

# School Policy Innovation To Reduce Bullying Effect

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Article Info	Abstract
<p>Keywords: <i>school innovation; effect</i></p>	<p>Bullying is an unpleasant act that is still a problem in the school environment. To find out about school policy innovations in an effort to reduce the impact of bullying behavior, this will illustrate the relationship between bullying perpetrators and victims of bullying in SMA as well as school policy innovations to reduce the impact of bullying. This research was conducted in high school students of all levels with the number of respondents 1119 students in Indonesia. Descriptive approach with mixed methods. The sample / respondent was determined by purposive sampling technique. The data used a questionnaire and were analyzed with proportions and conducted FGD and interviews with teachers in SMA. The results of the study concluded that: 1) The value of r-count (Pearson Correlations) of the bullying was <math>0.186 &gt; r\text{-table } 0.062</math> and the r-count value for the bullying victim aspect was <math>0.139 &gt; r\text{-table } 0.062</math>, meaning that the relationship between the two variables was positive and increased the bullying and victims of bullying, there will also be increased assistance and support from parents, teachers and friends; 2) The solution to reduce bullying effects must implement policies at the macro, meso and micro levels that work systemically and in synergy by creating creative and innovative programs. With the existence of an effective and innovative school policy, bullying cases that occur in schools can be minimized in terms of quality and quantity.</p>
<p>Keywords: <i>inovasi sekolah; efek bullying</i></p>	<p><b>Abstrak</b></p> <p>Bullying merupakan tindakan tidak menyenangkan yang masih menjadi masalah di lingkungan sekolah. Untuk mengetahui inovasi kebijakan sekolah dalam upaya mengurangi dampak perilaku bullying, hal ini akan menggambarkan hubungan antara pelaku bullying dan korban bullying di SMA serta inovasi kebijakan sekolah untuk mengurangi dampak bullying. Penelitian ini dilakukan pada siswa SMA semua jenjang dengan jumlah</p>

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responden 1.119 siswa di Indonesia. Pendekatan deskriptif dengan metode campuran. Sampel/responden ditentukan dengan teknik purposive sampling. Data menggunakan angket dan dianalisis dengan proporsi serta dilakukan FGD dan wawancara dengan guru di SMA. Hasil penelitian menyimpulkan bahwa: 1) Nilai r-hitung (Korelasi Pearson) bullying sebesar  $0,186 > r\text{-tabel } 0,062$  dan nilai r-hitung untuk aspek korban bullying sebesar  $0,139 > r\text{-tabel } 0,062$  artinya bahwa hubungan kedua variabel adalah positif dan peningkatan bullying dan korban bullying, juga akan meningkatkan bantuan dan dukungan dari orang tua, guru dan teman; 2) Solusi untuk mengurangi efek bullying harus menerapkan kebijakan di tingkat makro, meso dan mikro yang bekerja secara sistemik dan sinergis dengan menciptakan program-program yang kreatif dan inovatif. Dengan adanya kebijakan sekolah yang efektif dan inovatif, kasus bullying yang terjadi di sekolah dapat diminimalisir dari segi kualitas dan kuantitas.

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## INTRODUCTION

Bullying cases in Indonesia have not been fully resolved, even though the 1945 Constitution of the Republic of Indonesia Article 28B paragraph 2 states that every child has the right to survival, growth and development and the right to protection from violence and discrimination. In addition, Article 3 of Law No. 23/2002 on Child Protection states that child protection aims to ensure the fulfillment of children's rights so that they can live, grow, develop, and participate optimally in accordance with human dignity and protection from violence and discrimination for the sake of realizing quality Indonesian children, with noble and prosperous character. With this regulation, it is increasingly clear that Indonesia has a commitment to recognize and protect the rights of Indonesian children. Although there have been many laws and regulations made by the Indonesian government, in fact there are still many forms of violence against children, especially bullying. This means that there have been many programs to overcome bullying, but the results have not been effective. this is evidenced by the many cases of bullying. Innovation policy in overcoming bullying is a must.

