

STUDENT INVOLVEMENT IN BULLYING PREVENTION AT SCHOOL: A REVIEW FROM A COLLABORATIVE COUNSELING PERSPECTIVE

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Abstract

Bullying is an aggressive behavior that contradicts social norms. This study aims to reveal student involvement in preventing bullying at school from a collaborative guidance perspective. The sample in this research consisted of 100 students and 4 Guidance Counseling teachers. The results revealed that the majority of students had been victims and perpetrators of bullying and had not been involved in preventing bullying at school. Furthermore, Guidance Counseling teachers have not implemented collaborative bullying prevention by involving students in services or peer counseling. The results of this research show low student involvement in preventing bullying at school, which is shown by not being optimally implemented or involving students in collaboration to prevent bullying at school. Maximum effort is needed through collaborative guidance services involving all school elements, especially students, to build a positive school culture to prevent bullying at school.

Keywords : bullying, prevention, collaborative guidance, students, teachers

INTRODUCTION

Bullying is aggressive behavior that is contrary to social norms that can hurt the victim. The impact of bullying can be physical or psychological injuries and cause a sense of insecurity for the victims. Bullying is antisocial behavior by demeaning or harming others that involves physical and psychological violence and results in loss, rejection, and a sense of insecurity for the victim **Guiney** (2007: 2). Bullying is a negative behavior carried out by individuals or groups to other individuals who do not have a balance of power and authority with the aim of hurting or making the victim feel uncomfortable, and tends to be done repeatedly over a long period of time. Olweus in Wiyani (2013: 12).

Bullying is an international issue that is difficult to resolve and is increasing every year. WHO reports that 72.5% of teenagers in Japan and 71.2% of teenagers in the United States have been victims of bullying. In Indonesia itself, cases of bullying continue to increase every year, recorded as increasing by 70% in the period from 2013 to 2019. Afreoz in Nurussakinah Daulay. et al (2023). Bullying cases in America from 2014 to 2019 were recorded at 50.8% physically, 63.6% verbally, According to Health Metrics and Evaluation (IHME) recorded 53.5% Bullying physically and 51.3% verbally. While in West Sumatra, 43% of students experienced physical bullying, 35% of students experienced verbal bullying and every year more than 60% of students are involved in bullying cases. Yasherly Bachri. et al (2021).

Bullying often occurs in school environments where schools that should be a place for

children to learn and gain knowledge actually turn into a frightening place because they are shrouded in bullying behavior. 1,500 junior high and high school students in three major cities in Indonesia, namely Jakarta, Surabaya, and Yogyakarta, recorded 67.9% of violent acts at the high school level and 66.1% at the junior high school level. Bullying cases were recorded at 43.7% at the high school level and 41.2% occurred at the junior high school level. With bullying in the form of exclusion that has an impact on psychology in the highest order and in second place bullying in the form of verbal bullying and physical violence. This data was obtained from a survey conducted by Plan Indonesia and Semai Jiwa Amini (SEJIWA). Hariyanto Wibowo. et al (2021).

Bullying prevention efforts must be a joint effort, especially in the school environment, bullying must be a concern so that it can continue to be suppressed and minimized in number. Schools need to act firmly in efforts to prevent bullying, in addition to instilling a sense of empathy and mutual respect for differences in students is also no less important. Bullying prevention can be done by implementing clear policies, consistent supervision, and increasing understanding and awareness of all elements of the school including teachers, students, and parents. Olweus (1993). in efforts to prevent bullying, students must be taught about the values of the principles of mutual respect, empathy and mutual respect for differences. Coloroso (2002) Guidance and Counseling Teachers have an important task in efforts to prevent and handle Bullying in schools in counseling or providing information and providing social emotional support to students. The role of Guidance and Counseling teachers in preventing bullying is very important. BK teachers not only act as counselors for students who are victims or perpetrators of Bullying, but must also play an active role in providing information services to all students regarding the negative impacts of Bullying. Pusat Pengembangan Pendidikan dan Pelatihan (P3K) Kemdikbud (2017). BK teachers have an important role in efforts to prevent bullying in schools by providing social and emotional support to students and developing good communication skills in order to detect bullying behavior early and be able to intervene appropriately. Swearer & colleagues (2010)

