

Bullying: Students' Soul Shakes, Destroyed, and Lost Learning Motivation, How to Bring it All Back?

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ARTICLE INFO

Keyword : Student, Bullying,
State Elementary School

Received : 18 November

Revised : 20 December

Accepted: 28 January

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ABSTRACT

The aim of the research is to find out the actions, causes, and efforts to overcome bullying at SDN Sarimulya . Data collection techniques are observation, interviews, and document studies. The results of the study (1) forms of bullying are categorized into three types of bullying, namely physical, verbal and relational bullying, (2) the causes of bullying are negative influences from the home environment, students feel powerful and feared in class, students feel jealous of other students, and lack of empathy for students with special needs, (3) efforts: the teacher approaches students who are involved in bullying, puts up pictures or posters about prohibitions on acts of bullying, and provides counseling about the dangers of bullying and collaborates with homeroom teachers and parents of students to overcome acts of bullying that are happen.

INTRODUCTION

Bullying *in* the world of education is now back in the public spotlight because it is viral on social media and the cases are increasing. Some even occurred in the Sarimulya 1 public elementary school, Kotabaru District, Karawang Regency, West Java.

The Indonesian Child Protection Commission released data that throughout 2022, there have been at least 226 cases of physical and psychological violence, including bullying, the number of which continues to increase to date (*BBC News Indonesia*, n.d.). Not only that, research data released by the *Program for International Student Assessment (PISA)* in 2018 also shows that as many as 41.1 percent of students in Indonesia admit to having experienced bullying. In the same year, Indonesia ranked fifth highest out of 78 countries as the country with the most cases of bullying in the school environment. (*Kompas.Com*, n.d.)

SDN Sarimulya 1 is located in a settlement close to railroad tracks and markets so that students come from surrounding areas with below average economic backgrounds and an environment that is far from conducive, students' daily language is relatively rough, this is because there are still many parents of students with no higher education. So when at school, the behavior and attitude of students at SDN Sarimulya 1 tends to be rough and wild, and fights often occur due to bullying.

In the school environment, there are teachers, students, employees, and other school members. Teachers play an important role in preventing and overcoming bullying that occurs in schools (Ahmad, 2017). However, bullying still occurs even when there are teachers at school. Sometimes teachers are not aware that bullying is happening to students at school. Some teachers think that bullying is a normal thing that happens as a tradition in the school itself, and take bullying behavior not seriously (Itsna Afiyani Afiyani, Cicih Wiarsih, 2019).

A school that should be a safe and comfortable place has turned into a horrific place for victims of bullying. Students feel insecure *because* even though there are teachers at school, bullying behavior still befalls victims. For this reason, this paper will examine the causes of bullying, what are the impacts of bullying and what steps should be taken by teachers if bullying occurs in the Sarimulya 1 public elementary school, Kotabaru District, Karawang Regency with research based on observation, interview and documentation techniques.

LITERATURE REVIEW

Bullying

Bullying is the use of power or force to hurt a person or group, a behavior that threatens to oppress and makes other people feel uncomfortable. *Bully* itself is a word that comes from English. Maybe now some people don't really understand what the translation of the word *bully means* in Indonesian. Referring to the Big Indonesian Dictionary, the meaning of the word *bully* in Indonesian is bullying. So it can be concluded that the meaning of the word *bully* is bullying, while *bullying* is bullying. According to the 5th edition of the KBBI, the word *bully* has the meaning of disturbing, disturbing and causing trouble (*Kamus Besar Bahasa Indonesia*, 1990)

I Gede Surya Kardiana and I Wayan Westa reveals that 'acts of intimidation that are carried out repeatedly by a stronger party against a weaker party, are carried out intentionally and aim to injure the victim physically and emotionally' (Surya Kardiana & Westa, 2015).

According to *the American Psychiatric Association* (APA) that *bullying* is aggressive behavior characterized by three conditions, namely: (a) negative behavior that aims to damage or harm (b) repeated behavior for a certain period of time (c) an imbalance of power or power on the part of the -parties involved. Some of these conditions refer more to those that can make the victim traumatized, anxious and uncomfortable (de Sousa et al., 2021).

From the definition of *bullying* according to the experts above, it can be concluded that *bullying* or bullying is the behavior of abuse of power that is carried out repeatedly to hurt others psychologically or physically by individuals or groups who are strong against individuals who are weak and seem unable to defend themselves (Fadhilah Purnama, Herman Herman, 2018).