Several studies on bullying policies in schools indicate that these policies or programs have not been able to deal with bullying cases effectively so that in this case innovations are needed. schools should have policy innovations to reduce bullying cases, and it would be even better if there were policies on prevention, for example the research that had been done by (Fatimatuzzahro, 2017) stated that schools have an "Empathy Therapy" program that can reduce behavior bullying in elementary school age children. (Nurhayati et al., 2020)stated that there is a need for school policies to reduce or prevent cases of bullying. Besides that it is also supported by (Hall, 2017) many countries have enacted anti-bullying laws, including Canada, the Philippines, the United Kingdom and the United States. Although the United Nations There are currently no federal laws against bullying in schools, all states have an anti-bullying law was enacted. The purpose of including the policy component is to protect students from bullying. (Efianingrum, 2020) The prevalence of bullying among high school students in several regions in Indonesia shows cyberbullying is getting stronger. Bullying (in Indonesian it is known as "penindasan / risak") is all forms of bullying or violence that is done intentionally by one person or group of people who are stronger or more powerful against another person, with the aim of hurting and carried out continuously. (Kemenpppa.go.id)

A fact about cases bully supported by the findings was quoted as saying by UNICEF data center and information the ministry of health of the republic of Indonesia stated that in the year 2015 in Indonesia cases of violence of them 40 % child up to the age 13 15 get corporal punishment at least 1 time in a year, 26 % obtain corporal punishment from parents or the sitters on the house and furthermore 50 percent of kids in bully in school (Infodatin, 2018). The commission for child protection KPAI reminds to the people of Indonesia that violence (bullying) of any kind should not be underestimated. This is supported with the data in KPAI that suggests that the 2018 there are 107 children who were victims of bullying and there are 127 an offender bully child. While bullying in social media are also many happened to 109 the son to be victim and perpetrator 112 children.

Harahap, et al. (2012, P. 40) The impact of violence against children is that the child can imitate the violent behavior and even experience mental decline, lack of confidence, difficulty making friendships, destructive behavior, withdrawal from the social environment, drug and alcohol abuse, suicide, revenge against the perpetrator, fear of marriage, low self-esteem, feeling insecure and even difficulty in adjusting in the future.

KPAI (Indonesian Child Protection Commission) commissioner Retno Listyarti said victims of bullying or cases of bullying can lead to suicide if not handled properly. Lova C. (2019). When you pay more attention, it turns out that the number of bullying perpetrators and victims of bullying is almost the same. So, it can also be seen that the bullying perpetrator and the victim of bullying can be related, meaning that bullying has become a multi-effect problem where one of the effects is that people who are victims of bullying tend to commit bullying for others. This shows that the problem of bullying cannot be underestimated because it will have a much more complex impact not only for the bully victim but also for the bullies, who see bully, people as a place to tell stories for bullies and so on. *Bullying can cause by many aspects, one of them is children with low self-control, and the former are the bully violence finally owned their traumatic so that they perform the act of bully as a form of revenge, while the bully relating to an inability to the psychological, physical or feel excommunicated. Bullying own category can be grouped into 6 namely 1) the direct physical contact; 2) verbal contact directly; 3) behavior non-verbally directly; 4) behavior non-verbally indirect; 5) cyber bullying and sexual harassment (kemenpppa.go.id). By the cause and the bullying that is, essentially children who became the bullying and the social bullying needs support could protect them, out of the especially one supposed to have important roles is the parents /, the community or to schools / teachers and age of the friends.*

Dubin, N. (2007 p. 16) There are several effects after a person subjected to bullying: a) self-esteem low in adulthood, b) the problem interacts with the opposite sex, c) achievements academic lower, d) to improve depression, e) the performance immune systems lower which causes various disease, f) uneasiness, g) suicide. Based on the effect, Durbin, N. (2007 p. 18) also stated that her grandmother still remembers his experiences at the bully 75 years ago. It means someone who undergoes bullying will always have a reminder of the incident throughout his life and will be the effect trauma for the victim's bully. Its essence is when one has the power to do bullying, then this reason is open the door for forgive bullying their peers. It means, can you be a man who performs bullying formerly was a who were victims of bullying, so that there is reproduction bullying to can forgive the friend who did *bullying*. *"In essence, when a person authority bullies someone, it opens the door to condoning peer bullying"*.

