

Establishment of Anti-Bullying Organization to Prevent Bullying in Junior High School

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Abstract: The purpose of this article is to formulate the formation, implementation, and parties of an anti bullying organization. The method used in this activity is a qualitative descriptive method to describe, summarize, and analyze bullying in the school. Data analysis techniques used in this study are qualitative analysis and descriptive analysis. An anti bullying organization is an organization formed as an effort to prevent bullying in the school environment. The formation of an anti-bullying organization is carried out by guidance and counseling teachers in collaboration with school principals and students. After members of the organization understand about the dangers of bullying and how to overcome it, members of the organization plan anti-bullying socialization to all students, which will be carried out with the help of of guidance and counseling teachers.

Keywords: Bullying, Anti-Bullying, Junior High School

Introduction

Each country organizes education for the sake of the national ideals of the nation concerned. Through the education process, a nation strives to achieve progress in various fields of life, in the economic, social, political, scientific, technological, and others. Through the educational process, a nation tries to achieve certain planned goals (Hasbullah, 2001). Education aims to prepare the younger generation to participate in society with all its characteristics and cultural richness as the basis and at the same time a reference for education. However, many problems plague the world of education itself, one of the problems that develop in schools is bullying behavior. Bullying cases have indeed been in the spotlight and a tradition in Indonesia.

Bullying is negative behavior that causes someone to feel uncomfortable or hurt and usually occurs repeatedly (repeated during successive encounters). Physical forms of bullying, for example: hitting, kicking, and pushing. Forms of verbal bullying, for example: mocking, calling nicknames, and threatening. Bullying that is done indirectly is called relational bullying, among others: the behavior of alienating others and spreading gossip that embarrass the victim (Siswati and Widayanti, 2009).

Students can calmly study at school if the problem of bullying behavior can be resolved. With calm conditions, students will be more focused on learning at school. Beside, students can improve their quality, socialize easily, and students' mental health will be good. If these ideal conditions are not achieved, students will experience problems at school such as students cannot study quietly, students become less able to improve their quality, become difficult to socialize with their environment, and students' mental health becomes poor. However, the reality in the field is that there are still many students who like to bully their friends.

There are many cases of bullying among children, and there is no age limit for bullying. KPAI noted that in the last 10 years, since 2011 until now, bullying continues to increase. In the form of complaints from the public, 37,281 have been submitted. Of these, there were 2,473 reports of cases of bullying or bullying in education and social media. A high school student in Pekanbaru, Riau, FA, suffered a broken nose bone due to bullying behavior by his friends at school. Not only being bullied, the FA was also threatened and asked for money. The case of bullying experienced by the FA occurred in November 2019 (solopos.com 2020). One of the acts of bullying that had gone viral occurred in Purworejo, Central Java on February 2020. The act of violence was carried out against a junior high school student. Violence is committed by a group of classmates, in the form of beatings, kicks, and ridicule (Tribunnews.com. 2020).

We all play a role in dealing with bullying, from the family, playmates, the school, and the government must be firm in taking firm action against bullying cases that often occur in schools. Do not let the next generation of this nation experience disturbance that can harm those who are victims. Efforts to prevent bullying behavior can be done in schools. The influence of prevention efforts in schools is also very influential in the development of student achievement. Therefore, the authors propose to familiarize students, especially elementary school age, to join "anti-bullying organizations" as an effort to overcome bullying behavior and encourage children to do positive behavior. It is hoped that this creative idea can avoid bullying behavior bullying.

Method

The research method used in this activity is a qualitative descriptive method to describe, summarize, and analyze bullying in the school. This research method is phenomenological by prioritizing appreciation and perspective researchers. Data analysis techniques used in this study are qualitative analysis and descriptive analysis. The data validity technique used in this article is a triangulation technique obtained in the field to improve the methodological, theoretical, and interpretive strength of qualitative research. The purpose of this scientific article is to formulate the formation of an anti bullying organization, describe the implementation steps for the establishment of an anti-bullying organization, and describe the parties involved in the formation of an anti-bullying organization. The data used in the study is secondary data with literature study data collection techniques.