Violence in schools is any form of aggressive behavior to hurt others such as bullying, sexual violence, abuse of sexual activity, and various student behaviors that refer to hostility towards fellow students in the school environment (Amini, 2008). Bullying behavior can be physical (punches, kicks, biting, shoving, strangling) or verbal (bad names, taunts, ridicule, threats, spreading unpleasant rumours), both of which are forms of direct bullying. Meanwhile, the indirect form of bullying is in the form of showing an unfriendly attitude, showing an expression of hostility, or keeping the victim away from the group (Priyatna, 2013). Victims of bullying are generally students who are considered weaker in self-defense and receive less social support from their peers (Rigby & for Educational Research, 2007). Students who are victims of bullying have few peers and experience more reactive aggression (McGrath, 2007).

In the phenomenon of bullying, there are not only victims (pure victims) and perpetrators (pure violence subjects), but there are also victims of bullying. Victim-bullyer is a term used for students who bully other students and get bullied from other students. Elementary school students do more physical and verbal violence; Victims-offenders are more often the targets of violent behavior than pure-victims and contribute to high maladjustment behavior (Einarsen et al., 2010).

Causes of bullying in schools

Bullying that occurs in schools can be caused by several things. This can come from oneself, family, the surrounding environment, and the school environment itself. identify the factors that cause bullying behavior at school, namely personality, interpersonal communication between children and their parents (parenting style), the role of peer groups and school climate (P. K. Smith et al., 2004).

The first is personality. Students who are not confident tend to bully. They think that by bullying, they feel they have power and authority. In fact, the perpetrators of bullying are covering up their lack of confidence (Garrett, 2010). Another personality that can cause bullying behavior is the personality of

students who are hungry for power. Students who are hungry for power always want to look the strongest and most powerful. To show their power, these perpetrators beat, insulted, and forced the victim to do something. The second is communication between children and parents, or it can also be referred to as parenting style. The parenting style of parents in educating their children from childhood plays an important role in the development of their children in the future (Tabroni, 2019). Harsh parenting can cause children to become perpetrators of bullying. Parents who often hit, yell at, and restrain children make them feel that spanking and yelling is the right thing to do. Children tend to imitate the parenting style of their parents. Students with parents who use sarcasm in communicating, and use verbal violence tend to imitate this sarcasm in their daily lives (Astor & Benbenishty, 2018).

The third is the role of the peer group. In school life, peers have an important influence. Good and healthy friends will lead us in a good direction. On the other hand, bad and unhealthy friends can lead us in a bad direction (Ryckman, 2012). Students usually have a gang or friendship group. The gang can be one of the causes of bullying. Some students admitted to bullying because they followed a groupmate who bullied other students first, and so that the group would accept them (Jimerson et al., 2009).

Fourth is the school climate. School climate is said to influence student behavior (Schunk, 2015). The occurrence of bullying in schools is caused by many things, including teachers who use violence when teaching, regulations that are not strong enough, teachers who pay little attention to students' conditions, and the daily behavior of the students themselves (Thut et al., 1964). Bullying in schools tends to occur due to poor teacher supervision, student ignorance, weak regulations, and authorities who are not firm about bullying behavior (Rigby, 2012).

The Impact of Bullying Behavior in Schools

Bullying behavior has an impact on the victim physically, socially and mentally or psychologically (P. K. Smith et al., 2018). The physical impact suffered by the victim can be in the form of injuries and injuries to the body, even injuries that the victim may have into adulthood (P. Smith, 2014). The social impacts experienced by the victim include feeling inferior, preferring to be alone, not wanting to meet other people, withdrawing from social surroundings, not even wanting to go to school. The mental or psychological impact felt by the victim can be in the form of fear and anxiety, depression, lack of confidence, irritability, and anger at oneself (Dixon & Smith, 2011).

Teacher Actions When Bullying Occurs at School

As a teacher, it is an obligation to respond firmly and fairly to bullying behavior that occurs in schools. That way, a harmonious school climate is created and bullying can most likely be overcome so that victims don't have to feel the effects of the bullying

In fact, not all of the bullying that occurred at Sarimulya 1 Elementary School Kotabaru Karawang was reported to the teacher by victims. This happens for several reasons including fear of being threatened, then reporting to the

teacher feels useless and will even add to the problem. The next reason is because you feel helpless with physical weakness. (results of interviews with students who were victims of bullying). On the other hand, not all students who witness acts of bullying at school are willing to help victims and report what they witness. Students who choose to remain silent when they witness their friends being bullied tend to feel afraid that they will be bullied too. Another reason is that the student is too ignorant of the events that are happening around him. In addition, some students also choose not to interfere in other people's affairs.

Junita identified strategies that teachers can use to deal with bullying that occurs in schools. These strategies include; (1) find out the root causes of bullying, (2) give punishment (punishment), (3) make study groups, (4) give advice to students who do bullying and other students who have the potential to become perpetrators of bullying, (5) provide several services from BK to students who are victims of bullying and perpetrators of bullying, (6) give rewards, (7) provide "stop bullying" programs, (8) carry out monitoring (Junita & Amimi, 2022).