Another effect of bullying behavior according to Thomson, J. (2011), bullying can damage children, so that the effects can have long and wide-ranging effects, including: 1) Drug taking and binge drinking, bullying victims can become drink drinkers' drugs or drugs to help them relieve / reduce pain and it is considered as a way of dealing with it. 2) Playing truant from school, sometimes school can be a place for unpleasant things to happen, this is what makes children bullied victims do not want to go to school. 3) Stress, being a bully victim is an experience that makes victims nervous all the time and makes them stressed. 4) Depression, many children who are bullied eventually have to be given antidepressants. This is common, but it is not a long-term solution, the real solution is how to make the bullying stop. 5) Panic attacks, the characteristics of panic attack sufferers include chest pain and shortness of breath, so they have to do frequent breathing exercises. The best remedy for panic attacks is to eliminate the cause of the panic, namely the bullying itself. 6) Social phobias, when a child becomes a victim of bullying, they become worried about leaving the house and become social awkward. 7) Sleep Disturbance, bullied victims can experience nightmares because they are always imagined by the bullying they experience. 8) Eating disorders, in extreme cases, a child can develop anorexia or bulimia. If this continues, what is dangerous is that it can cause kidney failure. 9) Self-harming, victims of bullying tend to hurt themselves by hurting their hands using matches and even cigarettes and banging their heads on the wall. 10) Suicide, the most extreme case is that the victim of bullying commits suicide.

Bullying at school does have an unpleasant impact, so there needs to be a school policy. The characteristics of the policy according to Ermaya E. Suradinata (Rusdiana, 2015 p. 34) are that it contains a relationship with the goals of the organization or the goals of the institution concerned, is communicated and explained to all parties concerned, stated in language that is easy to understand, contains provisions concerning the boundaries and measures for future action, allowing discussion where necessary, reasonable and enforceable, providing opportunities for action and interpretation by those responsible for carrying it out.

But now schools the community and families might still have not realized that bully fully affecting are good for children for example cause distress even depressed especially to the bullying. This makes school formal institutions must have proper innovation education policy to reduce the impact bullying.

Education policy is this article to see have the links between the bullying with the bullying and to see policy to reduce reproduction bullying at school.

## **METHODS**

Descriptive approach with incorporating the methods quantitatively and qualitatively (mix methods) aims to illustrate what the connections between the bully and victim bully with the help parents who is going on among high school students in Indonesia. The quantitative approach used as the main method and a qualitative approach as a secondary method. The strategy of a method of a mixture of it is called a method of a mixture of a sequence (*sequential mixed methods*) (Creswell, 2015 p. 22).

Research locations determined technically the purposive targeting major cities in Indonesia covering Aceh, Makassar, Yogyakarta, Jakarta, and Papua. The main subject of the research is high school students (class I all levels, II and III) he has key informants / respondents sample research determined a sampling purposive. Sample size calculated by using formulas to confirm the sample Slovin at least. Techniques used for the data collection, is the

interview within depth interview (by interview guidelines and review of documentation / used to obtain the survey data the objective bullying in schools according to high school students and research, variable interview guidelines used for digging him / data is the informants documentary research and study used to obtain secondary data, good reported by official institutions as well as the reports made.

This technique also used in the Hendrawansyah (2020) that data qualitative of interview analyzed using a technique that put forward by Miles and Huberman (1994) consisting of three rounds of the reduction data, presentation of data, and the withdrawal of conclusion. Quantitative data analyzed using analysis descriptive quantitative. Research instruments useful to obtain numerical data. Tabulation data for each of the components done with the score obtained by use some help MS. Excel or SPSS.

## FINDINGS AND DISCUSSION

Table 1 is the results of the analysis using SPSS 17. Table descriptive above can be analyzed the number of respondents in 1119. high school students in Indonesia Variable showing the bullying (X1) average value 42.83 with standard deviations 7.46. For variables the bullying (X2) indicates the average values 7.66 with standard deviations 1.95. For variables assistance and support of parents, teachers and friends (Y) indicate the average values 8.78 with standard deviations 3.80. To understand the relationship between the offender and the victim bullying with the support and assistance provided by parents, schools and the analysis and the close correlation can be seen by using SPSS 17, table 1 below:

**Table 1. The Relationship Between Bullying Perpetrators and Victims of Bullying Support From Parents, Teachers and Friends**

### Descriptive Statistics

	Mean	Std. Deviation	N
Perpetrators	42.8320	7.46587	1119
Victims	7.6622	1.95026	1119
Help & Support	8.7819	3.80927	1119