Discussion

Junior High School

Junior High School is a formal education at the basic education level. Education and learning at the junior high school level emphasize laying the foundation in preparing the next generation to become a human being who can face an increasingly difficult era. Student age Middle school is between 13-16 years old, in this phase one begins to understand values and started using them in his way. At this age, children are against their parents, they want to show their true self At the primary and secondary education levels, efforts to instill Tax awareness are carried out through student activities. This strategy is used to strengthen the formation of attitudes that have been carried out in the learning process teaching. Student activities that can be given a tax awareness charge, as; Tax Ambassador extracurricular activities, company visits, Tax Goes To School, Student Creativity Week, Sports Week, Tax Olympics, Writing Competition, scouting activities, leadership training, flash boarding schools, etc.

The Nature of Bullying

National Commission for Child Protection in Chakrawati (2015), defines bullying as "termed physical and psychological violence" length that one person does on purpose to frighten others or threatened to cause the victim to feel afraid, threatened, or at least not happy. But unfortunately, nowadays many people are think bullying is normal. If this kind of thinking continues If left alone, bullying cases may be rampant because the perpetrator feels that what he did was not wrong and is a common thing to do.

Bullying is an act of oppression committed by a better person in terms of power, age, strength to the weaker party (Yandri, 2014). Bullying means harassing and bullying weaker people (Prasetyo, 2011). Bullying is a situation where the abuse of power occurs or power exercised by a person or group Sejiwa (2008). In this situation, the victim is unable to defend or defend himself. The forms of bullying behavior include a) physically in the form of persecuting physical activities such as biting, hitting, kicking, punching, and threatening and damage other people's belongings, b) verbal, namely by saying things hurtful, insulting, inciting, extorting, saying dirty and gossip about other people. c) mental/psychological that is humiliating in front of public, silence, ostracize, terrorize via SMS or e-mail, look at who condescended, glared, and sneered. It can be concluded that the behavior of bullying includes physical, verbal and psychological, or mental where the bully will tend to do so as a form that they have bullying others. Based on the above definition, it can be concluded that bullying is violence that is done intentionally by someone who makes others feel threatened.

Old Ideas That Have Been Implemented

To tackle the problem of bullying, many ideas have been implemented, implemented in schools and at home. First, the program "Stop Bullying Counseling" (Limia & Prihandini, 2019). Second, "Prevention of Bullying Through Understanding the Factors That Cause Bullying" (Amri, 2018). Third, "Role Playing Methods Against Bullying" (Kusumawati, 2017). Fourth, "Echo Flute" School Community Movement Responding to Bullying" (Lestari, 2019). Fifth, "Application of Peer Tutor Groups" (Larassati, 2019). Sixth, "Development of Skills Training Guide Emotion Management" (Irani, 2018). Seventh, "Classical Guidance on Understanding

Bullying" (Prahardika, 2014). Eighth, "Development of a Counseling Model to Reduce Bullying Behavior in Inclusive Elementary Schools" (Purwaningrum and Pamungkas, 2018). Ninth, "The Importance of Counseling Guidance to Overcome Bullying Behavior" (Setiowati & Dwiningrum, 2010). Tenth, "Efforts to Prevent Bullying Through Assertive Communication Training in Student Groups" (Aini & Mariyat, 2019). Eleventh, "Counseling Model Group with Rational Emotive Behavior Therapy (REBT) Approach" (Purwaningrum and Pamungkas, 2018). Twelfth, "Prevention of Behavior Bullying Through Socialization Activities" (Ikhsan and Prasetya, 2020).

