

Empowerment Of Adolescents In Preventing Bullying Behavior at School

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Abstract

Bullying is a behavior that is currently happening among teenagers. The impact that occurs as a result of bullying behavior is very dangerous for both victims and perpetrators such as decreased academic achievement, problems in socialization, and disruption of both physical and mental health. Intervention must be carried out to solve the problem of this bullying problem. One way is to invite youth to participate in caring for and preventing bullying behavior through educational activities and forming bullying prevention groups. The purpose of this activity is to increase youth's knowledge about bullying, and ways how to prevent it in order to prevent bullying behavior at school. This community service activity was carried out for 45 teenagers at SMP Plus Miftahul Ulum Kalisat by providing education and forming groups to prevent bullying behavior. Evaluation is done by measuring the knowledge of adolescents through pre-test and post-test. The results of the activity showed an increase in adolescent knowledge before and after the activity. The pre post results showed that 45% of teenagers had less knowledge about bullying, 35% had sufficient knowledge and 20% had good knowledge. After education and socialization there was a change in knowledge, 5% had less knowledge, 20% had sufficient knowledge and 75% had good knowledge. Education and outreach about bullying, ways and means of prevention are effective in increasing youth's knowledge about bullying.

Keywords: adolescents, bullying, school

Introduction

Bullying is a behavioral problem that is currently widespread among teenagers. This behavior can affect academic achievement, socialization skills, and mental health of both perpetrators and victims (Desiree, 2013; Aisyai, 2015). Bullying is a deliberate act of intimidation by someone to dominate, hurt physically, verbally and mentally, and is carried out repeatedly to make the victim feel afraid and threatened (Khair, 2020).

Referring to figures released by UNICEF in 2020, in 2018, up to 41% of 15 year old children were bullied at least twice a month. Two-thirds of teenagers between the ages of 13 and 17 are victims of bullying. Then, 45% of children aged 14-24 years experienced cyberbullying. In general, women are more likely to engage in psychological bullying, while men are more likely to engage in physical bullying. This bullying case needs special attention, because the impact can last a long time and some even lead to suicide. Because, mentally, he was devastated by the bullying behavior he received.

Common forms of bullying behavior include physical, verbal and emotional bullying. Physical bullying can include kicking, pushing, pinching and hitting. Verbal bullying behavior includes gossiping, making fun of, slandering, sneering, and threatening. (Salleh, 2014). The impact is felt by the victims of bullying very significantly. Research shows that victims of bullying experience fear, shame, depression, sadness and anxiety (Okoth, 2014). Bullying victims also experience physical impacts, such as swelling, trauma, difficulty sleeping, loss of appetite. Other effects felt by victims of bullying include feelings of intimidation, difficulty concentrating, decreased academic achievement, and feelings of loneliness (Laeheem, 2013).

Efforts need to be made immediately to break the chain of bullying in Indonesia, especially towards students, so that student learning runs well and student achievement increases. As stated in Law no. 23 of 2002 concerning Child Protection in article 54 reads: "Children in and within educational units are obliged to receive protection from sexual crimes, physical violence, as well as psychological violence and other crimes committed by educational staff, educators, fellow students" (Hadiyono and Saraswati, 2020). Bullying at school needs to be prevented through youth empowerment activities at school by preventing bullying through educational and socialization activities.

Identification of Problems

Currently, bullying incidents in schools have reached very high numbers. Considering that the impact caused by bullying is both physically and psychologically dangerous for teenagers, it is necessary to take preventive measures to break the chain of bullying at school. Teenagers are used as agents for preventing bullying behavior through youth group empowerment activities.

Implementation Methodology

This community service activity is carried out by providing education and forming youth groups to prevent bullying at school. Previously, teenagers were screened for bullying behavior and pre-tested teenagers' knowledge about bullying. Then education was carried out and a post test was carried out to determine changes in teenagers' knowledge after the activity. The benefit of this activity is that teenagers can learn about bullying and prevent bullying against themselves and their environment.