### Correlations

		Perpetrator s	Victims	Help & Support
Perpetrators	Pearson Correlation	1	.493**	.186**
	Sig. (2-tailed)		.000	.000
	N	1119	1119	1119
Victims	Pearson Correlation	.493**	1	.139**
	Sig. (2-tailed)	.000		.000

		N	1119	1119	1119
Help & Support	Pearson Correlation		.186*	.139**	1
	Sig. (2-tailed)		.000	.000	
	N		1119	1119	1119

\*\* . Correlation is significant at the 0.01 level (2 tailed).

Based on the Sig. (2-tailed) significance value, from the output table above, it is known that the Sig. (2-tailed) value between bullying perpetrators with the help and support of parents, teachers and friends is  $0.000 < 0.00$  which means that there is a correlation / the relationship between the bully and the help and support of parents, teachers and friends. Furthermore, victims of bullying with the help and support of parents, teachers and friends have a Sig. (2-tailed) value of  $0.000 < 0.05$ , which means that there is a significant correlation / relationship between victims of bullying and the help and support of parents, teachers. and friends.

Based on the value of r-count (Pearson Correlations), from the output table above, it is known that the value of r-count for the aspects of bullying is  $0.186 > r\text{-table } 0.062$ , it can be concluded that there is a relationship or correlation between the bullying variable with the help and support of parents, teachers and friends. Furthermore, it is known that the value of r-count for the relationship between victims of bullying with the help and support of parents, teachers and friends is  $0.139 > r\text{-table } 0.062$ , so it can be concluded that there is a relationship or correlation between the bullying victim variable with the help and support of parents. teachers and friends. Because the r-count or Pearson correlation in the analysis is positive, it means that the relationship between the two variables is positive, or in other words, the increasing number of bullying actors and victims of bullying will also increase the help and support from parents, teachers and friends.

Based on the asterisk (\*) given by SPSS, from the output above it is known that the value of the Pearson correlation between each of the linked variables has an asterisk (\*\*), this means that there is a correlation or relationship between the variables associated with a significance level of 1% (0.01).

Educational policies in an effort to reduce the effects of bullying must be carried out by schools to provide an idea that there are various problems experienced by students, one of the factors that causes students to bully could be because these students were victims of bullying so this has become a bullying circle. which never ends. School policies to overcome the effects of bullying must be owned by every school, of course, by adjusting the conditions of each school. This policy can be broken down into several programs including the river of life program (bully mind map), My Teacher is my Friend, High School Contact and Sociodrama.

Table 1 is the result of the analysis of the relationship between aspects of bullying perpetrators and aspects of victims of bullying towards support and assistance and it is concluded that the assistance and support from parents, teachers and friends is related to the bullying perpetrator and the victim of bullying. The higher the bullying perpetrators and victims of bullying, the higher the help and support from parents, teachers and friends. Conversely, if the bullying perpetrators and victims of bullying are low, the help and support from parents, teachers and friends will also be low. (Rech et al., 2013; Salavera et al., 2021; Silva et al., 2014)

Bullying cases among students at school are closely related between victims and perpetrators. and the results of the study indicate that there is a high correlation between bullying and victims and perpetrators, so it is necessary to develop programs that are not directed at identifying individuals but are more directed at developing new ways of interaction in schools to increase empathy between victims and perpetrators.

The higher the level of bullying done by students, both from the point of view of students as perpetrators and as victims, the higher the assistance of parents, teachers and friends for students who experience bullying and those who bully. This happens because there is a tendency for the attention given to be higher because bullying has already occurred at school. This means that when the assistance and support provided is more often done when bullying has occurred, the bullying effects will be higher and it will be more difficult for teachers, parents and friends to provide assistance in an effort to reduce the effects of bullying that occurs.

Policies to overcome bullying in schools can be implemented in various ways according to school conditions and situations. There are various policies that can be chosen by schools to overcome bullying, including policies at the macro level, policies at the meso level and policies at the micro level.