Weaknesses of The Old Ideas

There are many weaknesses in the ideas that have been presented previously. Both in its implementation, space and time, as well as the subject who carries it out. First, the "Stop Bullying Counseling" program (Limia & Prihandini, 2019) has a weakness, it is difficult if the audience does not understand and the situation is divided. Second, in the program "Prevention of Bullying Through Understanding the Causes of Bullying" (Amri, 2018), the weakness is the lack of students' understanding of bullying. Third, in the program "Role Playing Method Against Bullying" (Kusumawati, 2017), the weakness is that role-playing takes a long time. Fourth, in the "Echo Suling" program, the School Community Movement Responds to Bullying"

(Lestari, 2019) the weakness is that it is difficult if school members do not appreciate and are unable to practice what they have learned and discussed together. Fifth, in the program "Application of Peer Tutor Groups" (Larassati, 2019) the weakness is that students who are assisted are less serious because they are dealing with their own friends, so the results are not satisfactory. Sixth in the program "Development of Emotion Management Skills Training Guide" (Irani, 2018), the weakness is that it is difficult if the school is not able to practice what is in the guidebook. Seventh, in the program "Classical Guidance on Understanding Bullying"

Prahardika, (2014) said that the weakness is that it is difficult if the client does not appreciate, understand, and is divided in the situation. Eighth, in the program "Developing a Counseling Model to Reduce Bullying Behavior in Inclusive Elementary Schools" (Purwaningrum and Pamungkas, 2018), the weakness is that students with special needs have difficulty understanding the purpose of activities counseling and pay less attention to the counselor's explanation. Ninth, in the program "The Importance of Counseling Guidance for Overcoming Bullying Behavior" (Setiwati & Dwiningrum, 2010), the weakness is that teachers are often unsure of what behaviors are included in the bullying category. Tenth, in the program "Efforts to Prevent Bullying Through Assertive Communication Training in Groups of Students" (Aini & Mariyat, 2019) the weakness is that it is difficult if the client does not appreciate it and difficult if students are not able to practice communication with the interlocutor in a calm and relaxed attitude. Eleventh, in the program "Group Counseling Model with Rational Approach Emotive Behavior Therapy (REBT)" (Purwaningrum and Pamungkas, 2018), the weakness is that there are clients who are separated from reality, so that efforts to bring them into the real world are difficult to achieve. Twelfth, in the program "Prevention of Bullying Behavior Through Socialization Activities" (Ikhsan and Prasetya, 2020) the weakness is that the socialization activity is only carried out once, so that if schools are not able to apply the rules "stop bullying", it will be in vain.

Result

To prevent bullying behavior, a new idea is needed so, bullying behavior can be prevented optimally. An anti-bullying organization is an organization formed as an organization. effort to prevent bullying in the school environment. This will experience a change of members every 2 periods (2 years). The purpose of establishing this organization is to increase student's awareness of the dangers of bullying, so students can avoid bullying or get bullied. This organization will be accompanied by guidance and counseling teachers and its members consist of students. Some of the activities of this organization include providing counseling on stopping bullying, providing material on the factors that cause bullying, conducting peer tutor group activities, role-playing, guidance counseling, and socialization to school members, especially students about bullying.

Strength of Bullying Organisation

Increased Student Awareness about the Dangers of Bullying

Student awareness about bullying will increase along with the success of the establishment of this organization and the programs in it because with several programs in this anti-bullying organization, student's knowledge about the dangers of bullying also increases. Students can recognize that bullying has negative consequences on long-term mental health for both the bully and the bullied. Bullying that occurs among students can reduce academic achievement. For those who bully, bullying behavior is considered as pleasure and status (Widianti, W. 2019).

Students Can Avoid Bullying or Getting Bullying

With the increasing awareness of students about the dangers of bullying, then students are able to avoid all actions related to bullying. It is hoped that students have become actors bullying realized that his actions were wrong and students who getting bullied treatment becomes more daring to face treatment bully in the ways that have been taught, so that students are able to avoid bullying or getting bullied (Ranuwaldy Sugma, A. and Chairy Azhar, P. 2020)

Involved Parties

Principal

The principal is a supporting element of the idea. Head schools provide encouragement and support to teachers and students to be enthusiastic about the success of anti-bullying organizations.

