ACTIVE INVOLVEMENT OF PARENTS AND TEACHERS AS AN EFFORT TO PREVENT BULLYING OF CHILDREN IN ELEMENTARY SCHOOLS

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ABSTRACT

Introduction: Bullying is still a critical problem in Indonesia, especially in schools, where many unreported cases are also found, which then have a broad impact on children's welfare. Therefore, this community service activity aims to increase the knowledge and understanding of the target audience regarding bullying incidents in children and prevent bullying from occurring early on.

Methods: This community service utilized a participatory approach at Selolembu State Elementary School, Bondowoso (June–August 2023), involving school staff, parents, and students to prevent bullying. The stages included initial observations, problem mapping, participatory assistance via focus group discussions, workshops on bullying prevention and parenting, establishing anti-bullying student cadres, and ongoing evaluations to measure the program's effectiveness.

Results: Parents and teachers are critical in preventing bullying at school. Teachers play a role in increasing awareness, providing character education, and monitoring the school environment to prevent bullying incidents. They also participate in the development of anti-bullying policies and reporting systems. Parents play an active role in monitoring children's behaviour at home, especially regarding the use of technology, as well as being involved in school activities and policy-making. Collaboration between teachers and parents is essential to create a school environment that is safe and free from bullying.

Conclusion: The conclusion from the implementation of this activity is the need to monitor and strengthen the commitments set by the target audience so that program sustainability can be maintained.

KEYWORDS

bullying; cadres; parents; teachers.

1. INTRODUCTION

Bullying is one of the serious problems occurring in Indonesia today. Bullying is currently like an iceberg phenomenon, there are still many cases of bullying that are not reported. Bullying cases have become a problem that often occurs in the school environment. This is very concerning considering that many of the victims and bullying behavior are students. Based on KPAI data, according to (Pancawati, 2023), there were 129 children who were victims of bullying, 76 in 2020, 53 victims in 2021. Not only does it happen to secondary school students, bullying also occurs among elementary school (SD) students. Data from the 2021 National Assessment shows that 24.4% of

students have the potential to experience bullying incidents in educational units. This certainly needs to be our collective attention to stop bullying. According to the Federation of Indonesian Teachers' Unions, 84% of Indonesian students experience violence or bullying at school (FSGI, 2023). According to (Kasih, 2019), he explained that based on 2018 PISA data, 41% of students in Indonesia had experienced bullying, which caused Indonesia to be in 5th position out of 78 countries as the country with the most students experiencing bullying. This widespread issue calls for urgent collective attention to address and prevent further incidents.

Continuous bullying will have a negative impact on the victim. Bullying not only has a negative impact on the physical but also on the victim's psychology. (Borualogo et al., 2020) reveals that the impact of bullying can result in long-term damage to intelligence, psychology and mental health. Victims of bullying feel they are worthless, resulting in depression and suicidal thoughts. This is proven by a case that occurred in 2018 in which an 11-year-old victim of bullying experienced depression that led to death after being physically abused, forced to carry out inhumane activities and shared on social media.

The problem of bullying is a concern for teachers in schools. Consciously and unconsciously, bullying behavior is often carried out by students at school. Most of the bullying found in schools is verbal bullying. (Limilia & Prihandini, 2019) explained that society, especially students, do not yet understand that verbal violence such as teasing is included in the category of bullying because teasing has become a culture in society where it is constructed as a joke, joking, and is usually done. It is not uncommon for verbal bullying to be followed by physical bullying. Perpetrators of bullying do not only come from certain genders but are men and women. Victims of bullying are not only women but men are also victims of bullying at school. The bullying that occurs is based on several aspects. Based on observations made,

social jealousy is one of the reasons bullying occurs. Students who are helpless and have weaker self-defense become victims of bullying at school.

The many cases of bullying that occur in schools need to be prevented so that students learn calmly and comfortably at school. An effective effort that can be made by schools is to implement an anti-bullying program by implementing a comprehensive approach, namely by improving and building relationships between school members and creating a sense of security (Kasih, 2019). Farah et al., (2022) explain that there are 3 actions that can be taken to prevent bullying, the first is transtheory, namely activities to raise awareness of the dangers of bullying which have stages that are easy to understand and safe for victims, perpetrators, teachers and parents. The second is the Support Network, which is building communication between school residents to unite the understanding and involvement of school residents regarding bullying. Third is the SAHABAT program which according to (Khasanah, 2015) is a program that involves all parties in the school which is based on the ethical values of love, harmony and responsibility to overcome bullying in schools. Based on the background that has been explained and on preventing bullying in elementary school children, this service activity was carried out to increase understanding and positive attitudes regarding the importance of efforts to prevent bullying in children. The target audience will also receive a stimulus to be consistent in carrying out efforts to prevent and assist cases of bullying in children.