The Macro Level (National Level) policy according to Santiago et al. 2016 in Kaseorg, M. et al (2017) is "Policy initiatives on macro level include the ongoing redefinition of responsibilities for education across administration levels". (Caldwell & Mays, 2012) The orientation of the macro framework is the policy background Establish the "second conversion gap" as something that requires government action. This means that policy initiatives at the macro level include redefining responsibilities at all administrative levels for education. Macro policies are public policies that regulate society at the national level and aim to regulate the lives of many people as a whole. Examples of macro policies are Laws, Government Regulations (PP), Decrees of the Minister of Education, Presidential Instruction, and others. Responsible for macro policy involves the legislature, president, ministers, executives, and other community groups. In the context of the problem of bullying, there is the Minister of Education and Culture No. 82/2015 concerning Prevention and Control of Violence in School Environments. At the macro level there are several sub-themes along with examples, namely 1) related to education policy (eg financial resources), 2) education curricular reform (eg the possibility to individualize the curriculum), and 3) autonomy for school management (e.g. salary / learning materials) (Kaesorg, M. et al. 2017).

Macro policies also translate into laws that should be educated for teachers so that they understand the importance of building zero bullying schools. In the context of the problem of bullying, the 1945 Constitution of the Republic of Indonesia Article 28B paragraph 2 states that every child has the right to survive, grow and develop and have the right to protection from violence and discrimination. Likewise with the Regulation of the Minister of Education and Culture No. 82 of 2015 concerning the Prevention and Control of Violence in the School Environment. However, the problem related to bullying has not been responded to by many schools in Indonesia. Thus, every school in Indonesia must pay more attention to and understand and have policies in this macro scope. This is very important because the micro policies that are owned by each school will be used as the basis for formulating policies at the meso level and policies at the micro level.

Meso Level Policy (State Level) is the role of school leaders who successfully complement structural mechanisms (e.g., goal setting, curricular organization, student assessment, and

teacher evaluation) with cultural tools (e.g., values, vision, and collaboration) in their endeavours aimed at school improvement (Geijsel et al., 2003; Santiago et al., 2016; Avalos, 2011) in Kaseorg, M. et al (2017). Meso level decisions include control systems and influence the development and management decisions in educational institutions, the extent to which leaders are flexible in guiding, recognizing and supporting teacher professional development. Many teachers define their professional development plans taking into account the school development plan. Teacher professional development is defined as a complex process, requiring individual and collective cognitive and emotional involvement of teachers.

At the meso level, shared vision is important (Montuori, 2000; Nikkanen & Lyytinen, 2005) in Kaseorg, M. et al (2017). Through the initiation of a vision, school leaders contribute to building a vision in the school that strengthens the personal and social identity of followers with the organization. In the field of meso-dimension and meso-policy analysis, one of the main characteristics is selectivity. Levin (Box, 2020) believes that Mesopolitan policies target specific regulations, laws, and compliance standards based on specific regions, departments, and behavior patterns. Thus, collective cohesion increases, and individuals may be more willing to internalize organizational goals as their personal goals and more confident in their ability to achieve a shared vision (Geijsel et al., 2009; Griego, Geroy, & Wright, 2000) in Kaseorg, M. et al (2017). At the meso level there are several sub-themes along with examples, namely a) School organization (shortage of teachers), b) Common vision (school competitiveness), c) Development of teacher professionalism and teaching effectiveness (continuous training / feedback for teacher teaching methods / class size), and d) Collaboration of teacher learning communities (teamwork / learning from each other by combining subjects) (Kaseorg, M. et al. 2017). Meso level decisions include a control system that will influence the development and management decisions in educational institutions, this is also related to the extent and how flexible leaders guide, acknowledge and support the professional development of teachers in schools. The policy at the meso level is a continuation of the policy at the macro level.

The Micro Level Policy (Local Level) is a matter related to school management in terms of environmental management, in terms of learning by all teachers (integration) in building children's character and building resilient schools. (Aizawa & Rose, 2019) The micro level is within the scope of the school. Processes at the micro level, processes at the micro level mainly include teachers and their work environment: learning content and activities, decisions related to recreational activities provided by the school. Teacher work efficiency in schools affects relationships with leaders and colleagues (Takahashi, 2011; Tschannen-Moran & Woolfok-Hoy, 2002; Kitsing et al., 2015; Geijsel, et al. 2009) in Kaseorg, M. et al (2017 pp. 3-4) means that teacher learning is also influenced by several factors including creativity in the teaching and learning process, self-control or personal resilience and teacher personal autonomy. This personal resilience is very much needed by every teacher so that they can have a tough ability in facing any pressure, if the teacher already has personal resilience it can indirectly have a positive influence on students and even the school itself. Therefore, in its application, it must also be supported by a good work environment, support from the leadership and even support from students' parents and the community.

