The Role of the Community in Preventing Bullying in Adolescent Children (12-18 Years)

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ABSTRACT

Background: Bullying is an aggressive act that is intentionally shown to teenagers, to disturb other teenagers who are considered weak or strange. Bullying behavior is considered by society as trivial behavior or normal behavior in every human life, in reality bullying behavior is abnormal, unhealthy and socially unacceptable behavior. Community participation is needed to prevent bullying.

Purpose: The purpose of the study was to determine the role of society in preventing bullying in teenagers (aged 12-18 years). The research design was quasi-experimental, one group pretest-post test, the research population was 700 respondents with a sample of 42 respondents. The sampling technique was purposive sampling using the Slovin formula, with the inclusion criteria of people who were willing to be respondents, aged 19-60 years, able to read and write, cooperative, at the research location, and married. Exclusion criteria People who did not want to be respondents, were not at the location during the study, were sick. The study was conducted on March 21 - March 28, 2024, with the variable of community participation in preventing bullying, the research instrument used a questionnaire with a reliability coefficient value of Alpha Cronbach $\alpha > 0.5$. Data were analyzed using the T-test. Data are presented in table form.

Results: The results of the T-Test analysis obtained a p value <0.003, which means that there was a change in role after being given health education on bullying prevention.

Conclusion: The role of the community is influenced by several factors in preventing bullying, namely gender, age, education, occupation, having received information about bullying prevention and sources of information.

Keywords: bullying prevention, community, role

BACKGROUND

Bullying is a hostile act that is done consciously and intentionally, which aims to hurt, scare through threats of aggression and cause terror. Bullying also includes repeated attacks physically, psychologically, socially or verbally carried out by peers to people who are considered weaker to fulfill their own satisfaction (Agisyaputri et al., 2023). Based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Unit Environments, this is a strong warning in efforts to prevent bullying. (RISET, 2022).

The results of the 2022 National Assessment survey, as many as 34.51 percent of students (1 in 3) have the potential to experience sexual violence, 26.9 percent of students (1 in 4) have the potential to experience physical punishment, and 36.31 percent (1 in 3) have the potential to experience bullying. The results of the National Survey of Life Experiences of Children and Adolescents, Ministry of Women's Empowerment and Child Protection (SNPHAR, KPPPA) in 2021, namely 20 percent of boys and 25.4 percent of girls aged 13 to 17 years admitted to having experienced one or more types of violence in the past 12 months. Bullying often occurs in boys and indirectly occurs in girls. The role of society is very important in preventing bullying in adolescents, because bullying incidents are developing very quickly, but bullying behavior is considered by society as trivial behavior or normal behavior in every human life. In reality, bullying behavior is abnormal, unhealthy and socially unacceptable behavior (Maemunah et al., 2023).

Research results from the Program for International Students Assessment (PISA), Indonesia is ranked fifth out of 79 countries with the highest bullying rates in the world, namely 41.1% of Indonesian students admitted to having experienced bullying at school. In 2021, the Indonesian Child Protection Commission (KPAI) reported that there were many cases in cyberspace in Indonesia, where learning in schools is carried out online so that most cases occur through social media. In 2022, the Indonesian Child Protection Commission (KPAI) recorded 226 cases of bullying in Indonesia that occurred in the school environment and of which 18 cases of bullying in cyberspace or via social media). In 2023, the Indonesian Child Protection Commission (KPAI) recorded an increase in the number of bullying cases in Indonesia by 1,138 cases of physical and psychological violence. In fact, the number of bullying cases is more than the cases recorded by the Indonesian Child Protection Commission (KPAI), many cases occur, but are not reported or not viral on social media. According to a report from the Child Protection Agency (LPA), there were 90 cases of bullying in East Java. This case is spread across the areas of Surabaya, Gresik, Tulungagung, Lumajang, Malang, Blitar and Kediri. In Kediri, the number of cases identified in 2019 was 6 cases of severe bullying. (Damayanti et al., 2020).

Response to bullying from people around them plays a very important role in creating a safe and supportive environment. Quick action, effective handling, and prevention efforts are key to overcoming bullying behavior in various environments. The role of society is very important in preventing and overcoming bullying behavior. If the role of society is less active in getting involved in preventing and overcoming bullying, it can increase the incidence of bullying that occurs in adolescents in the social environment. Communities that play a less active role and do not provide sufficient social support for individuals who are victims of bullying, make them feel helpless and difficult to fight or report bullying. (Maemunah et al., 2023).

The impact that arises if the role of society is lacking in preventing bullying will occur in the perpetrator, victim, witness, assistant, person who witnesses but also bullies (reinformance), person who witnesses and defends the victim (defender), and person who

witnesses but is indifferent (outsider). In the perpetrator of bullying, the perpetrator will have a very high level of self-confidence so that it makes him/her have a hard character, no empathy and uncontrolled emotional nature. (Novalia & Andayani, 2016).