Students play an important role in efforts to prevent bullying in schools, things that students can do in preventing bullying can be in the form of anti-bullying campaigns to their peers or providing testimony when bullying occurs. Students should be involved in bullying prevention programs. Students can play a role in preventing bullying by increasing awareness and empathy and mutual respect through anti-bullying campaigns to fellow students. Olweus (1993). Students have a very important role in preventing bullying, especially as witnesses to bullying. Students must act as "bystanders" who actively report if they encounter bullying to the authorities in their environment and provide support to the victims. Espelage & Swearer (2004)

Collaboration between students and guidance counselors is also important in preventing bullying, guidance counselors can involve students in bullying prevention actions and help voice the behavior and impacts of bullying as a whole. Guidance counselors not only play a role in helping individuals who are victims of bullying, but also provide education to students on how they can play an active role in preventing bullying. This collaboration includes teaching students about social skills in preventing bullying. Rigby (2007). Guidance counselors must build strong relationships with their students not only as teachers but also as social supporters who can help students overcome their problems. This collaboration involves students in prevention programs such as social skills and empathy training, and ensures that they are heard and understood. Swearer, Espelage, & Napolitano (2009).

METHODOLOGY (Material and Method)

In this research the researcher used a descriptive research strategy. According to Rukajat, (2018) Descriptive research is research that attempts to describe phenomena that occur realistically, real and contemporary, because this research consists of making systematic, factual and precise descriptions, drawings or paintings regarding the facts, characteristics and relationships between the phenomena being studied. . According to Purba et al., (2021) Descriptive research is collecting data to test hypotheses or answer questions about the current status of research subjects, which is a factual research method about the status of a group of people, an object, a situation, a system of thought or current events. with the correct interpretation. According to Adiputra et al., (2021) Descriptive research is research that aims to describe existing phenomena, namely natural phenomena or man-made phenomena, or that is used to analyze or describe the results of the subject, but is not intended to provide wider implications.

Respondents consisted of four main groups, namely students, guidance and counseling teachers, school principals, and parents. Data collection was carried out in several high schools with the following sample size: 100 students, 4 guidance and counseling teachers. The instrument used is a questionnaire which includes question items to measure students' experiences regarding bullying, guidance and counseling teachers' understanding of collaborative services. Each questionnaire is adapted according to the respondent's role to obtain a more comprehensive picture. Data analysis was carried out using descriptive statistics to understand trends and distribution of answers from each group. According to (Ghozali, 2015) Descriptive statistical analysis is statistics which has the task of collecting, processing and analyzing data and then presenting it in the form of

a description or picture. Some of the things included in this section are collecting data, processing data, analyzing data and presenting data. Respondent descriptions will be presented in table form. Description of respondents' answers. Descriptions of respondents' responses make it possible to understand respondents' responses through the variables of student experiences related to bullying, the involvement of guidance counselors in Collaborative Guidance.

RESULT AND DISCUSSION

Student Experience

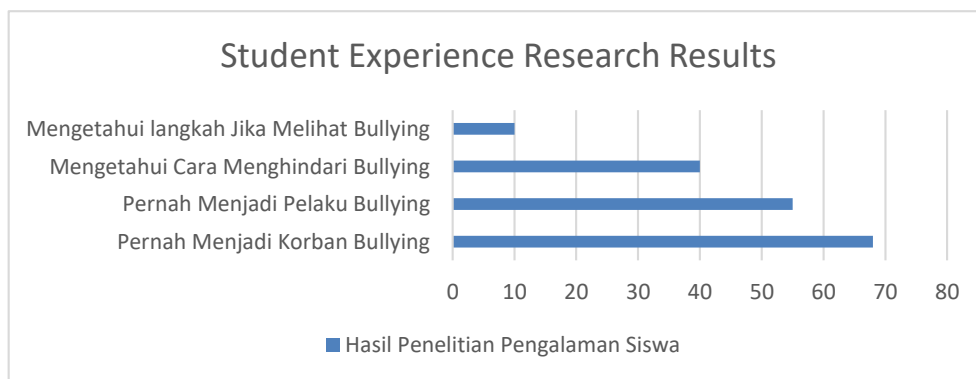


Figure 1 Student Experience

The results of the study showed that in general 68% of students reported having been victims of bullying, indicating that bullying is a common problem in schools. Meanwhile, 55% of students had acted as bullies, indicating that many students were involved in bullying both actively and passively (Smith, 2022).

40% of students knew the steps to take to avoid bullying, both as victims and perpetrators, and 10% of students knew the actions to take when witnessing bullying. This condition indicates the need for deeper education about the impacts and how to prevent bullying.

