# STOP BULLYING EDUCATION TO INCREASE STUDENT'S AWARENESS OF THE DANGERS AND IMPACTS OF BULLYING

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**ABSTRACT**

**Introduction:** Bullying tends to be done repeatedly to victims and can harm victims, including discomfort, excessive depression, depression, stress, low self-esteem, trauma, and other negative impacts. The importance of knowledge on the negative impact of bullying needs to be given to students to minimize bullying, especially in the school environment. In Kediri District, the bullying rate is quite high, reaching 30 cases during January-July 20. This has led the Kediri Regent to invite the community to mobilize an anti-bullying campaign that all students in Kediri District attended. In addition, the Kediri Regent is working with the police to install CCTV in strategic places to monitor bullying. This PkM activity aims to educate students about the negative impact of bullying and legal actions that can be accepted for bullying perpetrators.

**Methods:** This Community Service (PkM) activity was carried out through five stages, namely: pretest, education, role-playing, mentoring, and evaluation. The participants of the activity were XII-grade students in one of the State High Schools in Kediri Regency. The administration of pretests and pretests is carried out as an evaluation of the results of the activity. Pretest and post-test data will be analyzed using non-parametric statistical analysis Wilcoxon test. This is because the pretest and posttest data are not normally distributed.

**Results:** In the data analysis using the Wilcoxon test, it was found that the sig value was 0.00. This value is smaller than 0.05, so it can be interpreted that there is a significant difference between the pretest and posttest scores, where the posttest average value (96.21) is greater than the pretest value (43.26). This can be interpreted that students understand the counseling material about the negative impact of bullying and legal actions that can be accepted for bullying perpetrators.

**Conclusion:** Stop bullying education activities can increase student awareness of the dangers and impacts of bullying and reduce the number of bullying in Kediri District.

**KEYWORDS**

bullying; campaign anty bullying; impact; law; stop bullying.

## 1. INTRODUCTION

Etiologically, bullying comes from the English word bull, which means a bull that likes to charge around. Whereas in Norwegian, Finnish and Danish, bullying comes from the word mob which means a group of anonymous and large numbers of people participating in acts of violence leading to depression and anxiety ( Acob et'al, 2021). Bullying, also known as bullying, is a universal problem that poses a serious threat to a person's physical and emotional health and significantly affects their quality of life. Bullying is also a psychosocial problem characterized by insulting and demeaning others repeatedly, where the negative impact on the perpetrator and victim is

that the perpetrator feels more powerful than the victim, giving the perpetrator a sense of power that encourages him to continue to carry out these actions (Caceres, 2023; Maysarah, 2023; Bakri, 2022). Bullying actions can be verbal and nonverbal (Sukoyono, 2023; Fatmawati, 2023). Verbal bullying behavior by issuing unkind or hurtful words to its victims (Sukoyono, 2023), while nonverbal bullying is carried out by actions that can physically injure its victims. Bullying actions have several types, namely (1) teasing, which is the behavior of mocking, insulting, excluding, harassing, shouting, disturbing victims through communication tools (Day et al, 2022; Fatmawati, 2023), (2) exclusion is an act of bullying carried out by socially ostracizing the victim, such as excluding the victim from peer groups, excluding the victim from conversations, and excluding the victim from games, (3) physical is an act of bullying carried out against the physical victim, such as: hitting, kicking, grabbing, pushing, disturbing, and damaging the victim's property (Wei et all, 2023), (4) harassment is an act of bullying through statements that are disturbing and attacking related to sexual issues, gender, race, religion, and nationality (Mardianto, 2023).

Bullying can occur anywhere, both in society and the educational environment (formal and non-formal). There are internal and external factors that influence the behavior of bullying. External factors of bullying include family environment, school, peers, society, and mass media (Isman 2019; Oktavianto, 2017; Yuyarti, 2018). While individual internal factors: nature, personality, and character (Maysarah, 2023). Bullying actions that are not properly addressed can threaten psychosocial development, both for victims and perpetrators (Gultom, 2023). The negative impacts that can be caused by bullying that occurs for a long time include: victims are at high risk of experiencing discomfort, excessive depression, depression, stress, low self-esteem, and trauma (Siswati, 2023; Widyatnyana, 2023; Romadhoni, 2023).

