



SCHOOL BULLYING BEHAVIOR IN SCHOOL MUHAMMADIYAH ELEMENTARY SCHOOL 15 SURAKARTA

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Abstract:

This study aims to describe bullying behavior in SD Muhammadiyah 15 Surakarta,. This type of research is qualitative research (Qualitative Research). Data collection techniques are conducted through interviews, and supported by observation and documentation. The validity of the data using source triangulation. Data analysis techniques performed from the reduction stage, display data, and verification/conclusion. The results showed that the perpetrators of school bullying in SD Muhammadiyah 15 Surakarta performed by students, namely Riyan, Riko and Bagus. The causes of school bullying are the school climate, family, social environment, and impressions or media. School bullying behavior is common during break times. The most common type of school bullying is exclusion. Next is threatening, scolding, commanding, mocking, yelling, pointing with fingers to the face, cheering, forcing, pushing the beat with the hand and the broom handle. The role of teachers in dealing with school bullying is to provide counseling to students in need of assistance, including addressing those involved in bullying. The role of schools in relation to bullying is cooperation with the parents through the assistance provided for both victims and perpetrators of bullying. The efforts of teachers in overcoming bullying actors is to direct the perpetrators on the positive and grow harmonious relationships between children and parents.

Keywords: *School Bullying, Behaviour, Students*

INTRODUCTION

Elementary school is the most basic level of education in formal education in Indonesia, which has a role in continuation of the educational process. This is appropriate Regulation of the Minister of National Education no. 23 of 2006 which stated that "Primary education has a goal to lay down essential intelligence, knowledge, personality, noble character, as well skills to live independently and follow further education. Schools as formal educational institutions also take the role and responsibility in inculcating values to shape character as well child's personality.

According to Law no. 20 of 2003 concerning the National Education System, Article 3 states that: National education functions develop capabilities and shape character and civilization dignified nation to educate life the country aims to develop the potential of students so that Become a human being who believes and fears God Almighty One has a noble character, is healthy, knowledgeable, capable, and creative, and becomes a citizen democratic and responsible state.

The formulation of the national education goals above mandates that every school is not just a place for children to draw knowledge which is usually only emphasized in the cognitive domain of children but affective and psychomotor aspects must also be developed. Children are also provided with so that they can be applied later in life. Through elementary school, the basics Education is adequately instilled

and balanced with direction to children.

Guidance from the environment on the behaviour of walking children from time to time continuously will indeed form a child's personality. According to Ki Hajar Dewantara (Dwi Siswoyo et al, 2007: 139-140), there are three the educational environment has a significant role in behaviour as well as the personality of the child, known as the "Tri-center of Education". The pericenter of education includes 1) Education in the family environment, 2) Education in the school environment and 3) Education in the environment public. Through school, students are prepared to become a person with good personalities. Students are not only educated to be good school citizens but also a citizen who is good too.

Based on the explanation above, violence is not only carried out by students but also by teachers. Teachers are supposed to teach and educate students who unknowingly commit acts of violence against a student. The same thing is also often done by students against their friends, which sometimes does not receive serious attention from the school For example, students mock other students, which is basically unnoticed ridicule some people feel is trivial, stressing the student's psychology. Violence is psychological violence (mocking, threatening, cursing) and physically physical (hitting, pushing, grabbing).

Based on the results of observations during the internship activities and interviews with class teachers at SD Muhammadiyah 15 Surakarta There are various cases related to deviant behaviour students did, namely: (1) Students bullied friends and teachers, (2) Students speak impolitely, (3) Students do theft of classmate money, and (4) students behaving inappropriately with their gender identity (transsexualism).

The following will describe the problems found in SD Muhammadiyah 15 Surakarta, which deals with deviant behaviour. First, students bully their friends. Some students bully other students physically and psychically. Physical bullying appears in several incidents, such as students grabbing, pinching, hitting, kicking, pushing, pulled a friend's ear. In addition, students also do bullying against their friends too. Psychological bullying appears in some incidents, such as students saying dirty and rude when he is offended, emotions, and scolding their friend. Even under circumstances Even regular, dirty and harsh words are often used. Students, too, taunt his friend to cry often. Students also threaten his friend if his friend complains about his actions to the teacher. Some students invite their friends to stay away and torment one of the students so that he has no friends in common very.

