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PSYCHOEDUCATION AS A PREVENTIVE MEASURE TO  
PREVENT BULLYING AT SCHOOLS

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**Abstract:**

The rise of bullying news broadcast on television has caused concern among the public. Bullying can occur anywhere, resulting in a state of discomfort for the victim whose impact is very large. This community service program is the first step in preventive efforts to prevent bullying in schools. Community Service is carried out at Mts Negeri 3 Pekanbaru. The results of the self-report, namely the participant's pre-test and post-test, out of a total of 32 participants, there were 3 participants who had constant scores (9%) and 29 participants with increased scores (91%). There is a change in the understanding of psychoeducation participants in community service. The benefits of psychoeducational activities can be felt by students and can be a step towards creating a culture of mutual respect and affection.

**Keywords:**

Bullying, Students, School

**Introduction**

Bullying cases have become a topic of discussion again recently, many cases of bullying occur in schools and in the social environment where they live. However, quite a few people consider bullying cases to be a common thing called juvenile delinquency (Yuli & Efendi, 2022), starting from this perception which can increase bullying behavior at school and in the

community, as explained by Stauffer et al. (2012) that the existence of a perspective that makes bullying behavior normal can become a threat and increase the number of victims of this bullying behavior. Based on data from IPSOS, Indonesia is the country ranked second in cases of bullying (Amin, 2020), data from KPAI in February there were 1,138 cases of physical and psychological violence experienced in 2023 (Literasi, 2023). Furthermore, research results from the Program For International Students Assessment (PISA), in 2018, Indonesia was the 5th highest country out of 78 countries as the country with the most students experiencing bullying, with the number of victims being 41.1%, apart from experiencing student bullying in Indonesia. as many as 22% experienced insults and theft of goods, as many as 18% experienced bullying by being pushed, 15% were intimidated, 19% were ostracized, 14% admitted to being threatened and 20% experienced disgrace or bad news being spread to the public (Fajrussalam, 2020).

Bullying is a form of negative behavioral deviation that can harm other people by injuring and harming both physically and psychologically (Kowalski et al. 2014), continuing according to Al Wafi (in Irwanti, 2023) bullying behavior is behavior that scares or hurts weak people. which ends up harming the people who experience it. Apart from having an impact on the victim's physical and psychological health, this also has an impact on their academic abilities and social relationships within the school environment. Wang and Ngai, (2021) explained that victims who experience bullying tend to limit themselves from the environment, decreasing academic rankings, increasing negative emotions in victims and other negative changes that are detrimental to victims of bullying.

Several factors trigger Dewi's bullying behavior (in Cholilah, et al. 2023), namely, the existence of inequality between the perpetrator and the victim, such as social, physical, social and cultural status, feelings of wanting revenge from the perpetrator, relationships with family and social groups such as the perpetrator. receiving less attention from parents and teachers so that perpetrators tend to behave aggressively to show themselves, this is in line with Bowes, et al (2015) that aggressive behavior is related to bullying behavior, thereby increasing the risk of psychological disorders and social relationships. Furthermore, Lickona (in Cholilah, et al. 2023) explains that bullying behavior is due to a lack of attention and respect and a low sense of empathy towards others.

Apart from that, the existence of various other juvenile delinquencies such as promiscuity, forming friendships in groups or gangs, disrespect for each other and other behaviors are also the impact of bullying behavior, as explained by Susilawati & Masruri (2023) that there are many negative aspects which is triggered by negative interaction patterns, it is further explained that friendships carried out in groups apart from having a positive impact in making learning easier, also have a negative impact, namely that it can trigger ridiculing of friends who are outside the group.

Based on the explanation of the factors that cause bullying and the impact of bullying behavior experienced by victims, psychoeducation is needed as an understanding of the dangers of bullying behavior and increasing knowledge about bullying, what roles and strategies are needed when seeing or experiencing bullying, with psychoeducation providing understanding. as well as intervention strategies as a way to overcome bullying behavior that occurs (Iswan & Royanto, 2019), can create a sense of mutual respect and respect between friends and can understand cultural norms, for this reason cooperation is needed between parents and the school

in exploring its implementation not only in programs that help bullies and help their victims, but also programs that strengthen positive relationships between teachers, bullies, victims, peers, and all parties.

### Literature Study

Bullying is a form of negative behavior that has an impact on the physical and psychological health of the victims who experience it. Sucipto, (2016) explains that bullying is negative aggressive behavior carried out by one or more people (groups) by injuring or hurting them physically or psychologically, bullying is also a form of violent behavior with the target victims being weak people (Mahriza, et al. 2020). As for the types of bullying behavior according to Colorso, (2007), the first is physical bullying, namely; hitting, choking, punching, kicking, biting, scratching the bullied victim to a painful position. Second, verbal bullying, namely; It can take the form of ridicule, reproach, slander, cruel criticism, insults, and statements with the nuances of sexual invitation or sexual harassment. The third relational bullying is through neglect, exclusion, and avoidance.

Bullying occurs because there is inequality between the victim and the perpetrator, where the perpetrator of the bullying has more power or strength than the victim, so the victim tends to be afraid and give in to the perpetrator of the bullying. Therefore, with this imbalance, it becomes a bridge for the perpetrator to be able to harm the victim, such as hitting, attacking physically and psychologically repeatedly, isolating the victim, and other behaviors (Mahriza, et al. 2020). Apart from that, the existence of mutual disrespect between peers has a significant impact on deviant or negative behavior. Mutual respect behavior is an aspect that can have a good influence, by respecting each other individuals can build good relationships between each other and emphasize bullying behavior (Saraswati & Hadiyono, 2020).