METHODOLOGY

The method used in this study is a qualitative method with a phenomenological type. Qualitative research is an approach that understands humans by studying issues in depth and detail, and processing descriptive data such as interview transcripts, field notes, photographs and so on. The approach used in obtaining qualitative data through interviews is an interview with general guidelines, that is, in the interview process, the researcher is equipped with an interview guide that lists issues without specifying the order of questions, perhaps even without explicit question forms.

This research is collaborative in nature by involving the homeroom teacher as a resource while the objects of action are students. This action was carried out as a form of problem solving after the researcher carried out three stages. First look at the problem through the results of observational data, interviews, and documenting some of the existing problems (descriptive statistics). Second, analyzing the problem in depth to take action effectively and efficiently, and thirdly, implementing the action as a solution action. Two stages-first and second-researchers will be carried out on Monday, December 12, 2022. The third stage-action-researchers will be carried out on Wednesday, December 14, 2022. At this stage, the researcher involves the homeroom teacher for class 3B, namely Aep Suryana, homeroom teacher for class 4B Ika Mustikawati, homeroom teacher for class 5A, Dewi Yulianti, homeroom teacher for class 5B Evi Jufianti, The homeroom teacher acts as an informant in collecting data on incidents of bullying in each class and the researcher analyzes the results of the action. Respondents were all students in classes 3B, 4B, 5A and 5B, totaling 119 students who acted as perpetrators of bullying, victims of bullying and witnesses of bullying.

RESEARCH RESULT AND DISCUSSION

Bullying behavior by students at SDN Sarimulya 1, Kotabaru District, Karawang Regency towards several students is influenced by several factors, including the subjectivity of the teacher who only pays attention to the negative behavior of his students with poor grades and the lack of counseling by the teacher to other people. parents regarding the impact of bullying that occurs in the school environment both on the physical and psychological aspects of students.

Based on the results of interviews conducted with the homeroom teacher for class 3B Aep Suryana, homeroom teacher for class 4B Ika Mustikawati, homeroom teacher for class 5A Dewi Yuliawati, and homeroom teacher for class 5B Evi Jufianti.

Table 1. Victims Who Most Often Receive Bullying Treatment Both in Class and Outside Class

Alif Putra Danisa	Class 3B	mockery of his physical deficiencies in that his left hand is not as perfect as his right hand this happens during recess even when studying in class even though there is a teacher
Fajar Maulana	Class 4B	Often fighting bullying with dirty and impolite words makes classmates offended and angry.
Daylana	Class 5B	mockery of his obese and sluggish physique in activities.
Alya Nursifa	Class 5A	bullies are ostracized by their classmates for failing to move up three grades in a row

The prevention carried out by schools is to first put up pictures or posters about stopping bullying and then provide counseling to all teachers about understanding bullying and its dangers so that it can be conveyed to their students in class. The next action the teacher takes to prevent bullying in the school environment is the homeroom teacher collaborates with the student's guardians to jointly understand commendable behavior education and supervise the behavior of their children.

The following is the documentation of the results of interviews and observations of students who most often receive bullying treatment.



Figure 1. Documentation of the Results of Interviews and Observations of Students Who Most Often Receive Bullying Treatment