2. MATERIAL AND METHODS

This community service used a participatory approach focusing on active assistance at the Selolembu State Elementary School, Bondowoso, to prevent bullying. Activities involving the school community, namely the principal, teachers, parents and students, were carried out in June-August 2023. The method used includes the following stages:

1. Initial observations: Observations were carried out to understand the social conditions and dynamics of the school. This observation process was carried out through a participatory approach and interviews with school officials (principals, teachers, and students) to identify bullying-related problems.

2. Problem mapping: After observation, the problem of bullying in schools was mapped based on observation and interview data. This was done to design appropriate interventions.

3. Participatory assistance: involving all school parties in focus group discussions (FGD) to develop innovative school policies for bullying prevention. This activity aims to create a bullying-free school environment by involving the active role of school supervisors, teachers and student guardians.

4. Workshops and outreach: Workshops provided teachers and parents training on bullying, parenting, and character education. This activity aims to increase knowledge and understanding about preventing bullying in the school environment.

5. Establishment of anti-bullying cadres: This program creates educational agents among students who are responsible for monitoring and educating their friends about the importance of preventing bullying.

6. Evaluation: Weekly evaluations and final evaluations were carried out to measure the effectiveness of mentoring activities and see their impact on reducing bullying cases in schools.

3. RESULTS

The results of this community service activity are divided into two, namely the results of activities based on targets and the results of activities based on outcomes as follows:

Results of planning stage activities

At the implementation stage of the activity planning stage, the process of planning the implementation of activities is carried out in the form of preparing a framework and supporting documents for partnership activities as follows:

1. Management forms innovative and integrated school policy designs to realize school innovation programs by optimizing the potential of existing schools towards realizing superior schools free of bullying (Figure 1).

Figure 1. School Classroom Partner School

2. The management prepares training modules and provides a schedule for implementing activities.

Results of mentoring stage activities.

At the implementation stage of mentoring activities there are several activity achievements as follows (Figure 2 dan 3):

Figure 2. Teacher Capacity Assistance

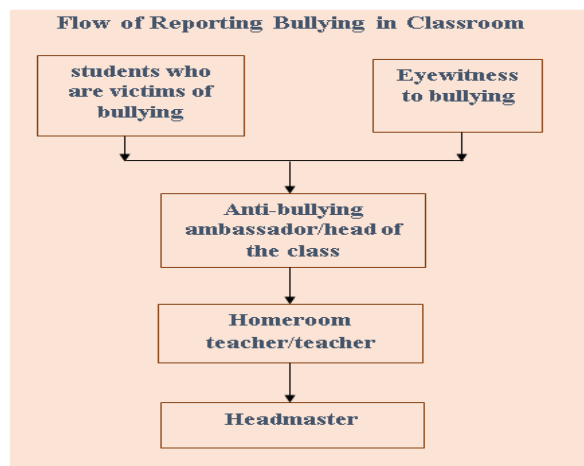
Figure 3. Workshop and Socialization

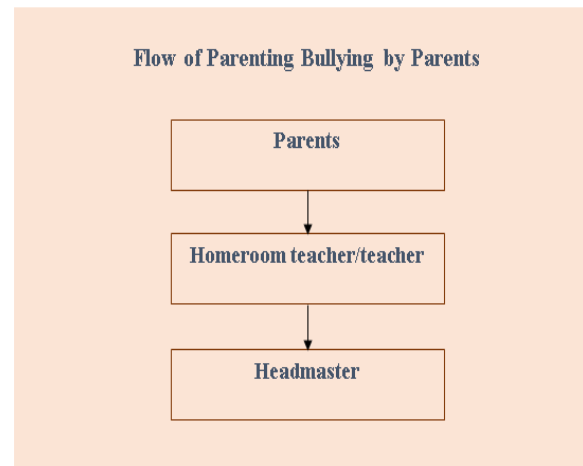Figure 4. Flow of Reporting Bullying in the Classroom

Figure 5. Flow of Reporting Bullying by Parents

Figure 6. Teachers and Parents' involvement in efforts to prevent bullying in schools

Figure 7. Evaluation of Activities and Selection of Anti-Bullying Ambassadors

1. The results of mentoring activities through activities Focus Group Discussion is the formation of innovative and integrated school policy designs in the realization of superior, bullying-free schools. The policy scheme in an effort to prevent bullying is in the form of a bullying complaint flow as follows (Figure 4 and 5).