BK teacher

BK teacher is an important element in supporting success this idea. The teacher acts as a coach, motivator, and provide knowledge about bullying. Providing motivation as well knowledge will foster enthusiasm for administrators and members organization so that the organization can grow.

Student

Students have a major role in the success of the organization. The administrators and members come from among students. They are on duty as the executor of the organization so that bullying behavior in schools does not will occur.

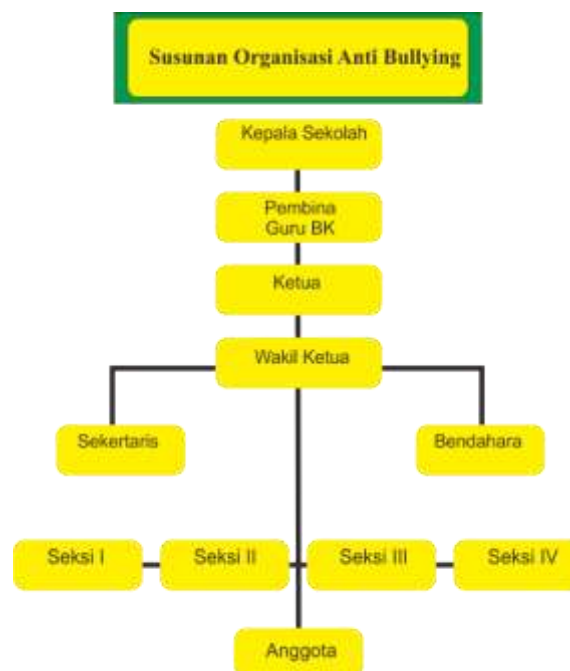


Figure 1: Structure of Bullying Organization

Implementation of Anti Bullying Organization

The formation of an anti-bullying organization is carried out by guidance teachers and counseling in collaboration with school principals, BK teachers, and students. The formation of this organization is carried out as an effort to prevent behavior bullying in the school environment. This organization was initiated by the guidance teacher and counseling and then convey his opinion to

the principal and other teachers to make this organization. There is a weekly work program and annual.

First, Second, and Third Weeks (Anti Bullying Counseling)

In the first week, the activities that will be carried out are: conduct counseling in each class about stopping bullying. This activity will be carried out on Friday after school. The members of the organization will be divided into several, Each team will consist of two people who are in charge of carry out counseling in each class.

Fourth and Fifth Week (Providing Material on Factors Causing Bullying)

In the second week, the activities that will be carried out are: provide material on the factors that cause bullying held on Friday after school. Same as in the first week, the members of the organization will also be divided into some teams with the number of members in each team is two people who tasked with providing material on the factors that cause bullying in each class.

Sixth and Seventh Weeks (Doing Tutor Activities peer)

In the third week, the activities carried out were doing peer tutoring activities. This technique is implemented by dividing the class into small groups, where the source of learning is not only teachers but also involving peers who are smart and fast mastering certain materials. After dividing into several small groups, the teacher determines the subject matter to be discussed and set goals to be achieved. Then, more me students

Week Eight (Doing Role-Playing Activities)

Activities carried out in the eighth week with the aim of as a means of entertainment. By holding a role-playing or playing roles, role-playing can shape character and understanding deeper and more flexible about himself and able to place student in someone else's position. The reason for choosing the role-playing method is an action used to deal with students with verbal bullying behavior that has become student habits. Students will try to swap roles between actors and victims or vice versa. The method of role-playing or role-playing will make students interact with other students, where it can train to interact in their environment, so that by getting used to interacting with the environment students will understand their social conditions.