Results and Discussion

This activity was carried out at Plus Miftahul Ulum Kalisat Middle School with 45 teenagers participating. The community service program aims to screen for bullying behavior and provide health education about bullying behavior as well as procedures for preventing bullying at school. The results of this service showed that the average age of teenagers who took part in this activity was 12 - 14 years old. Increased knowledge occurred after carrying out this activity. The pre-test results showed that 45% of teenagers had poor knowledge about bullying, 35% had sufficient knowledge and 20% had good knowledge. After education and socialization, there was a change in knowledge, namely 5% had poor knowledge, 20% had sufficient knowledge and 75% had good knowledge.

Half of teenagers said they had experienced bullying, especially verbal bullying, such as being made fun of, being called nicknames they didn't like, or being called their parents' names. Only a small percentage of teenagers have experienced physical bullying such as being hit. The average teenager who experiences physical bullying is a male teenager. The average teenager does not know the limits of bullying behavior and how to prevent it. This is because many students think that the bullying behavior carried out is just a joke.

Bullying behavior causes feelings of discomfort for teenagers at school, this is because the perpetrators of bullying lack empathy, do not understand what is being felt, and do not care about the victim. Sari's research (2018) stated that among teenagers there is a view that teasing behavior, calling animals names is normal, but does not pay attention to the impact on the victim's self-concept.

As community service participants, teenagers share the reasons they accept bullying because of ignorance about bullying behavior. Many factors trigger bullying behavior. One of them is the school environment and friends' interactions (Monks, in Bulu, 2019). School is the main place of learning for students. In everyday life, teenage students are closer to their friends than to their parents. Teenagers spend more time with friends than with family (Zakiyah, 2017). Peer influence contributes greatly to bullying behavior, for example by showing that bullying is dangerous behavior and is prohibited.



Figure 1. Providing Counseling

Bullying has physical and psychological consequences. Teenagers who are bullied feel disturbed and uncomfortable with these actions (Sullivan in Damayanti & Karsih, 2016). Wiyani (Bulu et al 2019) further stated that bullying has a negative impact on both victims and perpetrators. The bad effects of bullying are physical, namely headaches, chest pain, sharp object injuries, etc. The psychological impacts experienced by victims of bullying are low psychological well-being, encountering obstacles in social adjustment, angry behavior, feelings of resentment, feelings of depression, feelings of difficulty and suffering, feelings of deep sadness, feelings of threat, and having suicidal thoughts. Bullies are subject to criminal

penalties for human rights violations and authorities or schools enforce these penalties or behavior. The negative effects felt from bullying are anger, resentment, feelings of depression, and sadness. In fact, negative emotions are often felt by victims of bullying. The dangerous psychological impact of bullying is the emergence of psychological disorders, such as excessive anxiety, fear, depression, suicide and PTSD. The Community Service Team assesses the importance of educating students, teachers, parents and the entire school about the dangers and how to prevent bullying.

Referring to what Smith said (in Putri & Suyanto, 2016), Intervention in Bullying behavior mentions eleven approaches to bullying that are carried out, both focusing on prevention and intervention, namely (1) taking a policy approach (2) motivating students, (3) creating an atmosphere class by creating warm relationships. among students, (4) providing information about bullying, its impact on victims and the help students receive, (5) overcoming social stereotypes and inappropriate or undesirable attitudes such as SARA, (6) monitoring student behavior outside the classroom, (7) invite trained students to act as mediators to help and resolve conflicts, (8) provide non-physical punishment, (9) invite parents of victims of bullying violations and invite them to school to discuss bullying interventions, (10) hold community meetings where the victims encouraged to express their concerns, feelings of grief in front of the bully as well as friends or those involved in the bullying incident, and (11) other approaches to influence positive behavior change for students regarding bullying.

Students who participate in this community service activity already have knowledge about bullying, students are expected to be able to prevent and form anti-bullying behavioral habits at school. Schools are expected to pay greater attention to bullying behavior in schools through preventive activities, advocacy, handling victims and perpetrators, as well as promoting a safe and comfortable learning atmosphere and environment for students.

Conclusion

Empowering teenagers in preventing bullying behavior at school through effective educational activities to increase student involvement as agents for preventing bullying at school. There is a change in knowledge before the activity is carried out and after the activity is carried out in the form of increased knowledge about bullying, its impact and how to overcome it.

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