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DESAIN PENANGANAN KASUS BULLYING ANAK DI SEKOLAH

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Cases of child rights violations in Indonesia has growing fast . The Indonesian National Commission for Child Protection recorded during the year 2013 there were 2792 cases of violation of child rights which is 1,424 were cases of violence, including bullying children at school . In this research , the meaning of children bullying is the use of violence from friends, teachers or school authorities for abusing or intimidating the children . The impact of bullying children will result in a psychological condition and often makes children lazy to go school . ⁶ The purpose of this study was to determine the understanding of teachers and parents about the bullying children at school and also providing design for handling cases of bullying children at school .

The approach ² used in this study is a qualitative approach. Setting research in *Raudhatul Athfal*/ Islamic Kindergarten in Kartasura, Sukoharjo, Central Java. Subjects of this study are the teachers, parents and students at those schools . Collecting data using interviews, observation ⁵ and document analysis. Data were analyzed through data reduction, data display, and verification of data which run simultaneously.

² The results of this study showed that the majority of parents and teachers do not understand the problem of bullying children at school, even teachers often do it in learning without realizing it. The design of handling cases of bullying in schools by giving special treatment to students as subject and victims of bullying. Students who bully are not included in

play activities, and asked to enter in a room (Think room) in order to realize his mistake. Students as victim is given motivated and activities that will make them forget bad experienced in bullying cases. Teachers communicate with parents to help restore students' motivation and psychological conditions.

1. INTRODUCTION

Cases of violations of children's rights in Indonesia are increasing rapidly. The National Commission for Child Protection (Komnas Anak) noted that throughout 2013 there were 2792 cases of violations of children's rights. Of that number, 1,424 were cases of violence including bullying of children at school. Bullying is behavior that is intended to hurt someone, either physically or mentally. Bullying, as an act of hurting someone or a group is done verbally, physically or psychologically (Herbyanti, 2015). Verbal bullying is done by threatening, humiliating, mocking and criticizing. Physical bullying is done by hitting, biting and pushing. While psychologically bullying is done in one way, namely by sending anonymous letters (Sulisrudatin, 2014).

The practice of bullying is common in the world of education, from elementary school to college. The results of a survey conducted in the United States in 1999 showed that 1 out of high school children and adolescents who were victims of bullying had attempted suicide. In addition, in an article entitled "Prosecuted Even on the Playground in Liberation 2001 magazine, Richard Werly reported that 10% of students who were victims of bullying experienced stress and had attempted suicide (Sari, 2010).

According to Ariesto (2009) there are several factors that underlie bullying behavior in the educational environment such as family factors, bullying behavior often comes from problematic families. Children often imitate bullying behavior that occurs in the family (Amnda et al., 2020). Another figure mentioned that the factors causing bullying were internal and external factors. Internal such as personality characteristics, violence experienced and family attitudes. While external, namely the environment and culture (Tan, 2014).

⁸ Bullying does not only affect the victim but also the perpetrator. The impact that occurs on bullies or bullies, experts say that usually the perpetrators become aggressive, have the concept of violence, are impulsive and have difficulty in empathizing (Zakiyah et al., 2017). According to Astuti (2018), bullies are usually aggressive both verbally and physically. Bullies also have minimal empathy intensity in the phenomenon of social interaction. They also experience abnormal, hyperactive and prosocial behavior problems when involved in the process of social interaction and sometimes bullies experience anxiety about what they have done (Kartika et al., 2019).

Based on the various impacts on victims and perpetrators of bullying, the researchers followed up by conducting further research related to the design of handling cases of bullying in children. ² The purpose of this study was to determine the understanding of teachers and parents about student bullying in schools and provide input for the design of handling cases of student bullying in schools.

2. THEORY OF BULLYING

a. Pengertian *Bullying*

Bullying is an act of aggression or manipulative conscious and purposeful and carried out by a person or group of other people. Where the perpetrator intentionally hurts the victim in a physical or psychological form to get satisfaction because he feels more powerful (Amnda et al., 2020). Another figure said that according to Melor (1994), bullying can be interpreted as an experience that occurs when someone feels persecuted by the actions of others and the victim is afraid that the bad behavior will happen again. Victims feel unable to prevent it (Akasyah et al., 2020)

Bullying is an act of bullying or unpleasant treatment by an individual or group to an individual or group that is considered weaker. Usually bullying is carried out by individuals or groups who feel themselves stronger than the individuals or groups being bullied.

b. The Factor of *Bullying*

According to Ariesto (2009), the factors that cause bullying are:

- 1) Family, bullies ³ often come from troubled families. Parents who often punish their children excessively, or home situations are full of stress, aggression and hostility. Children will learn bullying behavior when observing conflicts in the family.
- 2) ¹ Schools, the school often ignores the existence of bullying, as a result, children as bullies will get reinforcement for their behavior to intimidate other children.
- 3) ³ Peer Group Factors, a person when interacting in school and with friends around the house, is sometimes compelled to bully. Moreover, the age of teenagers, especially their peers, are still very influential in finding their identity.

4) Surrounding Environmental Conditions, environmental conditions can also be the cause of bullying. One of the factors in the social environment that causes bullying is poverty.

5) Television and print media, television and print media form patterns of bullying behavior in terms of the shows they display (Zakiah et al., 2017)

There are several factors that cause bullying including family factors, peer factors, school factors, environmental conditions and television viewing factors that can influence bullying behavior.

c. ¹ The Type of ⁴ Bullying

According to Colorso (2007), bullying is divided into three types, namely:

1) ⁴ Physical Bullying, is the most visible type of bullying and the most defined form. However, physical bullying accounts for less than a third of reported bullying incidents.

2) ¹ Verbal Bullying, verbal violence is the most common form of bullying used, both by women and men.

3) ¹ Relational Bullying, this type of bullying is the most difficult to detect from the outside. This type of bullying is a systematic weakening of the self-esteem of victims of bullying through neglect, exclusion and exclusion.

4) Cyber Bullying, ¹ the newest form of bullying due to the development of technology, internet and social media. For example sending hurtful messages or using pictures (Zakiah et al., 2017)

According to Riauskina, Djuwita and Soesetio, there are several types of bullying that often appear, they group them into 5 bullying behaviors including: ¹ direct physical contact, direct verbal contact, direct non-verbal behavior, indirect non-verbal behavior and sexual harassment.

3. RESEARCH METHODS

² The approach used in this research is a case study qualitative approach. Qualitative is inductive in nature starting from specific problems related to bullying cases with child perpetrators and victims. The research setting is Islamic RA/TK in the Kartasura area, Sukoharjo, Central Java. Informants in this study were teachers, principals, parents and

students at Islamic RA/TK in the Kartasura area, Sukoharjo, Central Java. The total number of informants in this study were eight people, consisting of 2 teachers, 2 principals, 2 parents and 2 students at Islamic RA/TK. Collecting data using interviews, observation and document analysis. For adult informants, namely teachers, principals and parents, the interview method was used, while for the child informants, the behavioral observation method was used. The data obtained through interviews, observations and document data are then ⁷analyzed through data reduction, data display, and data verification, which run simultaneously.

4. RESULTS

The results showed that most parents and teachers did not understand the problem of bullying students at school, even teachers often did it in learning without realizing it. The design of handling cases of bullying in schools by giving special treatment to students as perpetrators and victims of bullying. Students who bully are not included in play activities, and are asked to enter a thinking room so they can realize their mistakes. Students who are bullied victims are motivated and given activities that will make them forget the bullying cases they experienced and encourage them to return to their activities. Teachers communicate with parents to help restore students' motivation and psychological condition.

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