Scheme of teacher action against perpetrators, victims and witnesses of bullying

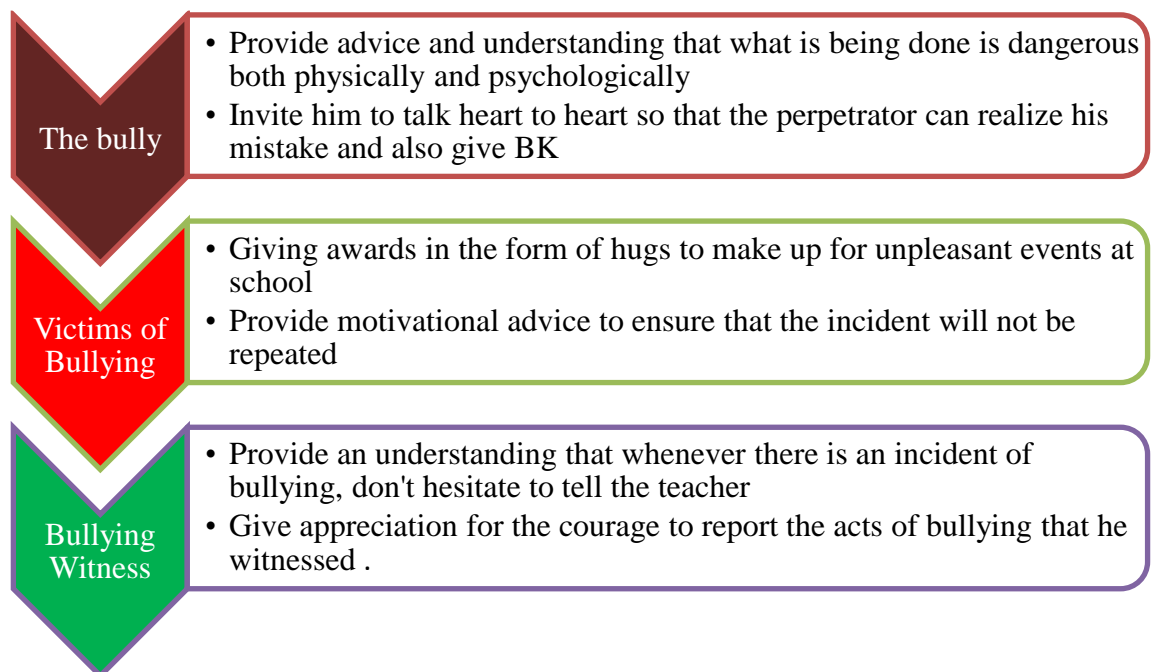


Figure 1. Scheme of Teacher Action Against Perpetrators, Victims and Witnesses of Bullying

The impact of bullying on students varies. Bullying causes students to change their usual behavior (Collins et al., 2022). Students who are cheerful, active, and communicative tend to turn quiet. They become submissive and withdrawn to get involved in social situations, games, and competitions with colleagues, family, and teachers in the classroom (Donoghue, 2022). This rotation can clearly be proven by the achievements that have been achieved so far have dropped dramatically. Students who are bullied usually don't want to go to school for some reason (Rausch & Gallo, 2021).

Students who do bullying are usually influenced by several factors, such as wanting recognition from their peers, as a reply and an outlet for treating themselves in the past, wanting attention that was not obtained from those closest to them, for example: parents and relatives, entering an oppressive community that has an agreement to bully other students, and a mental lack of self-confidence so that they interfere with other students just to get attention (Michael & Jameson, 2017).

When bullying is rampant in schools, the school as parents at school must provide strict assistance to students (Tabroni & Purnamasari, 2022). Guidance and direction of educators in the classroom and outside the classroom must be a priority (Esmail, 2014). The reason is, students who are bullied really need the presence of adults and their closest friends who can influence the perpetrators to be deterrent and can become students who respect one another. In addition, it is necessary for the school to provide guidance and counseling consultation rooms to unravel the perpetrator's problems and find the root causes of bullying behavior that has been occurring so far. As an early prevention effort, educators and schools must also actively conduct training and coaching to students and parents about the dangers of bullying and its impact on students' psychology and social life. Both for perpetrators and victims (Paul, 2014).

CONCLUSIONS AND RECOMMENDATIONS

Bullying behavior can still occur in schools even though there are teachers who have the authority to create a conducive climate. This behavior is caused by several factors, both from the personality of the perpetrator and the victim, parenting style, friendship groups, and the climate conditions of the school. Bullying itself can have an unpleasant impact and experience for the victim. Even so, not all victims are willing to report acts of bullying that befall them. Of the several cases of bullying that have surfaced, there are still many cases that are hidden and are not known by teachers.

Suggestions for perpetrators of bullying, must increase and grow self-confidence for victims of bullying with physical ridicule and be grateful for what God has bestowed on our bodies, victims of bullying in fights must continue to be patient, hold back anger, don't play physically. And for victims of bullying because they don't move up in class, keep trying to learn better.

Advice for teachers. First, educators can provide education and counseling regarding bullying behavior and more intensive monitoring of their students both during and outside of learning hours. The two teachers provide activities such as simulations with the theme of bullying which can strengthen good

relations between students. When teachers have to improve communication with students so that they are able to overcome bullying experienced and report to teachers if bullying occurs.

Suggestions for further research. The researcher suggests the next researcher to dig up information on several ways to prevent bullying in the school environment more deeply and broadly. The more ways to prevent bullying, the more time researchers need. While the subject has limited time to be interviewed and researched.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

ACKNOWLEDGMENT

In writing this article, it is inseparable from the help and guidance of various parties, especially the leadership, Teachers, and students at SDN Sarimulya, both morally, spiritually and materially so that this article can be structured to completion. For this reason, on this occasion the researcher would like to thank all the sources who have helped researchers in completing this article. Finally, the researcher would like to thank profusely to all parties who cannot be mentioned one by one who have helped complete this article.

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