violence in the school environment occurred in Surabaya at the end of 2023, namely a Grade 7 student of SMP Negeri 26 Surabaya with the initials GA Became a victim of bullying or bullying at school. The victim admitted that every day he was bullied by being beaten en masse by up to 8 of his friends, pinched, kicked, and beaten on all parts of his body brutally every day, blue bruises from the legs, hands, and head continued to be experienced by the victim every time he entered school. As a result, the student's parents were worried because the child was reluctant to go to school and experienced severe trauma (2).

According to Colorosa (3), There are three forms of Bullying, namely a.) *Verbal bullying*, Words can be used as a tool that can break the spirit of the child who receives it. This can happen to adults and peers without being detected. Verbal bullying can be in the form of shouts and commotion that can be heard (4). This happens quickly and painlessly to the bully and can be very painful on the target. If verbal bullying is understood, it will become normal and the target will be dehumanized (5). When a person becomes dehumanized, then it will be easier for a person to be attacked without getting protection from the people around him who hear him (6). Verbal bullying can be in the form of name-calling, taunting, belittling, cruel criticism, personal defamation, racist slurs, and sexually suggestive or sexually abusive remarks. b.) *Physical bullying* The most visible and most accessible form of bullying to identify is physical bullying. This form includes slapping, hitting, strangling, poking, punching, kicking, biting, scratching, twisting, spitting, and damaging the victim's clothes or belongings (7). c.) *Relational bullying* This form is the most difficult to detect. Relational bullying is a systematic reduction of a person's sense of self through neglect, isolation, spending, and avoidance (8). Avoidance, as a behavior of disappearing, carried out with rumors, is the most potent way to bully. Relational bullying is most common in the middle years, with adolescents accompanied by physical, mental, emotional, and sexual changes (9). Adolescents often describe themselves during this time and try to fit in with their peers. Forms of bullying behavior are divided into three aspects, namely verbal bullying, physical bullying, and relationship bullying (10).

In addition, Weber (11) mentioned that four factors can cause a person to behave in bullying: individual, family, environmental, and peer.

On the other hand, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) officially released Ministerial Regulation Number 46 of 2023 concerning the Prevention and Handling of Violence in Education Units, known as Permendikbudristek PPKSP, as part of the 25th Episode of Freedom of Learning (12).

PPKSP is recognized as a binding legal framework for all members of the school community or educational institution. This rule is specifically designed to firmly handle and prevent sexual violence, bullying, discrimination, and intolerance in the education environment which aims to support education units in handling various cases of violence, including those that occur online, psychological, and other aspects, by prioritizing the interests of victims.

In the Regulation of the Minister of Education and Culture Number 46 of 2023, there are five main points which include:

1. Students, educators, and education personnel are the focus of violence prevention and handling.
2. There is a clear definition and detailed forms of violence that may occur.
3. The formation of violence handling teams in education units and local governments is regulated in more detail.
4. Structured prevention mechanisms and the roles of each actor are clearly defined.
5. The division of the handling coordination flow is more detailed between education units, local governments, and the Ministry of Education and Culture.

Then, in this context, teachers are considered to play an active role in the school, starting from planning, implementing, and evaluating all activities that occur at school (13). Regarding bullying behavior, teachers certainly have a role in overcoming it, by the way ; teachers overcome bullying attitudes or behaviors by guiding, advising, directing, fostering, and providing examples of good attitudes at school, both verbal and non-verbal bullying(14).

In this study, the researcher examined the formulation of bullying prevention from the perspective of junior high school teachers in Surabaya.

2 Methods

The method used in this study is a literature review, namely, by identifying, evaluating, and synthesizing the results of research and critical thinking results that previous researchers and practitioners have produced to find gaps in the research to be carried out. This research is made in the literature review research method to provide output to existing data, as well as the elaboration of discovery so that it can be used as an example for research studies in compiling or making a clear discussion of the content of the problem to be researched. Researchers look for data or literature materials from indexed journals or articles. The search from journals or articles begins by typing the keyword "Bullying in SMP Kota Surabaya" through relevant Google Scholar as a strong foundation in the content or discussion of this study. Then, it was continued by distributing questionnaires through Google Forms in a random manner to junior high school teachers in the city of Surabaya to strengthen the data. The data was analyzed, and conclusions were drawn to find the formulation of bullying prevention at the junior high school level in the city of Surabaya from the perspective of teachers.

3 Result and Discussion

Based on the research conducted, it was found that five schools were the data source in this study; among the schools, the data disguised their real identities to maintain the interests of school privacy. Then, this study was strengthened by data obtained from 13 respondents who answered the questionnaire that had been distributed, which was further described as follows:

3.1 Teacher's Perspective on Bullying in School

Based on a questionnaire given to 13 teacher respondents with questions related to their perspective on bullying, it was found that three respondents stated that they heard bullying practices quite often at school, 2 people suggested often and 8 people responded by stating that they rarely heard about bullying practices at school.