2. School capacity assistance activities through workshops and outreach to partners in efforts to prevent bullying, parenting and character education for students (Figure 6).

3. Results of activities in forming an active anti-bullying cadre for students at Silolembu Elementary School, Curahdami District, Bondowoso Regency. The selected anti-bullying cadres are 2 students who will later become examples in efforts to prevent bullying at school

Results of evaluation phase activities

The activity evaluation stage is carried out at the end of the 6th month of activity implementation. The evaluation results show that there are several findings of bullying cases in partner schools so that preventive efforts are needed against bullying cases. Based on the results of this evaluation, the target audience is committed to forming a complaint flow regarding casesbullying innovative and integrated through active involvement of all target audiences. This policy was then disseminated and workshops were carried out to the target audience to increase the target audience's knowledge regarding the importance of efforts to prevent bullying in children. At this stage, anti-bullying cadres were also formed which resulted in 2 anti-bullying cadres at partner schools as role models for children in efforts to prevent cases bullying (Figure 7).

4. DISCUSSION

The results of this community service activity are of course inseparable from planning efforts and team collaboration in implementing efforts in accordance with management principles including planning, organizing, implementing and evaluating (POAC) (Rahman, 2017). The activity manager then carries out a planning effort based on the results of observations of the activity partners. Observation results show that there are still cases of bullying that require preventive efforts in the future. This is a reference for managers and target audiences in forming bullying complaint service policies and bullying prevention efforts which are composed of several forms of activity programs that have been agreed upon through activities.

On activities Focus Group Discussion attended by several related parties including School Supervisors, School Principals, Teachers and Parents. This activity will collaborate between the school and the Jember University Team with the expected result, namely the design of an innovative, superior, bullying-free school policy. There are several achievements from this activity, including the formation of a commitment with the target audience in efforts to prevent bullying, capacity building efforts through workshops and outreach, the establishment of a violence complaint service and the formation of anti-bullying cadres.

The partners' commitment in dealing with the findings of this bullying case is to form an innovative and integrative complaint service involving several parties including students, teachers and parents. The participation of all related parties is one of the driving factors in achieving the results of planned activities. So an active effort is needed to collaborate with every related party in being involved in the implementation of every aspect of the planned program (Wardefi et al., 2023). Parental involvement is an active process and initiative from parents is realized if there is the willingness, ability and opportunity for parents to be involved. This can be encouraged by increasing parents' knowledge of the importance of active involvement of parents in efforts to prevent bullying in children (Persada et al., 2017).

There are several efforts that can be made by schools to increase the active involvement of parents in preventing bullying in children, such as providing parenting classes to parents, involving parents in school committees and involving parents in forming policies related to improving the quality and education of children in school (Alexandra, 2019). This is in line with the results of research conducted by Sanisah et all, (2022) which shows that involving parents in policy making regarding educational development in schools can improve harmonious relationships between parents and schools (Sanisah, 2022). This is due to the beginning of two-way communication between parents and schools, the increasing role of parents in accompanying children's education, parents being active in children's education programs at school and increasing the role of parents as school partners in children's education.

Schools as a place for children to learn should adopt a more open system and be able to socialize naturally amidst the changes occurring in society (Departemen Pendidikan Nasional, 2007). This is confirmed by the empowerment theory by Cook and Macaulay in Persada et all, (2017) which explains that a more open system facilitates the process of community involvement, which in this case is represented by parents in community empowerment efforts as an effort to improve school performance in achieve a more optimal, effective and efficient goal. There are several efforts that can be made by the school to involve parents in efforts to form policies or programs (Wulandari & Kristiawan, 2017). This effort was carried out as an effort to prevent bullying in children, such as establishing a child violence complaint service and forming anti-bullying cadres for children. This is a form of psychoeducational effort for children to commit to becoming anti-bullying cadres at school (Wardefi et al., 2023). Through the

formation of anti-bullying cadres, it is also hoped that they will be able to become a role model for other children in efforts to prevent bullying that occurs in the school environment (Kumala et al., 2019).

The formation of a character education policy for children is one answer to the problem of bullying launched by the current government. The concept of character education itself is an educational concept that combines the family, school, school environment and the wider community (Hidayat, 2021). The family as the most important factor influencing children's growth and development determines the success of character education in children, so it is necessary to strengthen character education in children through the family environment (Nikmah, 2013). However, entering the current era of digitalization, children have begun to be greatly influenced by technological advances which have an impact on disrupted children's development and the lack of togetherness in the family environment and the emergence of deviant social behavior in children (Novitasari & Khotimah, 2016).