Bullying behavior is certainly far from cultural values in Indonesia, disrespect, demeaning, ridiculing and other behavior shows that this behavior is outside of Indonesian cultural values. Culture is a system that has dynamic rules, individuals who carry out bullying behavior are far from the cultural rules of society, so there is a need for education for bullies, namely middle-aged teenagers in general, so that they can apply cultural values and norms for the welfare of life.

### Methodology

Psychoeducation was carried out directly to students at MTSN 3 Pekanbaru. Psychoeducation was attended by 32 participants. The activity will take place on Tuesday 23 May 2023, 10.00-12.30 WIB. The psychoeducation carried out is a preventive measure in preventing bullying at school and creating a culture of respect between friends. The methods and stages of

Psychoeducation activities include:

1. Administration, namely completing permits at MTSN 3 Pekanbaru
2. Identify problems at MTSN 3 Pekanbaru
3. Planning, namely explaining the activities that will be carried out to the MTSN 3 Pekanbaru Student Representative
4. Determine the time for implementing psychoeducation
5. Prepare self-report sheets in the form of pre-test and post-test

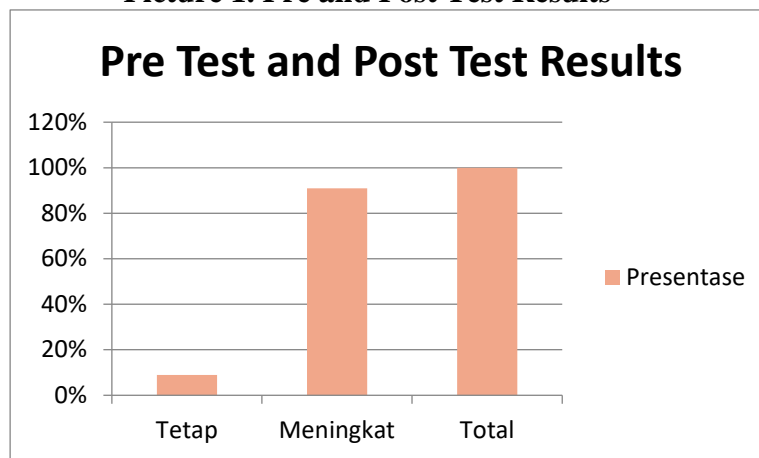
Psychoeducational activities to prevent bullying at school are carried out in the school hall in accordance with permission and willingness from the school. This activity began with an

opening by the Head of MTSN 3 Pekanbaru, pre-test work, presentation of material, discussion and question and answer, post test work and closing by the material.

### Results and Implementation

Psychoeducation was carried out in 1 meeting and obtained quite significant results. Before the material is given, participants are given a self-report sheet guided by the presenter with an initial pre-test sheet and a post-test sheet given after the activity is completed with a processing time of around 10 minutes for each, self-report to summarize the results of the activities carried out.

**Picture 1. Pre and Post Test Results**



The table above shows an increase in self-report, namely the pre-test and post-test of participants, out of a total of 32 participants, there were 3 participants who had constant scores (9%) and 29 participants with increased scores (91%), this can also be seen in the table below this:

**Table 1. Pre-test and Post-test Results**

	Number of participants	Presentation
Fixed	3	9%
Increased	29	91%
Total	32	100%

The table above shows an increase in self-report, namely the participants' pre-test and post-test. Of the total 32 participants, there were 3 participants who had constant scores (9%) and 29 participants with increased scores (91%).

**Table 2. Uji Wilcoxon**

Test Statistic	Presetase
	<i>Post Test – Pre Test</i>
Z	-3.660
Asymp. Sig 2- tailed)	0.000

Statistical results were obtained using the Wilcoxon Normality Test and obtained a value of  $0.000 < 0.05$ . It can be concluded that there are differences in the pre-test and post-test results.

The influence of psychoeducation given to participants can be understood and practiced in daily life in the school environment and living environment. Activities are carried out by providing material related to bullying and understanding the prevention of bullying in schools, especially at the Partner where psychoeducation is carried out, namely MTSN 3 Pekanbaru. After providing the material, it continued with discussion and questions and answers between participants and presenters. Sejiwa (2008) Bullying is the act of using force to hurt a person or group of people, either verbally, physically or psychologically, so that the victim feels depressed, traumatized and helpless. Bullying or bullying is an action that has a negative impact on the victim and the mental health impacts experienced by the victim can last in the long term.

**Figure 2: Psychoeducation Process**



**Figure 3: Post-Test Work**



**Figure 4: Giving Appreciation To Active Female Students**



### Conclusion

The conclusion that can be drawn from the data is that the female students at MTSN 3 already know what bullying is, but that knowledge is just knowing that bullying is an act of making fun of other friends or hurting their friends. However, they don't really understand what bullying actually is and the types of bullying. This psychoeducational opportunity also provides an understanding of how to make friends and respect oneself and others. This preventive action will continue with the formation and training of peer counselors so that the benefits will continue to be spread within the school environment.

### Thank You Note

Thanks are given to the MTSN 3 Pekanbaru school for providing the opportunity to carry out psychoeducational activities so that the benefits of this psychoeducation can be felt by students.

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