



REVIEW ORIGINAL RESEARCH

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SCHOOL STRATEGY IN PREVENTING BULLYING AT SMPN NEGERI ARUN LHOKSEUMAWE

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Abstract: *The purpose of this study is to have a picture of school strategy in preventing bullying at SMP Negeri Arun Lhokseumawe and challenges in apply it. The method that used in this study was a qualitative method with case study type by using purposive sampling techniques. The subject in this study consist of 13 participants, that are 6 teachers, 3 students and 2 parents. The results of this study indicate that strategy that used in preventing bullying behavior at SMP Arun were; (1) Identifying the root of the bullying, (2) Discipline; having the role and consequences,(3) Creating a community of group study or role play, (4) Providing education information about bullying, (5) Providing counselling service for victims and perpetrators by school counselor, (6) giving reward, (7) Do Monitoring, (8) prompting response action from teacher, (9) Build up relationship with parents. However, the obstacles finding in preventing bullying behavior are: (1) Student afraid to repot the case to the teacher, (2) Inconsistency and low of commitment of teacher in applying the role, (4) Communication problem between school and parent. As conclusion the commitment and consistency in applying the role of school strategy is very crucial to prevent bullying at school. The strategic become effective when the role applies comprehensively.*

Purpose: Describe the school strategy in preventing bullying and challenges of school in applying the role strategy in Arun State Middle School, Lhokseumawe

Patients and methods: teachers, parents and students of bullying victims and bullies.

Results: The results of this study indicate that strategy that used in preventing bullying behavior at SMP Arun were; (1) Identifying the root of the bullying, (2) Discipline; having the role and consequences,(3) Creating a community of group study or role play, (4) Providing education information about bullying, (5) Providing counselling service for victims and perpetrators by school counselor, (6) giving reward, (7) Do Monitoring, (8) prompting response action from teacher, (9) Build up relationship with parents

Conclusion: SMP Arun has applied the strategy to prevent bullying at school. However, to executes the strategy become effective, the commitment and consistency of school is important to ensure the role applied. Furthermore, build up a good communication between school and parents as well as teach



student to become assertive will help to prevent cases of bullying.

Keywords: Bullying, Prevention of bullying, physical bullying, school strategy,

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Introduction

Bullying is a problem that can harm victims and perpetrators so it is necessary to prevent and handle bullying cases. Bullying is aggressive behavior in the form of physical and psychological violence. Bullying behavior can be done individually or in groups to fight other people. The problem of bullying occurs everywhere, but in fact the phenomenon of bullying occurs in schools, if it is not handled it will have a psychological negative impact on students.

Children's experiences at school are critical to their successful transition to adulthood. However, the reality is that schools are still not a safe and comfortable place for children in the education process. The results showed that many children refused to go to school because of bullying cases at school, they became afraid, anxious and not confident (Yandri, 2014). This can also be seen from various reports in various print and social media with various cases of bullying in schools that have an impact on death. Based on data from the Indonesian Child Protection Commission (KPAI), 84% of students experience bullying at school, 45% of male students and 22% of female students say teachers or officers are perpetrators of violence (Kurniawan, 2019).

There are so many negative impacts caused by bullying in schools, therefore schools have an important role in preventing bullying, because schools have the authority to make regulations and consequences related to the problem of bullying against perpetrators and victims. Schools and teachers are educators who need to have techniques and strategies in preventing bullying. (Putri & Suryanto, 2016) said that psychoeducation about bullying and handling counseling for perpetrators and victims can overcome bullying behavior in schools.

SMPN Arun itself has had a strategy in handling bullying cases in schools since 2017. One of the bullying prevention programs that has been carried out is to provide psychoeducation every month to students, homeroom teachers give punishments for bullies and schools give awards to students who

dare to report violations in any form, victims and perpetrators have received individual counseling. In addition, school counselors have also made strategies in the form of psychoeducation related to bullying in each class to anticipate bullying problems every month, school counselors also control break hours by walking around the canteen area, school corridors and places where children usually spend time. rest. School counselors also work closely with homeroom teachers to always advise children at the beginning of each lesson.

This program has been running for 5 years but the effectiveness of its implementation is still not effective. This condition can be seen from the cases of bullying that still occur. Based on this, the researcher wants to see the strategies that have been carried out in schools and what are the challenges so that the effectiveness of the school strategy has not been implemented effectively.

Material and methods

This study uses a qualitative research method with a case study approach. The number of respondents in this study amounted to 13 respondents consisting of 6 teachers, 3 victims, 2 perpetrators, parents of perpetrators and victims, whose children attended SMP Negeri Arun, Lhokseumawe City.

Results

The results show that SMPN Arun already has a bullying prevention strategy and has implemented it comprehensively. Several strategies related to the prevention program that the school has implemented are (a) identifying the problem of bullying by looking at the main forms and factors of bullying, (b) providing discipline in the form of punishment to create a deterrent effect, (c) creating study groups as a strategy to control bullying behavior. in the classroom through the learning process and role playing, (d) Psychoeducation, (e) Reward as a form of positive reinforcement for students who report and stop bullying and carry out supervision and control, (f) teachers control during class hours and breaks, (g) build cooperation with parents related to information on child development and making a link book.