Involvement of Guidance and Counseling Teachers

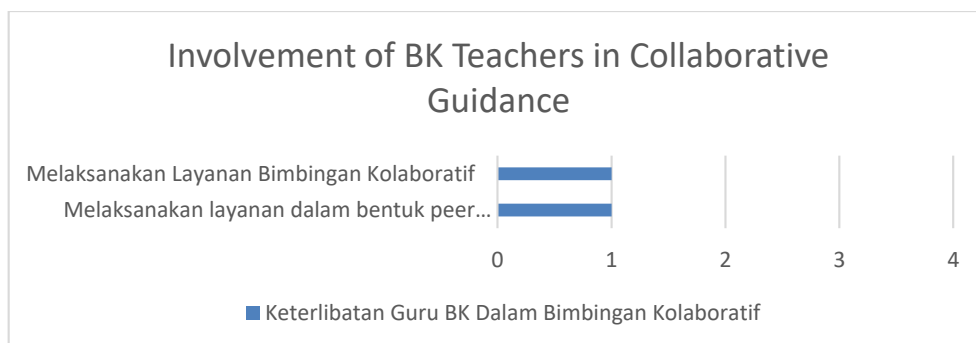


Figure 2 Involvement of Guidance and Counseling Teachers

The results of the study showed that 25% of guidance and counseling teachers stated that they implemented collaborative guidance services well. Most teachers only contacted parents

regarding student administrative issues, without involving them in handling bullying cases. This shows a gap between the objectives and implementation of collaborative services (Doe & Brown, 2021).

In addition, 25% of guidance and counseling teachers stated that they had implemented services in the form of peer counseling, although peer counseling has been proven to be an effective method in preventing bullying, not many guidance and counseling teachers have implemented it.

Discussion

Student experience

From the results of the study, most students stated that they had been victims of bullying. This condition shows that schools that should be a safe place to study have actually become a frightening place with bullying at school. Schools that are free from bullying behavior are a basic need to create a sense of security that can affect students' learning outcomes and social development. And Olweus, 1993. Schools that are free from bullying are very important considering that the impact of bullying is very detrimental to victims, both physically and psychologically. Schools must pay attention to all aspects to prevent bullying, by educating students about the negative impacts of bullying and educating students' good social skills. Peter K. Smith, 2004

Students who have been victims of bullying have various impacts, ranging from physical injuries due to violence carried out by the perpetrator or dangerous injuries from a psychological perspective. Victims of bullying are at risk of experiencing depression, anxiety disorders, decreased social-emotional intelligence, and affecting the victim's academic future Farrington, D. P., & Ttofi, M. M. ,2009. The psychological impact of bullying can be more dangerous than physical injuries, sometimes the victim does not experience visible physical injuries but the psychological effects are greater and can cause depression, anxiety disorders, and reduce self-confidence Ken Rigby, 2002

Furthermore, according to the results of the study, most students have been perpetrators of bullying, these students stated that their reasons for bullying were based on the behavior of a strict family in educating children at home and past experiences they had experienced. Bullying perpetrators tend to have problems with social-emotional intelligence so they have problems building friendships with their peers. This is influenced by experiences of trauma or violence at home which affect their behavior at school. Ken Rigby, 2002. Bullying is a behavior that develops in an environment that does not teach empathy, respect for differences and good social skills. Bullying perpetrators can come from a home environment that does not respect each other and is

full of violence, creating a principle in children that if they want something, they can get it by means of violence. Barbara Coloroso, 2003

If bullying is not addressed immediately, it can actually lead to bullying in the future. students who have been victims of bullying in the past, have dark stories or bad experiences in the past can be the reason students bully when they already have the power or opportunity to do what they used to receive from others, these bad experiences can be in the form of difficulty being accepted in a friendship environment, difficulty digesting lessons, difficulty controlling emotions, loneliness to depression Nunung Yuliani, 2019. the cause of bullying can come from individual factors of the perpetrator who has a tendency to act aggressively and can also be influenced by life experiences of being victims of violence or bullying Farrington, D. P., & Ttofi, M. M., 2009

Furthermore, students need to be given a better understanding regarding the steps in efforts to avoid bullying or deal with bullying behavior considering that the results of the study showed that only a small number of students knew the steps they should take to avoid or if they had to face bullying. Having good social skills is very important for students to avoid bullying behavior. the ability to speak well, have self-confidence, the ability to manage conflict and recognize situations that have the potential for bullying behavior. The social skills possessed by students allow students to communicate positively and prevent them from becoming perpetrators or victims of bullying. Gresham, F. M., & Elliott, S. N., 2008. To create a school environment free from bullying behavior, students need to be introduced to the signs of bullying and students are expected to have social skills to avoid bullying behavior. Olweus, D., 1993