In response to the dangers of bullying, the government has set policies including those contained in Permendikbud Number 18 of 2016, specifically in article 5 paragraph 1 point i.2 which contains a ban on school introduction activities that are irrelevant and have the potential for bullying, besides that in article 7 paragraph 2 stipulates sanctions if there is hazing in school introduction activities which are regulated in more detail in Permendikbud Number 82 of 2015. In addition, the government has stipulated Permendikbud Number 20 of 2018 concerning the Pancasila Student Profile Strengthening Project (P5). Establishing P5 aims to realize the nation's character following national goals and prevent all forms of bullying or bullying (Kahfi, 2022; Rahayu, 2019; Wicaksana, 2017). Based on the results of the Ministry of Social Affairs survey in 2017, it shows that 84% of children aged 12-17 years have been victims of bullying. This figure is higher than Cambodia, Vietnam, Pakistan, and Kepal (Fatmawati, 2023). The importance of increasing awareness of the impact of negating bullying is needed so that this toxic behavior can be avoided early on (Dowdell, 2022). To suppress bullying cases, the role of the family, school, and environment is needed (Anggraini, 2023). In addition, the need for education to students about legal penalties for bullying perpetrators needs to be done to minimize the increase in bullying cases, especially in the school environment (Putra, 2022). This act of bullying can occur in the school environment, both at the elementary and high school levels (Wulansari, 2023). One of the schools that has special attention to bullying is SMA Negeri 1 Wates. Efforts made by the school are to prevent students from bullying. To further increase students' awareness of bullying and its legal handling, bullying education was carried out by the community service team working with the school. The selection of SMA Negeri1 Wates as the target of the activity is that in

this school there has been an act of bullying which resulted in the victim experiencing physical disability and post-bullying trauma so that the victim does not want to go to school anymore.

This community services activity was carried out to provide education about the negative impact of bullying on victims, and legal actions that can be accepted for bullying perpetrators. This is intended to increase student awareness to uphold anti-bullying and focus more on positive activities.

## 2. MATERIAL AND METHODS

"Stop Bullying" workshop and counseling were conducted in 01 August until 31 September 2023 by the Community Service Team (PkM) and collaborated with the Wates Police Sector of Kediri Regency. This activity uses a quasi-experimental design to determine the effect of Stop Bullying counseling on reducing bullying cases in schools. This activity has obtained permission from the local police (Wates sector police) and the school. This PkM began with licensing and cooperation with the Wates Police, then determining the location of the activity where SMA Negeri 1 Wates Kediri Regency class XII was chosen as the target of PkM activities. The selection of activity targets is based on the following, namely: (1) class XII is the highest class that will be used as a role model for the class below, (2) Class XII will be assigned to be a peer tutor in transferring knowledge related to bullying actions, (3) Class XII can help the school conduct cadre in the class below, and (4) class XII can be a senior who can nurture, protect, and set a good example for his younger class.

Before the activity began, students were given pretest questions first to find out students' knowledge about bullying. After the pretest was completed PkM activities continued with lectures, role playing, mentoring, and evaluation of activities. Students are given education about bullying and laws or laws for bullying perpetrators. The PkM activities were carried out in August 2023 at SMA Negeri 1

Wates, Kediri Regency, where the activities were divided into 5 (five) stages as shown in Figure 1. The participants of the activities were class XII students of SMA Negeri 1 Wates, Kediri Regency, totaling 239 students. The activity began by giving a pretest to the participants to find out the students' initial knowledge about bullying. The pretest was carried out using a google form platform that can be accessed via cellphone. This PkM activity was carried out for 2 months. This agenda's starting from the preparation, licensing, coordination, implementation, and evaluation stages of the activity. At the implementation stage, the activity was carried out for 1 day for socialization about Stop Bullying. This activity is carried out at the SMA Negeri 1 Wates field. Education is provided through workshop activities by providing examples of bullying cases that occur in the school environment, the dangers and impacts for victims, and legal actions for perpetrators.

After the second session was completed, a question and answer (Q&A) session was held with the participants. Participants seemed very enthusiastic in asking questions. After that, students are invited to role-play, where students perform a drama or short play related to bullying. Some students will play the role of perpetrators, victims, the community (witnesses), and law enforcement. The next stage is assistance to students carried out by the school, especially teachers. Together with the activity implementation team, the teacher conducts direct monitoring by coming to each class in SMA Negeri 1 Wates, totaling 9 classes. After the monitoring was completed, the next activity evaluation was carried out, where the evaluation was carried out through giving written tests and interviews to students. Written tests are conducted to measure students' level of understanding about bullying, legal handling, and bullying prevention. The activity began by giving a pretest to the participants to find out the students' initial knowledge about bullying. The pretest was carried out using a google form platform that can be

accessed via cellphone. The time allocation for taking the pretest is 10 minutes with a total of 13 questions. The use of online tests aims to make it easier for students to access test questions, minimize time, and be paperless.