Second, students speak impolitely with teachers. Student use the Javanese "ngoko" to talk to the teacher and seems impolite because the Javanese language "ngoko" in general used for conversations between friends. Students will answer questions from the teacher at will. Student respect even to the teacher, it is significantly less evident that there are brave students kicking chairs, ripping up his books when he is offended, bored, and can not do the task given by the teacher.

Based on the background of the problem, the researcher intends to research on "School Bullying Behavior In Muhammadiyah 15 Surakarta Elementary School Students, namely by observing the daily life of students and working closely with the school or family.

RESEARCH METHODS

In this study, researchers used a type of qualitative research descriptive in nature. Lexy J. Moleong (20014: 6) states that Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects in the form of behaviour, perception, motivation, action, holistically, which done using descriptions in the form of words and language, in a particular context that is natural and by utilizing natural methods. This type of research is descriptive qualitatively, the writer will try to school bullying behaviour Muhammadiyah Elementary School 15 Surakarta.

This research will be carried out at SD Muhammadiyah 15 Surakarta relating to elementary school bullying behaviour and involve the participation of teachers, parents

and students. Study implemented starting in April until June 2017, starting from the preparation and implementation stage to completion stage.

Data analysis in this study uses interactive analysis Miles and Huberman in (Sugiyono, 2010:337), which states that the activity in qualitative data analysis is carried out interactively and takes place continuously until complete so the data already saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing or verification.

RESULTS AND DISCUSSION

Bullying behaviour as intimidation carried out by individuals or group physically, psychologically, socially, verbally or emotionally, which is carried out continuously (Sri Wahyuni & M.G. Adiyanti, 2010). According to Santrock (2007: 213), bullying is defined as verbal behaviour and a physique meant to annoy someone who is weaker. The element of hurting a child is much weaker than the perpetrator. Behaviour school bullying that occurred in SD Muhammadiyah 15 Surakarta will presented in a narrative that has a research focus in the form of, knowledge about school bullying, school bullying behaviour seen from its forms, school bullying behaviour in terms of school components bullying.

Knowledge of School Bullying

All school members importantly understand the knowledge of the nature of school bullying. Teachers, as educators in schools, should understand about school bullying. Kindly it's simple. Actually, students know the meaning of school bullying and think this is consistent with the understanding of SD Muhammadiyah 15 teachers Surakarta about school bullying. Teachers understand school bullying as student delinquency in general. Researchers several times have to use the equivalent word in Indonesian: neglect or violence. Teachers tend to think violence is only a characteristic physique. Teachers can conclude that students are victims and students who become perpetrators are sure students. The teacher assessing violence and delinquency in his class is still in its stages Which Reasonable or not exceeding the limit. Even delinquency is a part of student development.

Actors of School Bullying at SD Muhammadiyah 15 Surakarta

School bullying perpetrators are generally carried out by students who already familiar among students, mainly done by students who has naughty habits? School bullying perpetrators in elementary school Muhammadiyah 15 Surakarta are Riyan, Riko and Bagus. School Bullying occurs not only because of the perpetrators of bullying, but several components cause school the bullying happened. School bullying occurs for various reasons parties who support the occurrence of school bullying, based on that the perpetrators of school bullying at SD Muhammadiyah 15 Surakarta are victims of school bullying, perpetrators of school bullying, spectators school bullying. Colorosa (2007: 29-31) identifies the components The components of bullying are divided into three, namely the oppressor, the oppressed and viewer. In line with the opinion above, Darmalina (2014: 23) mentioning the components of school bullying consisting of 1) Victims, namely the target of school bullying behaviour that occurs in school; 2) The perpetrator or bully is a person who does school bullying actions, and 3) Bystander or what can be called viewer.

Causes of School Bullying Behavior

Bullying is not only caused by one factor but every part that is around the child also contributes contributed both directly and indirectly to its emergence such behaviour. Based on the results of observations and interviews, it can be It is known that bullying behaviour is influenced by four factors, namely: a) family, b) social environment, c) broadcasts or media, and d) school climate.