The impact that occurs on victims of bullying is the emergence of various psychological disorders such as anxiety, becoming a bully when they are adults, having an aggressive nature, feeling stressed, depressed, hating the perpetrator, revenge, being shy, depressed and threatened, withdrawing, and further impacts will cause death (Agisyaputri et al., 2023). The impact that occurs on the assistant bully is that they will form a new group to carry out bullying again. The impact that occurs on witnesses or spectators of bullying incidents is having the assumption that bullying is socially acceptable behavior and is likely to join in becoming perpetrators because they are afraid of being the next target.(Zakiyah et al., 2017).

The impacts that occur on people who witness and participate in bullying (reinformance) are normalizing bullying behavior, continuing to become perpetrators of bullying and reducing empathy for solidarity between individuals or groups of victims. The impacts that occur on people who witness and help victims (defenders) are being able to stop and prevent bullying behavior by providing support to victims, and being able to build a culture that is anti-bullying behavior. The impacts that occur on people who witness but are indifferent (outsiders) are feelings of guilt or concern after witnessing bullying because they do nothing. Outsider perpetrators may be considered not to support social norms that oppose bullying. This can create an unsafe, unfriendly and unsupportive environment. (Damayanti et al., 2020).

Alternative solutions to increase the role of the community is to create a system to prevent and manage bullying in the Village, by bringing in health workers and bringing in resource persons to conduct community education on bullying prevention, strengthening social control by providing follow-up action, developing a culture of asking and giving forgiveness, implementing anti-violence principles by providing opportunities to release positive emotions, providing peace education to the younger generation through cross-religious, ethnic and cultural learning, making efforts to prevent acts of violence in schools by increasing positive discussions. At this stage, it will support a safe and comfortable home environment for all teenagers to reduce the impact of bullying. This system considers how a teenager who experiences bullying can report without fear or shame what happened to them and who is involved with the victim of bullying.

OBJECTIVE

Knowing the Role of Society in Preventing Bullying in Adolescents (8-12 Years) In Tegalrejo, Jati Village, Tarokan District, Kediri.

METHOD

Quasi-experimental research design, one group pretest-post test, research population of 700 respondents with a sample of 42 respondents. The sampling technique is purposive sampling using the slovin formula. The research was carried out March 21 – March 28 2024, In Tegalrejo, Jati Village, Tarokan District, Kediri with the variable the role of society in preventing bullying, the research instrument used a questionnaire a total of 8 questions about the role of society in preventing bullying with a reliability coefficient value Alpha Cronbach $\alpha > 0,5$, the data was analyzed using the T-test. Data is presented in tabular form. This research has gone through ethical test Number: 0203/EC/LPPM/STIKES/KH/IV/2024, dated 27 April 2024.

RESULTS

The results of this study will be presented in the form of pie charts and tables, including general data on respondent characteristics and specific data on community roles.
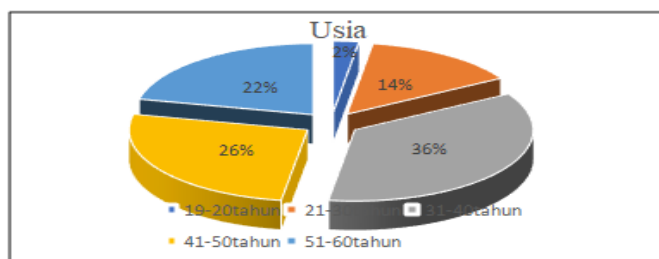
General Data
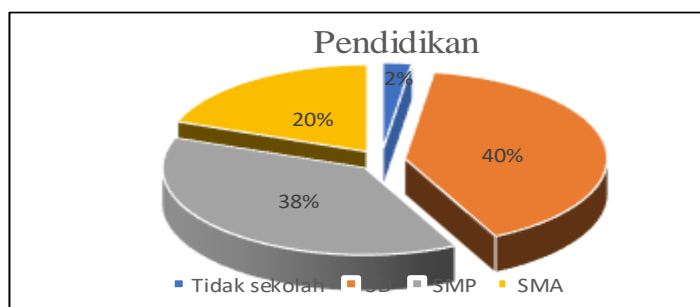
1. Respondent characteristics based on gender
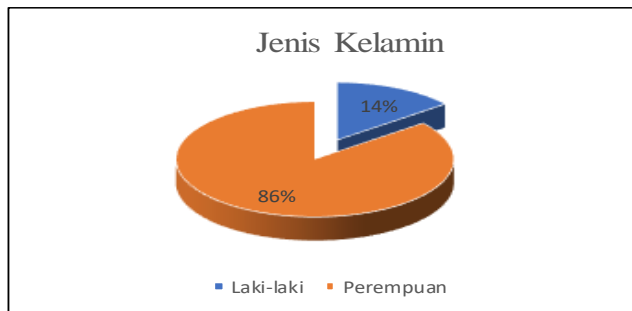
Based on the pie chart, it shows that the majority of respondents were female (86%) and a small proportion of respondents were male (14%) out of 42 respondents.

2. Respondent characteristics based on age

Based on the Pie chart, it shows that the majority of respondents are aged 31-40 years (36%) and a small proportion of respondents are aged 19-20 years (2%) out of 42 respondents.