Based on the pretest results, the assessment is grouped into 4 categories, namely: Very understanding (score 76-100), understanding (score 51-75), less understanding (score 26-50), and not understanding (score 0-25). To determine the level of students' understanding of bullying based on the results of the pretest and post-test, statistical analysis will be carried out using the SPSS application, including the normality test, and continued with the paired t-test if the data is normally distributed or the Wilcoxon Test if the data is not normally distributed (Usmadi, 2020; Quraisy, 2020; Agustianti, 2022). Schematically, the stages of the activity can be depicted in Figure 1.

## 3. RESULTS

From the results of the pretest conducted, the results are shown in Figure 2 where the majority of students who participated in the activity (78.66%) still lacked understanding about bullying, the impact on victims, and the laws that apply to the perpetrators.

After the pretest was completed, the next stage was education, where education was delivered by the activity implementation team and the Wates sector police. This educational activity was carried out in the schoolyard of SMA Negeri 1 Wates. At this stage, it

session was delivered by the PkM implementation team. The first session was held for 20 minutes by presenting information about the definition of bullying, types of bullying, and the impact of bullying on victims which includes physical, psychological, and mental impacts. The second session was delivered by the Public Relations Officer of Wates Police He provided education about juvenile delinquency, legal actions, as well as examples of juvenile actions that occur in the school environment and their legal actions by law enforcement officials. In the second session was completed, this can be seen from the response of students who scramble to ask questions to the speakers. In the third stage, student representatives were invited to play a role, where there were three students who played the role of bullying perpetrators, one student as a victim of bullying, and 2 students as legal officers. At this stage, students who played a role in a short drama acted the drama well, and students who followed the activity paid attention well. At the end of the drama, the speakers gave a moral message taken from the short performance where "bullying destroys the younger generation".

After a short drama about bullying, we entered the monitoring stage where the teacher and several PKM implementation team teams conducted monitoring. At the same time, the other team continued the activity to the fifth stage, namely the evaluation stage by giving post-test questions to activity participants online through a google form platform that can be
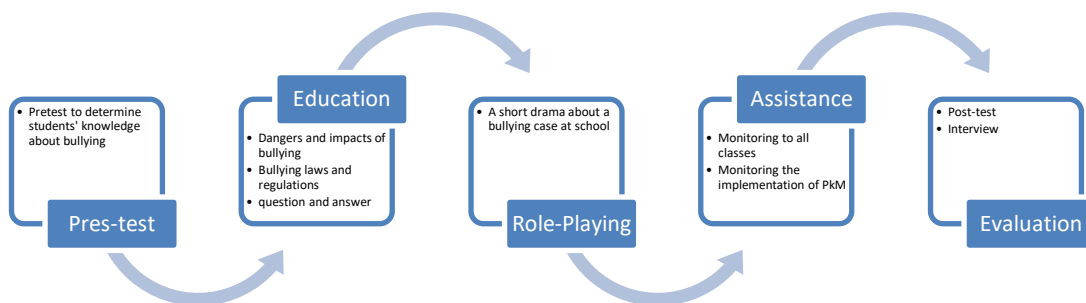


Figure 1. Stages of Community Service Activities

was carried out in 2 (two) sessions, where the first

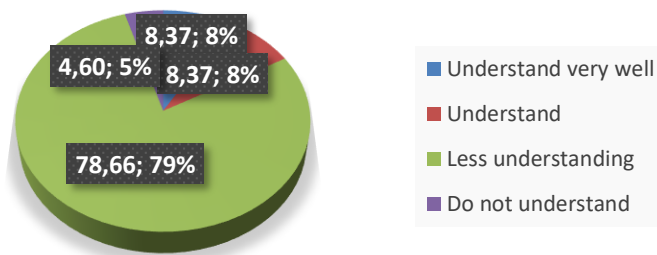**Pre-test Results PkM Activity Participant of
"STOP BULLYING"**