Micro-level policies (Dwiningrum, et al. 2019) are policies in institutions, companies, organizations, communities, or groups. Micro policies in education are policies at the level of educational institutions such as schools, madrasas, Islamic boarding schools, etc. Micro policies apply in a certain scope so that the policies of each institution will be different from one another.



Some of the activities that can be carried out by schools related to the micro level include the following: 1) Social Aspects, disseminating the concept of bullying, disseminating the impact or effects of bullying, and collaboration between parents in instilling moral values, character and good behaviour. 2) Culture Aspect, Developing cultural arts activities that build the value of beauty and peace. Inculcating ethical and moral values integrally in all subjects at school. Increase extracurricular programs that can build cooperation and tolerance.

At this micro level (Kaseorg, M. et al. 2017) can be related to 1) the school microclimate (relationship between colleagues), 2) teacher participation in the decision-making process (teacher meetings), and 3) work experience (acknowledgment). In general, the micro policy, schools have not made contextual guidelines that have flexibility in overcoming the problem of bullying. Therefore, the initial data held by this school can be used as an embryo which must then be designed by the school in an effort to prevent, reduce and tackle bullying. School policy innovations that can be used to reduce the effects of bullying include creating direct and indirect programs and collaboration, especially between teachers, parents and friends of students who are bullies and victims of bullying. This policy can be broken down into several programs, including 1) Conducting activities by creating a river of life (Mind Map Bully), 2) My Teacher is my Friend, 3) High School Contact, and 4) Sociodrama.

Doing activities by creating a Mind Map Bully, the river of life, is one of the most effective strategies to reduce the effect or impact on bullying perpetrators and victims of bullying. This activity is very easy to do because students are only asked to make pictures on paper, these pictures contain the most memorable years in their life, be they fun events or painful or sad events that have been things they want to tell but haven't. ever been told to anyone. The points for the written years should also mention incidents of bullying that the student has experienced. Then students are asked to share their experiences in front of the class and are accompanied by their teacher. When listening to students tell stories, the teacher must have a resilient attitude, meaning that the teacher should not cry too, even though basically the teacher is sad. It is better if the teacher continues to provide responses by listening to all the stories and being empathetic. (Faizah et al., 2018) The empathy character development plan is a learning process that manages the empathy character of students to reduce bullying behavior. (Salavera et al., 2021) Experiences with classmates regarding rewarding anxiety, sincerity, and aggression can reduce school bullying. (Dodaj, 2013) Studies show a negative correlation between empathy and various types of violence. So that teachers and friends can find out that the experience of bullying is very unpleasant, especially for the victim. In addition, students who tell stories can be calmer because they feel heard by others and get support from their friends. On the other hand, by using this river of life activity, it makes it easier for teachers to analyze students' problems due to bullying can have an effect that teachers and other students have not been aware of.

My Teacher is my Friend, this activity can be started by Counseling Guidance teachers who carry out basic services in the form of classical services with the topic of services against bullying and building resilient personalities. (Foody et al., 2015) Suggesting that school agents undertake online psychological treatment for victims and bullies as a way to cope with the stress caused by the experience of cyberbullying. This group counseling is carried out by all the teachers in the school, then students can choose a teacher who they feel "comfortable" as a place to vent. (Cunningham & Whitten, 2007; Swank et al., 2018) School counselors have important roles and responsibilities in dealing with bullying in schools. When students begin to trust and feel comfortable with their teachers, it will be easier for teachers to enter the world of children and it

will be easier for students to tell things that make these students uncomfortable, especially those related to bullying. The most important thing about this program is to create a sense of comfort and trust in the teacher. The teacher also not only waits for students to tell stories, but the teacher also must have sensitivity to matters relating to student problems so that the system "picks up the ball". In addition, it is also necessary to collaborate with parents of students to monitor student progress at home and to find out information about these students related to daily life at home. Teachers must also provide understanding to parents that this program aims to motivate children so that parents do not feel that their children are in big trouble. The hope is that parents can also be more honest and open in providing information about their children to their teachers. After this session is over, the teacher can turn the students who confide in them as agents of change who always campaign for no bullying in schools.