3. Respondent characteristics based on education

Based on the pie chart, it shows that almost half of the respondents had only elementary school education (40%) and a small number of respondents did not attend school (2%) out of 42 respondents.

4. Respondent characteristics based on occupation
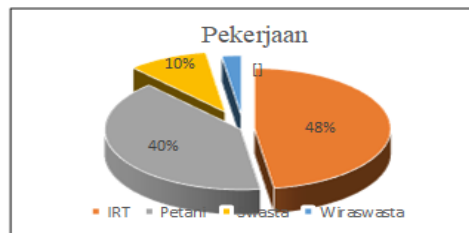
Based on the pie chart, it shows that almost half of the respondents work as housewives (48%) and a small number are self-employed (2%) of the 42 respondents.

Special Data Data

Table 1. Pre Intervention Health Education on the Role of Community in preventing bullying in Tegalrejo, Jati Village, Tarokan District, Kediri.

Pre Intervention	frequency	Percentage
Role Good	2	4,8%
Role Enough	14	33,3%
Role Less	26	61,9%
Total	42	100%

The results of the pre-intervention study on Health Education showed that the role of the community from 42 respondents was mostly lacking, almost half of the respondents played a sufficient role and a small portion played a lesser role.

Tabel 2. Post Intervention Health Education on the Role of Community in preventing bullying in Tegalrejo, Jati Village, Tarokan District, Kediri.

Post Intervention	Frequensy	Percentage
Role Good	38	90,5%
Role Enough	4	9,5%
Role Less	0	0%
Total	42	100%

The results of the post-Health Education Intervention study showed that almost all of the 42 respondents played a good role, while a small number of respondents played a sufficient role.

The results of the T-Test analysis test $p < 0.003$, meaning that there was a change in the role of society after being given a health education intervention on preventing bullying in adolescents (12-18 years).

DISCUSSION

The results of the study with T-Test analysis $p < 0.003$, meaning that there was a change in the role of society after being given a health education intervention on preventing bullying in adolescents.

The results of the study are supported by the role of society starting from increasing public awareness and education regarding mental health and providing emotional support and a conducive environment for adolescents at risk, to encouraging the creation of effective public policies which are a complex whole related to humans that are broad (Karisma et al., 2023). The role of society is the participation of individuals, families and community groups in every movement of a health effort which is the responsibility of self-health, family and society (Maemunah et al., 2023).

Cases of bullying in adolescents are rampant, so in this case the role of society is needed in preventing bullying in adolescents, if society carries out bullying prevention properly, it will form adolescents who are well-mannered, knowledgeable, honest, intelligent and diligent, if society plays a less role in preventing bullying then adolescents will assume that bullying behavior is normal behavior (Damayanti et al., 2020).

In the era of globalization, women have a more dynamic role, the task of educating children in the family is carried out in a balanced manner between men and women, husband and wife, parents, and other relatives. Naturally, women have a strong bond with children so that when bullying behavior occurs, women have a great influence in handling it. The role factor of society is influenced by age, the age of 31-40 is the age of late adulthood where a person is considered to have experienced maturity in thinking, acting, and learning. Maturity in a person's thinking can influence a person's knowledge, attitude, and practice, because in the stages of life that a person goes through, it can provide an experience that is not easily forgotten. At this age, women have jobs as housewives. Housewives are women who spend a lot of time caring for, taking care of, teaching, and caring for their children with good and correct parenting patterns (Filosofianita et al., 2023). Women who work as housewives have a good role in preventing bullying in adolescents, because women who work as housewives have an active role and more opportunities to interact with children compared to women who work as farmers and in the private sector who have fewer opportunities. And at the age of 31-40 years also have a good role because the older they get, the more their comprehension and mindset will develop, so the knowledge they gain will improve (Pradana, 2024) (Chiani & Hakim, 2024).

The level of education is very important and influences the role, people with a high level of education will play a good role because of the knowledge they have, and carrying out a bullying prevention campaign through advocacy and anti-bullying campaigns is also absolutely necessary so that adolescents feel supported and free from intimidation (Karisma et al., 2023).

Information is very influential in carrying out the role in preventing bullying, the higher a person's education, the more knowledge they gain. How to get information about bullying prevention through electronic media, social media and others. Socialization of Permendikbudristek number 46 of 2023 concerning the mechanism for handling violence and bullying and requiring all institutions to form a task force (satgas) and a team for prevention and handling of violence (TPPK) (RI et al., 2023).

Information about bullying prevention is very important, but many people still pay less attention because they assume bullying is a common behavior, even though information about bullying prevention can be obtained on the internet, home environment, print media, and electronic media, and others. Public knowledge about preventing bullying in adolescents is very important, to reduce the number of victims of bullying. In accordance with Permendikbudristek No. 30 of 2021 Prevention and handling of sexual bullying with the principles of best treatment for victims, gender justice and equality, equality of rights and accessibility for people with disabilities and accountability (RISET, 2022).

CONCLUSION

There is a change in the role of society after being given health education intervention on preventing bullying in adolescents aged 12-18 years) in Tegalrejo, Jati Village, Tarokan District, Kediri.

CONFLICTS OF INTEREST

In this research there are no personal interests.

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