On the other hand, in the literature review, events corroborated the allegations of bullying behaviour in schools. This was honestly admitted by one of the teachers of ABC Junior High School (15) who stated that teachers who teach class IX B always complain about the difficulty of regulating the behaviour of students in class IX B. The problem that once made the teacher cry was when there was a student in class IX C named Mr. X hit a student in class IX A named Mr. Y. He had tried to disperse because the fight took place in front of the teacher. However, another student in class IX A named Mr. Z tried to stop the teacher and told the teacher not to take care of them. When children with problems are asked about the problems that occur. Mr. X replied that he did the beating because his friend named Mr. R was angry with him for various trivial problems, causing a beating, which did not happen only once. However, *there were repeated demolitions by Mr. X, Mr. Z, and Mr. R's group.*

Similarly, the findings of teachers at Muhammadiyah Junior High School in Surabaya (16) revealed that there were many cases of bullying in the school which began with differences in various intellectual conditions among students and mixed up so that students with low intelligence were targeted or victims of bullying behaviour. They experience unpleasant treatment such as being isolated, and feel hostile by other friends (17).

So referring to the data, Bullying that occurs in junior high schools in the city of Surabaya is responded to differently by teachers based on whether or not there is an incident of Bullying in each school, Likewise, Bullying that occurs in schools, has a different pattern between one school and another.

3.2 Bullying Prevention Programs in Schools

Based on a questionnaire conducted on 13 junior high school teachers in the city of Surabaya, it was found that there is a collective effort to prevent bullying. The

question posed was: "Does your school have a special program to prevent bullying?". All 13 respondents replied that their school has an anti-bullying program, a clear indication of the collective commitment to this cause.

To deepen the data, a search and literature review was carried out on schools that have a bullying prevention program at Surabaya City Junior High School, as follows:

Table. 1 Anti-Bullying Program

No.	Name of Program	Target	Program Form
1.	Emotion regulation training	Class IX B SMP ABC Surabaya	Emotion regulation training is the ability to be calm and focused in evaluating emotional reactions.(15)
2.	Application of role-playing techniques	Class VIII SMP Negeri 5 Surabaya	The role-playing technique is a learning technique that is easy to understand and fun because role-playing students try to explore the role played and position themselves in the situation and condition of the role being played.(18)
3.	Cognitive restructuring strategies	Class IX B SMP Wardhani Surabaya.	Cognitive restructuring strategies that are applied to group counseling. This strategy focuses on changing the counseling mindset from an irrational mindset to a rational mindset, where eventually this mindset will affect decision-making that is seen in behaviour or shown by the counsellor. (19)
4.	Empathy training	SMP Negeri "X " Surabaya.	The training builds perspectives for taking, fantasies, empathetic concerns, and personal pressures. The material is delivered using lectures, audiovisuals, assignments, discussions, games, and reflections. (20)
5.	Group guidance with discussion techniques	Class VII SMP Muhammadiyah 2 Surabaya	Group guidance services with group discussion techniques. (16)

Source: Google Scholar

From the data in the table above, it can be seen that these schools already have bullying prevention programs with different forms of programs from one school to another.

3.3 Teachers' views on the effectiveness of Bullying Prevention in Schools

Based on a questionnaire given to 13 respondents related to the question, "How effective is the bullying prevention program in schools?", it was found that 7 teachers answered very effectively, 6 teachers answered effectively and 3 teachers answered quite effectively. Meanwhile, when referring to the review literature obtained from the search of 5 schools, it was found that the 5 Anti-Bullying Programs carried out in schools resulted in the program being considered effective in preventing Bullying as follows:

Table. 2 Results of the anti-bullying program

No.	Name of Program	Target	Program Results
1.	Emotion regulation training	Class IX B SMP ABC Surabaya	Emotional regulation training is effective in reducing bullying behaviour in grade IX B SMP ABC Surabaya. The emotion regulation training carried out has a great effect in reducing bullying behaviour in class IX B SMP ABC Surabaya.
2.	Application of role-playing techniques	Class VIII SMP Negeri 5 Surabaya	The results of the research conducted have been explained, the author concluded that there was a significant influence on the application of role-playing techniques on student bullying behaviour in group guidance services carried out by class VIII students of SMP Negeri 5 Surabaya.
3.	Cognitive restructuring strategies	Class IX B SMP Wardhani Surabaya.	The results of the study showed that there was a significant influence of the use of cognitive restructuring strategies in group counselling on the bullying attitudes of class IX B students of Wardhani Junior High School Surabaya.
4.	Empathy training	SMP Negeri "X " Surabaya.	Empathy training affects the improvement of Anti-bullying behaviour. This shows that this study can improve Anti-

			bullying behaviour in SMP Negeri "X" students in Surabaya.
5.	Group guidance with discussion techniques	Class VII SMP Muhammadiyah 2 Surabaya	The results of the study show that the implementation of group guidance with discussion techniques has an impact on the bullying behavior of class VII students of SMP Muhammadiyah 2 Surabaya for the 2019-2020 school year

Source: Google Scholar

The data in the table above shows that the school that is the data source has effectively prevented bullying. This is also in line with the views of teachers who see the effectiveness of these programs.

4 CONCLUSION

The practice of Bullying at the junior high school level in the city of Surabaya is a common phenomenon. This is in line with the perspective of teachers who respond differently to the practice of Bullying depending on which school they teach. On the other hand, teachers agree that there is a bullying prevention program in schools that is prepared by schools as a form of prevention, with various programs that vary from one school to another. The effectiveness of the bullying prevention program is also considered adequate by teachers in anticipating the potential for Bullying in schools.

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