



**Journal of Human And Education**

Volume 4, No. 2, Tahun 2024, pp 142-147

E- ISSN 2807- 4238, P-ISSN 2807-4246

Website: <https://jahe.or.id/index.php/jahe/index>

## **Educational Outreach: Stop Bullying, Stop Seniority in Schools**

**Ella Masita<sup>1\*</sup>, Widyastuti<sup>2</sup>, Melati Dama<sup>3</sup>, Sumardi Sumardi<sup>4</sup>, Musran Munizu<sup>5</sup>**

Universitas Jambi, Indonesia<sup>1</sup>, Universitas Tama Jagakarsa, Indonesia<sup>2</sup>,

Universitas Mulawarman, Indonesia<sup>3</sup>, Universitas Pancasakti Makassar, Indonesia<sup>4</sup>

Universitas Hasanuddin, Indonesia<sup>5</sup>

Email: [ellamasita@unja.ac.id](mailto:ellamasita@unja.ac.id)<sup>1\*</sup>

### **Abstract**

Bullying behavior carried out by seniors towards juniors in the educational environment is still often found in various schools and is still a hot topic that is often discussed today. Cases of violence perpetrated by seniors against juniors have attracted a lot of attention because cases of violence used by seniors against juniors still exist today. Therefore, the aim of this community service is to see what factors are behind violent behavior in seniority in the educational environment and to provide education to students that the acts of bullying carried out are deviant acts and can be traumatic for the victims of bullying. In obtaining the data used were observation and literature review. This service activity is an effort to educate bullying behavior and seniority at Junior High School Number 17 Jambi. This effort was motivated by the lack of knowledge about bullying. As a form of the author's thinking, several efforts and breakthroughs are offered, namely; 1.) Children are given reinforcement regarding the ability to detect early the possibility of bullying, 2.) Families need to instill religious values and teach love between each other 3.) Schools can design and design programs to prevent bullying behavior, 4.) Prevention efforts community by building groups that care about child protection starting from the village or sub-district level to the district or city and provincial levels.

**Keyword :** *Bullying, Seniority, School*

### **INTRODUCTION**

Cases of bullying in the school environment still frequently occur in the world of education in Indonesia, from elementary school to college level. Based on OECD PISA data, the percentage of student bullying cases in Indonesia reached 41%, this figure is far above the OECD country average of 23% (Gurubk.com Team, 2024). The school environment often becomes a place where bullying incidents occur between students (Firmanto, *et. al.*, 2022). Bullying comes from the word bully which means bully, someone who bullies weak people. Bullying behavior is a set of behaviors that are carried out intentionally to cause physical and psychological harm to the victim (Yunistitas *et. al.*, 2022).

Child Protection Law No. 35 of 2014 paragraph 54 states that when in the school environment children should be protected from violence. Be it physical or psychological violence. Apart from that, it is protected from violence or crime arising from teachers, students and the school environment (Katayana, 2019). The long-term effects of bullying behavior may not be realized by the perpetrator, victim, teachers and parents. Because the impact is more psychological and emotional which is not visible and the process is very slow, lasts a long time and does not appear immediately (Prasetyo, 2014).

The form of deviation from bullying behavior that occurs in junior high school students is not only in the form of verbal violence which is a form of aggressive behavior. In reality, things that we view

as normal behavior for middle school age children are sometimes classified as behavioral deviations. Aspects of bullying include: 1.) Physical bullying, for example slapping, hitting, grabbing, kicking, and damaging 2.) Verbal bullying, for example mocking, insulting, criticizing, spreading gossip, slandering, accusing, and cheering, 3.) Bullying mental or psychological, looking cynically at someone, isolating, silent, and sneering. Bullies live in groups and dominate the social life of students at school. They often gather somewhere, either at school or nearby. Most bullies are popular students at school. Their movements can be characterized by the way they walk, often in front, deliberately bumping into people who pass them, saying rude things, insulting them, and belittling them. Bullying behavior has a serious impact on the victim. He became depressed, lonely and anxious. He will feel unaccepted by his friends (Andini, *et. al.*, 2019).