Figure 2. Pretest Result of "Stop Bullying" Community Service Activity



Figure 3. Submission of material by resource persons 1 and 2



Figure 4. Q&A session between participants and resource persons



Figure 5. Handover of souvenirs to Wates Police Representative

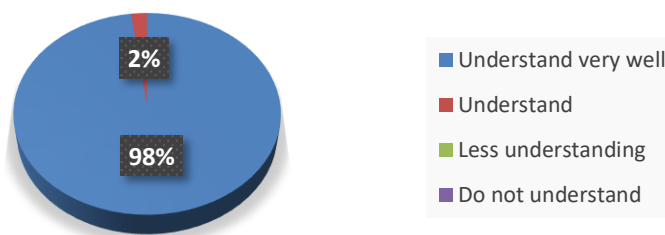**Post-test Results PKM Activity Participant of
"STOP BULLYING"**



Figure 6. Post-test results PKM activity participant of "Stop Bullying"

accessed through each student's cellphone. The questions given during the pretest and posttest were the same questions. This last stage was carried out to determine the final knowledge of the participants after this activity. Based on the results of the post-test that has been carried out, the results are shown in Figure 6.

Based on the pretest and post-test results obtained by the activity participants, it is known that there is an increase in knowledge about bullying, its impact, and legal action for perpetrators. This can be

seen from the results of data analysis using the Kolmogorov Smirnov Test to determine whether the data is normally distributed. The results of the Kolmogorov Smirnov Test can be seen in Table 1.

Based on the Kolmogorov Smirnov Test for pretests and posttests, the sig is 0.000 and this value is smaller than 0.05, it can be concluded that the data is not normally distributed. Because the data is not normally distributed, then to test whether there is a significant difference between the pretest and posttest scores, a non-parametric t-paired statistical

Table1. Normality test uses the Kolmogorov Smirnov test

| Tests of Normality | | | |
| --- | --- | --- | --- |
| | Kolmogorov-Smirnov[a] | | |
| | Statistic | df | Sig. |
| pre | .228 | 239 | .000 |
| post | .341 | 239 | .000 |

Table 2. Non-Parametric Test

| Test | P-value |
| --- | --- |
| post - pre | .000 |

test using the Wilcoxon test is used and the results are obtained as in table 2.

The sig value of the Wilcoxon test is 0.000. This value is smaller than 0.05 so the conclusion obtained is that there is a significant difference between the pretest and posttest scores, where the posttest value is greater than the pretest value. This shows that stop bullying education can increase students' awareness of the dangers and impacts of bullying.

## 4. DISCUSSION

In the Stop Bullying educational activities carried out at SMA Negeri 1 Wates Kediri Regency, it is known that these activities can increase students' knowledge of the impact and dangers of bullying, as well as legal actions for bullying perpetrators. The sig value is smaller than 0.05 which means that there is a significant difference in student knowledge before and after being given this Stop Bullying education. In this activity, students are given real examples of the negative impact of bullying cases around them, especially in the school environment where victims of bullying actions are traumatized, physically disabled, and so on. This education is expected to reduce the number of bullying that occurs in schools, especially SMA Negeri 1 Wates, Kediri Regency. Efforts made to reduce the number of bullying in addition to increasing student awareness, students are invited to do positive activities that can improve student character.

One of the activities that can foster positive student character is the habituation of congregational prayer researched by Wati (2022). In the research

conducted by Wati (2022), it was found that the habituation of scheduled dhuha and dhuhur prayers had a positive impact on students where students became more disciplined, more diligent in carrying out worship and without coercion, respectful to teachers, obeying school regulations, and more responsible (Wati, 2022). In minimizing bullying in schools, the role of school parties is needed, one of which is the teacher. Based on research conducted by Yamada (2022), schools need to carry out policy planning in overcoming the existence of school bullying actions, knowing the root causes of school bullying, providing punishment, creating study groups, providing counseling services, and giving awards or rewards to students.

## 5. CONCLUSION

Stop Bullying Education can increase students' knowledge and awareness of the dangers and impacts of bullying and law enforcement for bullying perpetrators. As a follow-up to this activity, it is necessary to monitor student associations, especially in the school environment to avoid bullying in the school environment and the need to hold personal counseling for students who are victims of bullying so as not to damage the psychological condition of the victims. In addition to socializing students to minimize and overcome bullying, other efforts can be made, including: (1) organizing positive student activities that hone students' cognitive, psychomotor, and affective abilities, (2) organizing religious activities to increase students' religious knowledge and faith, (3) increasing P5 activities (Pancasila Student Profile Strengthening Project), and other positive activities.

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