According to the results of the study, only a small number of students know the steps to avoid and deal with bullying. Of course, this is a challenge for the school to be able to socialize and provide understanding to its students. Providing an understanding of the steps they must take to avoid bullying must be done in a positive way, not responding to it with the behavior carried out by the perpetrator of bullying is one aspect that must be emphasized so that the chain of bullying in schools can be broken and students are required to have good social skills. if students see Bullying Actions, students need to respond in a positive and responsible manner, as well as prioritizing social-emotional skills such as empathy, self-control and effective communication. Maurice J. Elias, et al. , 2010. Social skills possessed by students such as how to communicate well, be able to manage conflict, and recognize bullying situations are very important aspects to avoid bullying. Gresham, F. M., & Elliott, S. N., 2008

Involvement of guidance counseling teacher

From the results of the study, data was obtained that only a small number of BK teachers

used collaborative guidance services as an effort to prevent bullying in schools. Bullying cases in schools are indeed very difficult to eliminate, therefore cooperation is needed from various parties starting from students, parents, BK teachers and schools. In an effort to prevent bullying, schools must make cultural changes and involve all elements in the school such as students, teachers, and parents collaboratively McMahon, K. D., & DeRosier, M. E., 2007. Effective handling of bullying must be collaborative by involving various parties starting from schools, parents, to the wider community. Without this collaboration, bullying prevention programs will not be effective. Mark Lipsey et al., 2010.

Collaborative guidance services are an approach in the guidance and counseling service system that collaborates and involves various elements ranging from schools, students, parents and BK teachers in handling student problems or developing student achievement. Collaboration between BK teachers, students and parents in supporting student development is very important. Guidance that is carried out collaboratively helps identify problems faced by students such as problems in the academic, social and emotional fields. By carrying out this collaborative guidance will also affect the improvement of student achievement. Gysbers and Henderson, 2006. Collaborative guidance services can facilitate the process of identifying student needs and providing appropriate interventions. Collaborative guidance can help create a supportive environment that can then support increased motivation and student academic achievement. Bowers, Sprock, and Kuffel, 2013.

Furthermore, researchers conducted research on BK teachers who had carried out peer counseling and the results obtained were that only a small number of BK teachers had carried out the service. Peer counseling should be maximized, peer counseling services can create a more positive student friendship environment and students play an active role in bullying prevention efforts. Peer counseling-based intervention models by developing a positive school culture and involving all elements in the school are a form of bullying prevention efforts, the role of students as agents of change, introducing the development of a positive school culture to their friends to create a safe school environment free from bullying. McMahon, K. D., 2003. Peer counseling services are actions that can reduce the number of bullying cases by fostering a more cooperative and supportive peer friendship environment, where students are more active and help each other in solving students' interpersonal problems. Gumpel, T. P., 2009

When facing a problem, students tend to be more open and feel comfortable talking to their peers. Peer counseling can provide opportunities for students to talk openly about the problems they face, including their experiences related to bullying, to their peers more easily and

comfortably Smith and Sharp. 1994. Peer counseling can increase students' openness when telling their problems including bullying problems. Rigby, K., 2012.

CONCLUSION AND SUGGESTION

The conclusion of this study is that bullying behavior in schools is still a serious problem. Most students have been perpetrators or victims of bullying. The impact of bullying itself varies from physical injuries to psychological impacts that can affect students' social-emotional and academic development. The cause of bullying can come from individual factors of the perpetrator such as problems with social-emotional intelligence or caused by traumatic experiences experienced by students. Schools as places for students to study must be free from bullying behavior. To overcome this bullying problem, collaboration is needed from various parties, starting from students, parents and schools. Although collaborative guidance services have proven effective in preventing bullying, only a small number of BK teachers use this collaborative guidance service as an effort to prevent bullying. Collaborative guidance services involve cooperation from various parties to deal with student problems, improve academic achievement, and create a supportive environment. In addition, peer counseling also needs to be maximized as an intervention in efforts to prevent bullying in schools. Peer counseling helps create a positive and supportive friendship environment, where students will be more open and comfortable when telling their problems including bullying behavior to their peers. Therefore, it is important for schools to form peer counseling teams and implement them and educate all students about steps to avoid or deal with bullying behavior so that students can avoid being perpetrators or victims of bullying.

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