Unfortunately, in some cases bullying behavior is not taken seriously by teachers. The teacher assumes that the bullying behavior that occurs is a process of student development and that there is no follow-up action from the teacher to overcome the problem of bullying behavior that occurs at school will result in bullying behavior occurring more frequently and repeatedly due to the minimal response from teachers to the perpetrators of bullying that occurs. in the classroom and in the school environment.

The things behind bullying behavior are; 1.) Perception of bullying as a trivial act and minimal response from the surrounding environment to bullying behavior, 2.) Perception of bullying as a social legality that becomes a group identity, 3.) Perception of bullying as being equated with humor or jokes, 4.) Lack of empathy from the perpetrator who carry out bullying and make mistakes in school agreements or policies so that bullying occurs at school. The Indonesian government has made various efforts to overcome this act of bullying. The parties involved in preventing and controlling this behavior start from those closest to the child, namely the family, school and community (Najwa, *et. al.*, 2023).

Basically, teachers as educators must develop students basic potential optimally so as to create a classroom atmosphere that is conducive to a safe and comfortable teaching and learning process, guide students so they can create good relationships, and avoid disputes and conflicts in the world of education. Seeing the extent of the problem regarding behavioral deviations as described above, the author is interested in conducting research on teacher knowledge regarding bullying and identifying forms of bullying behavior. Acts of violence or bullying can have a negative impact in the short and long term. The short-term effects caused by bullying behavior are that the victim becomes depressed because they experience similarities, decreased interest in doing school assignments given by the teacher and decreased interest in participating in school activities. Meanwhile, the long-term consequences for victims of this bullying include experiencing difficulty in establishing good relationships with peers and always having anxiety about unpleasant treatment from their friends. The large number of bullying cases is sad for the world of education in Indonesia. This is the only reported case of bullying at school. Many cases of violence in schools are not reported, either because the victim feels afraid, or does not know where to report it (Firmanto, *et.al.*, 2022).

When the author carried out his service at Junior High School Number 17 Jambi, the author encountered problems experienced by students at Junior High School Number 17 Jambi, namely the lack of information and socialization that bullying behavior and seniority at school were bad and deviant behavior which could cause trauma for victims who were bullied.

Therefore, the author believes that holding outreach about Stop Bullying and Stop Seniority in Schools is useful for preventing deviant behavior at the junior high school education level at Junior High School Number 17 Jambi.

## **METHODS**

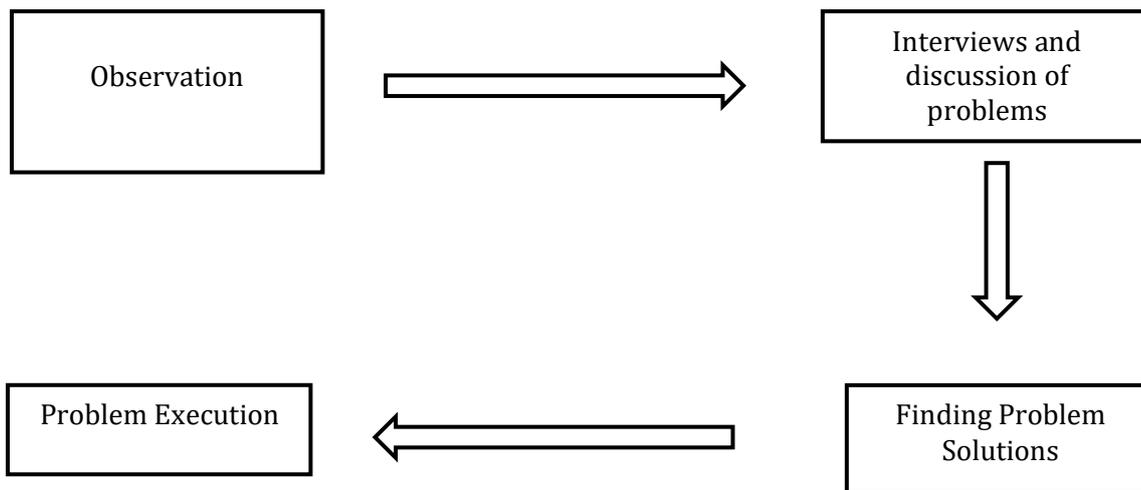
When discussing with teachers and students at Junior High School Number 17 Jambi, the activity method used was theory and direction to students and introducing and providing direction to students and the negative effects of bullying behavior which could cause trauma to the victims of bullying. From the observations made, it can be concluded that teachers and students do not fully understand that the impact of bullying is very large for the victims. The problems presented in this method are such as:

1. Negative Impact of Bullying Behavior and Seniority at School
2. Solutions on how to avoid bullying and seniority behavior at school

The important role of teachers and parents is to always provide supervision and attention to

bullying so that bullying can be avoided.

**Figure 1.**  
Problem discovery and problem solutions



**RESULT AND DISCUSSION**

The results of this community service are providing the important benefits of character education, the role of parents and educators is very much needed to prevent student deviant behavior, and students can develop with good behavior.

**Figure 2.** Number of Training Participants

No.	Participant	Number of participants
1	Teachers	40
2	Student	60
3	Parents	20
Total		120

This Community Service Activity carries the theme "Stop Bullying, Stop Seniority at Junior High School Number 17 Jambi". The activity began with a quiz on 60 junior high school students, and the results showed that >65% of students had never received information about bullying. Then it was continued with a presentation of material about what the concept of bullying is, its negative impacts, preventive measures and how to deal with bullying behavior in junior high schools. Then continued with a 20 minute question and answer session. Before ending the activity, another quiz was held. Based on the quiz conducted at the end of the session on students, the results showed that there was an increase in knowledge about bullying and its prevention after education was carried out. Students can answer questions asked by the educational facilitator correctly.

Bullying is an act of violence that is currently being widely discussed by people in Indonesia. Bullying is an action that uses force to hurt a person or group of people verbally, physically or psychologically so that the victim feels depressed, traumatized, and helpless (Novitasari *et. al.*, 2023). This action can be carried out directly by a stronger individual or group repeatedly and give rise to feelings of pleasure towards the perpetrator. Perpetrators of bullying are often referred to as bullies (Siallagan, *et. al.*, 2022). ). Meanwhile, victims of bullying are called victims, namely a person or group of people who often experience bullying. The victim does not have the strength to fight back, feels hurt, is afraid of meeting the perpetrator, and has the desire to stop being hurt by the perpetrator (Adiyono, *et. al.*, 2022).

One of the teenage behaviors that has been passed down from generation to generation and has even become a tradition in an educational institution is seniority. Seniority in everyday life cannot be separated from people's lives. This is because in human life there are different levels. The levels in education are senior and junior. Where in the culture in Indonesia is the culture of respecting the older and loving the younger. Where the difference in level is what seniors take advantage of to behave arbitrarily towards juniors. So it isn't uncommon for seniority cases to give rise to violent acts on the side. Even seniority also takes its toll. Even though the tradition of seniority has begun to be eliminated in the world of education, there are still many cases that show a culture of seniority in schools or universities that uses violence. There is an opinion that you are not yet a student if you have not undergone an aspect with violence that occurs behind it (Lohy, *et. al.*, 2021).

Bullying cases in Indonesia occupy the top ranking. Bullying can occur anywhere, including at school, which will hinder students' learning process. Bullying incidents can occur during children's school years, but the highest incidents generally occur at the beginning of elementary school (SD) and in junior high school (SMP), namely around the age of 11-14 years (Paula *et.al*, 2022). Bullying in schools is still a problem in the Indonesian education. Junior High School students don't yet understand in depth about the bullying behavior they carry out or receive from the environment. Middle school students and girls also don't know how to resist bullying behavior so that it doesn't become the root of mental health problems.

According to Dafiq *et.al.* (2020) Several factors are behind students carrying out bullying behavior, including:

1. Class Differences

Economic problems, ethnicity or racism. The bullying factor can occur when there are extreme differences between an individual and a group he or she joins and if it cannot be addressed well by members of the group, it can become a factor causing bullying.