Ninth and Tenth Weeks (Held Counseling Guidance)

By holding a counseling guidance center to attract students who experience cases of bullying at school to channel their hidden complaints. So that students do not do cases of bullying experienced by classmates and classmates and stop the chain of bullying in schools so as to create a safe and comfortable school environment for all students. The chain of bullying cases has become a tradition in several schools. There are several factors that cause cases of bullying: (1) seniors who provide physical and verbal actions that are considered to train juniors who are experiencing a transitional phase from elementary school to junior high school, but their juniors consider these actions as acts of bullying; the school environment is like friendship because students choose to be friends with someone who has an attractive physical and appearance rather than choosing friends who have ordinary appearance so that they do verbal bullying, namely harsh words that involve the person's mentality. Weeks Eleventh and Twelfth (Anti Bullying Theme Poster Competition).

The anti-bullying organization holds an annual event which is held during the odd mid-semester break, along with other competitions. Members of the organization prepare plans for competitions that will be held, such as determining the jury to evaluate the posters, determining the chief executive who will be responsible for the implementation of the competition, asking the principal's permission to conduct a poster competition at the school, determining the members who will oversee the running of the competition, and

conveying to each class to appoint a student representative who will represent the anti-bullying themed poster competition.

The implementation of the anti-bullying poster competition, which was attended by the whole class by appointing representatives, aims to hone students' creativity in drawing and with a determined theme, namely anti-bullying and providing knowledge about the dangers of bullying. In practice, the class representatives who will make posters are gathered in one place that is quite large, for example, a hall or other large place, then the contestants are given any provisions that must be considered when the competition starts, among others, the theme of the competition, time limit for the competition, provisions the use of cardboard that must be full of pictures, the use of coloring according to the wishes of the participants, it is not allowed to look for examples of images such as on the internet, or to copy pictures of other participants and so on. At the time of the competition, participants are required to follow the conditions that have been submitted. Furthermore, after all students have finished drawing, all posters are collected and will be judged by a jury that has been previously selected. The jury will judge the poster with the provision of attractive and motivating images. The jury selects the three best posters who will be the champions. After the winners of the competitions were announced during the break, then the winners posters were posted on the school bulletin board, and other posters that had not been selected as winners were returned to their respective classes and required to be posted in class, so that the anti-bullying motivation is seen every day. students and students are expected to apply anti-bullying behavior at school.

Thirteenth and Fourteenth Week (Reorganization of Organizational Members)

The anti-bullying organization's annual activity is the reorganization of the organization's members. Members of the organization served for 2 years because class IX had to focus on facing exams, so they were reorganized in order to recruit new members. Recruitment of new members is carried out at the beginning of the learning year, member recruitment is carried out by registering at the organization's place. Then all members will hold elections for the chairman of the organization, representative of the organization, secretary, treasurer, and other members. The election is carried out by voting or voting, then appointed by the organization's supervisor. The term of office is for one year; it is expected that the chairman, deputy, and other members can carry out their duties well and are expected to prevent bullying behavior in the school environment.

Conclusion

An stop bullying organization is an organization formed as an effort to prevent bullying in the school environment. This organization will experience a change of members every 2 periods (2 learning years) The formation of a stop bullying organization is carried out by guidance and counseling teachers in collaboration with school principals, BK teachers, and students. This organization was initiated by guidance and counseling teachers and then conveyed their opinions to the principal and other teachers to create this organization. The counseling guidance teacher designs organizational activities and determines the parties who will be involved in the organization. Students who are interested in joining the organization register to become members, then an organizational structure is formed. Guidance and counseling teachers convey the vision and mission of the organization, then provide material and explanations related to bullying that is rife in schools, and provide concrete examples of bullying. In addition, guidance and counseling teachers provide explanations about the dangers of bullying and how to overcome bullying.

After members of the organization understand about the dangers of bullying and how to overcome it, members of the organization plan to socialize stop bullying to all students, which will be carried out with the guidance of guidance and counseling teachers. Members of the organization arrange events to be carried out, then carry out socialization of stop bullying in classes with the help of BK teachers. Socialization activities are carried out after school on different days for each class. With this stop bullying organization, it is hoped that students will have knowledge about bullying, its impact and prevention, have positive values and attitudes towards others, and prevent bullying that occurs at school.

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Appendix

Stop Bullying Organizational Work Program Chart