SMA Contacts, namely Student Care Interactive Counseling. In addition, this activity can be done through the Instagram BK (Counseling) platform for SMA, a counseling service packaged online. This needs to be done because sometimes many students experience bullying or become bullies but are embarrassed to come directly to the teacher to tell them all their experiences about bullying for fear of a friend seeing them. The technical implementation of this service is very easy. Students are only asked to visit the page or link that has been prepared by the counseling teacher and then fill in their personal identity data, such as name, class, cell phone number that can be contacted, problems written in brief, and the selected counseling teacher. Furthermore, students and the counseling teacher will make an agreement on the timing of the counseling. An agreement needs to be made to arrange the time so that it does not conflict with the counseling schedule of other students who have already registered. Thus students feel comfortable and the counseling process can run smoothly. Students are also welcome to choose how to carry out counseling, either through video calls or by telephone only. (Jacobsen & Bauman, 2007) A school counselor needs to respond to Internet surveys describing physical, verbal, and relational bullying. In addition to students who are facilitated in the online counseling process, this service also helps counseling teachers in recording student problems, because all services are automatically recorded in the application that has been made.

Sociodrama, is a program played by students. Students play a sociodrama with the theme of learning. (Mavroudis & Bournelli, 2016) The role of drama in education as a means to fight bullying in schools, this is done through various experiential drama activities that can equip elementary school children with social and emotional skills in an effort to combat bullying in schools. The topic title of the theme about bullying can be determined by the teacher, by students or determined jointly between the teacher and students in a democratic manner. During the process of determining the topic of bullying, students were made into groups and then asked to analyze the types of bullying and what they would do with the victims of bullying and the perpetrators of bullying. Each student from each group must write down his thoughts and present the results of these thoughts in front of the class, by presenting the outline of the story in the drama. And then act out a sociodrama according to their chosen topic. After finishing playing the sociodrama, each student is asked to analyze, provide responses and the meaning of the sociodrama. Then students will write down their commitment to creating a school that is free from bullying. After that, it is necessary to strengthen the resource person or teacher and give commitment for students so that they have strong resilience and do not take actions that hurt themselves and others. The teacher also has to convey the negative effects of bullying so that students can better understand and realize the effects of bullying on someone.

(Bollmer et al., 2005) Friendship is likely to be a moderator of risk factors in predicting peer victimization and bullying. The hope is that children can be more confident and can reduce trauma from the effects of bullying that students have experienced and students will not commit bullying because they have started to understand the types of bullying and their effects on someone. Of course this sociodrama program will be more fun because it makes children create something, according to what they want, but with a bully theme.

The choice of policy is largely determined by school creativity. This is important because creativity in program choices can result in more innovative programs. With more innovative policies directly and indirectly or directly. Several policies that eventually become activity programs to reduce the effects of bullying above, can be applied as materials in helping students who have become victims and perpetrators of bullying in their schools. The experiences and bad effects of bullying can be reduced by implementing some of the above programs and of course schools can adjust which policy innovations are suitable for their schools.

## CONCLUSION

The higher the level of bullying carried out by students, both in terms of students as bullying perpetrators and as victims of bullying, the higher the assistance of parents, teachers and friends for students who experience bullying and those who bully. Therefore, to reduce the impact or effect of bullying, it is necessary to have policy innovations that must be carried out by schools in Indonesia. Effective policies to overcome bullying must be innovative, namely by implementing policies from the macro level, the meso level and the micro level in a systemic and synergistic manner. In addition, the role of all stakeholders from all components at all levels must be innovative and creative in selecting relevant policy programs in accordance with the context of the problems in their schools. This is very necessary considering that every stakeholder is able to understand the conditions of their respective schools. With the existence of an effective and innovative school policy, bullying cases that occur in schools can be minimized in terms of quality and quantity. Limitations of the study and future recommendation, it is better for the location of the previous study we only used 3/7 cities so it would be better if the research was carried out with a wider area coverage, other than the cities that have been studied. We develop model schools so that later they can be reproduced by dissemination in many schools, especially at the high school level.

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