2. Traditions or Customs in Seniority

Seniority is often used as an excuse for bullying. This seniority does not just stop, seniority is included in repeated and chained behavior. This seniority occurs for reasons of satisfying the desire to find trouble, seek popularity, channel revenge and show power.

3. The family is not harmonious

The existence of various internal problems in the family such as the absence of parents, suffering from depression, lack of communication and disharmony are significant causes of acts of violence.

4. Climate The school environment is not warm and unfriendly or discriminatory.

If supervision by the school is lax and undisciplined then bullying behavior can occur.

5. Individual or group characteristics

Having feelings of resentment in peer interactions, misinterpretation of the victim's behavior.

Based on the results of field observations, the impact of bullying on students varies greatly, namely loss of appetite, migraines, and withdrawal from peers. This psychological impact can hinder a child's development in the future. In fact, ironically, student initiation activities such as the new student orientation (MOS), changes in the management of the student council (OSIS) organization, basic leadership training (LDK), outbound, and activities involving seniors tend to become venues for bullying by humiliating students who have just entered school or underclassmen with activities that humiliate and intimidate students. (Dafiq, *et. al.*, 2018).

As for the types of bullying behavior that occurs in children and teenagers, several things teachers and parents can do to avoid bullying behavior are also explained. These include: 1.) building a good self-concept, 2.) supporting children's interests and talents, 3.) teaching children the need to say no to things they don't like, 4.) provide full support to children 5.) prevent children from becoming perpetrators of bullying 6.) build a sense of empathy in children, 7.) help children to think and act correctly, not because they are afraid of sanctions or punishment but because they are ashamed of breaking common rules (Abdullah, *et. al.*, 2023).

According to Siallagan *et. al.* (2022) School-aged children are at the industrial stage and have low self-esteem. At this stage, children are in a phase where they are developing moral values, working, socializing and achieving. Children are easily influenced by the information they receive, one of which is bullying (Chen *et.al*, 2019). Therefore, providing appropriate information to school-age children is

important so as not to cause deviant behavior such as bullying. Support from the school is very good, apart from providing understanding to pupils and students, it can also help teachers in preventing bullying.

According to Abdullah, *et. al.* (2023) Efforts to prevent bullying behavior carried out by children themselves, families, schools and communities are as follows:

1. Children are given reinforcement regarding the ability to detect early the possibility of bullying, children are able to fight back when bullying occurs, and children are able to provide assistance when they see bullying occurring (intervening, supporting friends who are victims by restoring trust, reporting to the school, parents or community leaders ).
  2. Families need to instill religious values and teach love between others, build children's self-confidence, foster children's courage and assertiveness, teach ethics towards others, provide educational warnings if children make mistakes, and accompany children in absorbing information from television, the internet and other electronic media.
  3. Schools can design and design bullying behavior prevention programs; building effective communication between teachers and students, holding discussions and lectures regarding bullying behavior, creating a safe, comfortable and conducive school environment, providing assistance to students who are victims of bullying and, holding regular meetings
  4. with parents or the school committee to discuss bullying behavior.
- Community prevention efforts by building groups that care about child protection starting from the village or sub-district level to the district or city and provincial levels; and treatment is needed using social recovery interventions (rehabilitation).

## CONCLUSION

Based on the explanation above, it can be concluded that this service activity has broadened the insight of teachers, students and parents in realizing that the negative effects of bullying behavior and seniority at school can have an adverse effect on the psychological state of victims who are bullied. The socialization of Stop Bullying and Stop Seniority in Schools currently still has many obstacles such as:

1. Lack of knowledge of teachers, students and the community, especially parents, so that bullying behavior continues to occur
2. Environmental factors are very influential and have a negative impact on the mental condition of teenagers
3. It is felt that the school's role is not optimal in dealing with bullying behavior.

Another result obtained through this discussion activity is that students who are victims of bullying require special attention and further intervention. Bullying and seniority behavior in schools cannot stop if teachers, students and parents do not have sufficient knowledge about bullying.