The bullying in the Justice For Audrey case is an example of bullying that occurs as technology continues to develop. This case is a negative form of using technology in the form of gadgets without supervision from the surrounding environment, especially the weak role of parents in supervising their children when playing with gadgets or other technology (Fortuna, 2020). For this reason, parents need an important role in supervising children in using technology/gadgets (Vitrianingsih et al., 2018). This is in accordance with research conducted by Wulandari, (2017) which shows that the role of parents in supervising gadget use has a positive impact on children's development and character in the pre-school period (Wulandari & Kristiawan, 2017). Other character education concepts also involve schools in efforts to build character in children (Kemendikbud, 2020). In this concept, there

are several dimensions of character education that are strengthened by schools for children, namely

a. Ethical dimension (heart exercise)

In this dimension, students are expected to become individuals who believe and are devout. This is done by providing education and teaching about religious values. Religious knowledge is one of the main foundations that can shape students' character into individuals with noble character, so that it can be a recovery in society by creating a polite and caring social atmosphere.

b. Dimensions of literacy (thinking)

The literacy dimension encourages children to become intelligent humans and become individuals who excel in academics as a result of learning that can be used as lifelong learning. It is hoped that the literacy/thinking dimension can increase children's enthusiasm and motivation so that they become serious learners and are serious about pursuing their dreams and aspirations so that they can become successful individuals and be useful to others.

c. Aesthetic dimension (taste training)

The aesthetic dimension is a dimension that is oriented towards children's education patterns so that they become human beings who have moral integrity, a sense of artistry and culture. Through this dimension, children will be taught to discover the aesthetic side of themselves both in the fields of art, culture and morals.

d. Kinesthetic dimension (sports)

The kinesthetic dimension is a dimension that emphasizes the formation of healthy individuals who can participate actively as citizens. This can be achieved optimally if children have healthy bodies.

This community service activity helps support bullying prevention through several critical interventions, namely socialization and workshops, the formation of anti-bullying cadres and school

commitments. These socialization and workshop activities educate teachers, students, and guardians about bullying prevention, parenting, and character education. Increasing knowledge among participants can help them recognize and stop bullying early on. Forming Anti-Bullying Cadres is essential in promoting bullying prevention at the student level. These cadres will be examples for other students in fighting bullying. School Commitment is an innovative, integrated policy designed to create a safer, bullying-free school environment. However, although this activity has been quite supportive of bullying prevention, the evaluation at the end showed that there were still cases of bullying detected in schools, so further monitoring is needed to ensure that this program runs sustainably.

Based on the evaluation, implementing the program is an excellent first step. However, several additional programs, such as Advanced Training and Mentoring, can strengthen bullying prevention. Anti-bullying cadres that have been formed can be given further training and regular mentoring to ensure the effectiveness of their role. In addition, additional workshops can strengthen teachers' skills in dealing with bullying. Community Collaboration Programs can also be carried out to help prevent bullying in schools, namely by forming collaborations with communities outside the school, such as non-governmental organizations (NGOs) working in the field of child protection, which can provide additional external support for bullying prevention in schools (Kenny et al., 2023). Improvement of Complaint Infrastructure is also needed. Although a complaint flow has been established, it is essential to ensure a more anonymous and easily accessible complaint system for students so that they feel safer reporting bullying without fear of consequences. Continuous Education Programs need to be implemented. Education about the psychological impact of bullying and the importance of empathy and cooperation can

be part of the school curriculum, ensuring ongoing prevention in the school environment.

5. CONCLUSION

Bullying is still a serious problem in Indonesia. This problem is like an iceberg phenomenon, where there are still many cases that have not been reported to date. Based on this background, the problem of bullying is one of the topics studied in this community service activity. The results of the activity analysis show that there are still cases of child bullying occurring in partner schools, which is one of the urgencies for implementing this service activity. Through Focus Group Discussion activities carried out during this community service activity, several policies were produced in the form of forming a commitment with the research target audience in efforts to prevent bullying in children, establishing bullying complaint services, implementing capacity building activities in the form of workshops and outreach, as well as forming anti-bullying ambassadors in service partner schools. It is hoped that the policy can become a pilot project in efforts to prevent bullying problems in children. To achieve this goal, the management recommends an effort to monitor and strengthen commitments and programs that have been formed among the target audience so that community service activities can continue and provide more benefits to the target audience.

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