The results of the study also identified that there were several obstacles in the process of implementing the regulations that had been made, due to the fact that bullying still occurred in schools

even though there were strategies that schools had implemented, such as commitment and consistency in the application of the rules that had been made. It was found that the school had not fully implemented the rules that had been made consistently. Many students are afraid to report cases of bullying that they see or happen to themselves because of threats from bullies and lack of immediate response from teachers when reported. Some teachers still think that the responsibility of preventing bullying is the main task of BK teachers. In addition, the lack of parental support in helping guide children in preventing bullying. This is in line with research conducted by Putro (2016). The obstacles experienced by teachers in dealing with cases of bullying in students are, students become increasingly resistant or angry when teachers act decisively on student behavior, but parents of students always feel their children are right, so the rules that are trying to be applied become ineffective, due to the defense of parents to their bad behavior.

Discussion

The problem of bullying is a serious matter that needs to be addressed by finding appropriate and effective strategies to minimize bullying violence in schools. So that students feel safe and comfortable in the school environment. A conducive environment will create feelings so that the learning process and receiving information can run well. Rigby (2003) said that to overcome bullying behavior it is necessary to have a bullying prevention strategy. The results show that schools already have several strategies in preventing bullying and obstacles in implementing these strategies,

The following are the results of the strategy findings that the school has done is to identify the root causes of bullying such as the reasons for doing it, the triggers, since when it started, the form of bullying that occurs, what victims and perpetrators feel and think. According to Putri (2016) in her research regarding effective strategies in preventing bullying in Mojokerto Junior High Schools is to find out the root of the problem that occurs, cooperate between the school and parents and provide intervention to the perpetrators and victims of bullying. This is also supported by Priyatna's (2010)

research that teachers need to be open to receiving complaints and reports from all students regarding bullying.

Disiplin adalah strategi kedua yang dilakukan oleh pihak sekolah dengan memberikan teguran, membersihkan lingkungan sekolah, mengurangi nilai sikap di rapor, membuat surat pernyataan perjanjian untuk tidak mengulangi perilaku bullying, pemberian point pelanggaran di buku point dan pemanggilan orangtua. Strategi ketiga dengan *membuat kelompok belajar*, tujuannya untuk membuat siswa lebih saling mengenal dan saling menghargai, sehingga membantu anak untuk lebih terbuka dan dapat saling berbagi cerita pengalaman dan pembelajaran. Siswa juga bisa sharing bersama guru terkait permasalahan yang mereka hadapi. Guru juga melakukan role play atau bermain drama terkait kekerasan sehingga anak dapat merasakan Ketika menjadi korban bullying. Menurut Aryumi (2017) kelompok belajar yang diadakan di kelas dapat mengurangi intensitas terjadinya bullying.

Discipline is the second strategy carried out by the school by giving warnings, cleaning the school environment, reducing the value of attitudes in report cards, making a statement of agreement not to repeat bullying behavior, giving violation points in the point book and calling parents. The third strategy is to create study groups, the aim is to make students know and respect each other better, thus helping children to be more open and able to share experiences and learning stories with each other. Students can also share with the teacher the problems they face. Teachers also do role play or play dramas related to violence so that children can feel when they are victims of bullying. According to Aryami (2017) study groups held in class can reduce the intensity of bullying.

The fourth strategy is to provide education regarding bullying information. Khiyarusholeh & indriawati (2018) said that students' concern for victims of bullying can be built by motivating, advising and giving advice about bullying. The fifth strategy is to provide counseling services to students who are victims and perpetrators as a form of intervention. Yendri (2014) said that school counselors need to provide prevention through optimal and comprehensive counseling services. The sixth strategy is to provide rewards as a form of reinforcement in increasing positive behavior. According to Sagal (2010) reward is an educator's action that serves to strengthen the goals achieved by students. The seventh strategy is monitoring, which is a form of control and supervision carried out by the school to minimize bullying behavior. Control is carried out by the picket teacher during class hours, break hours and free hours. Ambarani (2018) says that bullying prevention in schools must be done by supervising students who are bullies.

The eighth strategy is to provide a responsive and fast response to every incident of bullying. Januarko (2013) said that the quick action given could be in the form of advice, punishment, and handling from the homeroom or school counselor to prevent bullying. Yens & Ilfajri (2016) said that an effective way to reduce bullying is to take immediate action.

The ninth strategy is to build cooperation between the school and parents in order to establish effective communication between schools and parents. The role of parents is very important for the development of children at school, because the love given by parents at the beginning of a child's life will greatly help the process of child development and even become the basis for laying the personality of a child. Astuti (2008) said the involvement of parents and all community members as an effort to overcome the problem of bullying. This is also in line with research conducted by Sulistyorini (2016) which states that maternal parenting influences bullying behavior in adolescents. It is proven by the results obtained by -0.667 ; $p = 0.000$ ($p < 0.01$) means that there is a negative relationship between parental interpersonal communication and bullying behavior.

Les Parsons (2009) revealed that there are several strategies used to deal with bullying in schools, including classroom management strategies, cooperative learning strategies and curricular supplements. Teachers as facilitators are expected to be able to provide innovation in the classroom so as to reduce student problems in class. In this case, according to the theory of Les Parsons (2009) above, several teachers at SMPN Arun have developed classroom management strategies, where teachers are able to handle student problems in class and develop learning innovations that are able to motivate student achievement, especially in class.

Conclusion

Based on the results of the study, it was shown that SMPN Arun already had various strategies in preventing bullying. They have also implemented this strategy for a long time, but there are several obstacles that make this comprehensive strategy ineffective, namely the inconsistent implementation of the rules, and the need for commitment from all parties, both teachers, parents and students so that bullying prevention in schools is more effective and memorable. It is hoped that SMPN Arun can become a pilot project for a bullying prevention program and become a model for other schools in Lhoksumawe and North Aceh.

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Disclosure

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