## EXPRESSING OF THANKING

The author would like to express his deepest gratitude to all parties involved in this service, including the Principal, Teachers, Students and Administrative Staff and Parents of Students who accepted the proposals given and are expected to be able to make this happen.

## REFERENCES

- Abdullah, G., Ilham, A., 2023. Pencegahan Perilaku Bullying pada Anak Usia Sekolah Dasar Melalui Pelibatan Orang Tua. *Jurnal Pengabdian Masyarakat*, 3(1), 175-182.
- Adiyono, Irvan, Rusanti, 2022. Peran Guru Dalam Mengatasi Perilaku Bullying. *Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(3) 649-658.
- Andini, P. W., Amirudin, Purnomo, M. H., 2019. Bullying sebagai Arena Kontestasi Kekuasaan di Kalangan Siswa SMA Jakarta. *Endogami: Jurnal Ilmiah Kajian Antropologi*, 2(2), 119-130.
- Chen, Q., Zhu, Y., Chui, W. (2019). A Meta-analysis On Effect of Parenting Programs on Bullying Prevention. *Trauma, Violence, and Abuse*, 1(12),
- Dafiq, N., Dewi, C. F., Sema, N., Salam, S., 2020. Upaya Edukasi Pencegahan Bullying Pada Siswa Sekolah Menengah Atas di Kabupaten Manggarai NTT. *Randang Tana: Jurnal Pengabdian Masyarakat*, 3(3), 120-129.

- Firmanto, F. R., Octavia, N. D., Wibowo, K. Q., Shalma, A. T., Putri, A. N., 2022. Stop Bullying Terhadap Siswa Tingkat Dasar. *Seminar Nasional Pengabdian Masyarakat LP UMJ*, 9-12.
- Katyana, W., 2019. Buku Panduan Melawan Bullying. Yogyakarta: Nuha Medika.
- Lohy, M. H., Pribadi, F., 2021. Kekerasan Dalam Senioritas di Lingkungan Pendidikan. *Jurnal Ilmiah Dinamika Sosial*, 5(1), 159-171
- Najwa, L., Aryani, M., Suhardi, M., Purmadi, A., Garnika, E., 2023. Sosialisasi Pencegahan Perilaku Bullying Melalui Edukasi Karakter dan Perlibatan Orang Tua. *Jurnal Pengabdian Kepada Masyarakat*, 3(1), 13-17.
- Novitasari, S., Ferasinta, Padila, 2023. Faktor Media Terhadap Kejadian Bullying Pada Anak Usia Sekolah. *Jurnal Kesmas Asclepius*, 5(1), 1-7.
- Tim Gurubk.com, 2024. "Stop Bullying Di Sekolah Dengan Mengenali Penyebabnya". Gurubk.com : <https://www.gurubk.com/2021/12/bullying-di-sekolah.html>.
- Paula, V., br Sibuea, R. O., Saputri, K. L., Kasenda, E., 2022. Edukasi Pencegahan Tindakan Bullying pada Anak Usia Sekolah Dasar. *Jurnal Pustaka Mitra*, 2(2), 131-134.
- Prasetyo, A.B.E., 2014. Bullying di Sekolah dan Dampaknya bagi Masa Depan Anak. *Jurnal Pendidikan Islam El-Tarbawi*, 4(1), 19-26.
- Siallagan, A., Sitanggang, R., Martini, S., Saragih, E., Sijabat, A., Simanullang, M. S. D., Derang, I., Simbolon, F. S., 2022. Edukasi Pencegahan Bullying di Sekolah Dasar Negeri 8 Sianting-Anting Kabupaten Samosir. *Jurnal Pengabdian Kesehatan (JUPKes)*, 2(1), 16-20.
- Yunistitas, Ratna, Sihotang, H.N.J., Sembiring, E.P.B.D.B., 2022. Penyuluhan Pada Siswa SD Negeri 024868, Binjai Barat Mengenai Pencegahan dan Cara Menghadapi Bullying di Sekolah. *Jurnal Pengabdian Kepada Masyarakat Bestari*, 1(4), 161-166.