3.4. When School Bullying Occurs

School bullying behaviour is carried out when there is an opportunity for

culprit. In the school environment, a lot of time used for students to do school bullying. Time Rest is a difficult time for school bullying to occur, because break time is a gathering time for students to take a break from the stress of learning activities so that students who has a naughty tendency to take advantage of this time to do the bullying. Rest hours are widely used by the perpetrators of school bullying to carry out their actions because, at times At this time, the teacher's student activity supervision needed improvement. The teacher also uses break time to eliminate fatigue from teaching duties, so more are in office, so at this time, it is very prone to school bullying.

Types of School Bullying Behavior

The forms of bullying behaviour that occur range from social environment to the school environment is very diverse. According to Robison Kathy (2010: 1), forms of bullying behaviour can be done directly in the form of physical aggression (hitting, kicking), verbal aggression (sneers, racial or sexual activity), and nonverbal aggression (gestures showing threat). Indirect bullying can be physical (inviting someone to attack another person), verbal (spread rumours), and nonverbal (removing someone from the group or activities and bullying carried out in cyberspace).

The Role of Teachers, Schools and Principals in Dealing with Behavior School Bullying

The role of teachers, schools and principals can face School bullying behaviour has started. According to the results Observations of researchers can find out the homeroom teacher in overcoming perpetrators of bullying when the learning process takes place and when recess. How the homeroom teacher deals with bullies including that facing the bully patiently, no corner him, treat him with respect, keep a price the perpetrator himself to be able to find out what bullying he did do. After that, direct the perpetrators to positive things and foster a harmonious relationship between children and parents. Matter This is by what the elementary school teacher said Muhammadiyah 15 Surakarta that As a teacher, deal with bullies patiently and don't cornered him with interrogative questions. keep it up respect her, treat her with respect, and ask about what bullying he did to other children. If he dodge or argue, stay calm and say that we know for sure he has been bullying because of us saw it myself or because another adult did please report it to us or because of other witnesses, we think the reporter can be held accountable. Never mention the name of the victim or other child as a reporter, even though it really is they are our source of information. Invite the bully to feel the feelings of the bully victims when receiving bullying treatment and grow empathy. Raise the advantages or talents of the perpetrator of bullying in the positive field that we know, and try to divert the energy to the positive area. We might be able to invite the slowly Bullies help victims overcome weaknesses and drawbacks. This can be a way to empower him and increase his confidence. This process may not occur once and must be done continuously. Do it by consistently. Bullies, like other children, need the attention and trust of adults. He, too, could be someone who behaves and even excels in a positive field. The role of the homeroom teacher in overcoming bullying is actually very important dominant, considering that children are usually more open to guardians' class. A homeroom teacher can provide counselling to students who need help, incl coping with those involved in bullying. If the homeroom teacher cannot overcome a case, then the case can be submitted to the guidance teacher. To get attention and more profound handling. In carrying out its function, teachers need to work closely with student affairs and homeroom teachers to find solutions to problems faced by students. About bullying, if cooperation is required with the party's parent. Parents should be called and invited to discuss. All parties should not look for who is to blame but calmly and dispassionately seek relief for victims and perpetrators of bullying. We need assistance to provide for both victims and perpetrators of bullying. Against the perpetrators of bullying, should we show compassion, empathy, as well our assertiveness. They will be more moved to change if we offer strengths our nobility influences them. In general, the perpetrators of bullying take rude actions because of

the discordant and oppressive atmosphere experienced at home. So that bullying must be addressed to create a conducive school, below is a way to overcome bullying, namely: 1) Reducing or eliminating bullying (both which influenced or carried out by students, teachers or parents; 2) Looking back at the education system and school outreach; 3) Organizing an effective school community network

Therefore, the principal and the class teacher's efforts to overcome bullying behaviour in the school environment are significant. So that bullying behaviour does not happen again, the learning process and rest hours take place.

CONCLUSION

The results of the study show that the perpetrators of school bullying in SD Muhammadiyah 15 Surakarta was conducted by students, namely Riyan, Riko and Good. The causes of school bullying are the school climate, family, social environment, and impressions or media. School bullying behaviour usually occurs during recess. The most common type of school bullying often appears is exclusion. Next is threatening scolding, command, ridicule, snapping, the point at finger to face, cheering, forcing, pushing, and hitting with hands and a broom handle. The role of the teacher in dealing with school bullying is to provide counselling to students who need help, including coping involved in bullying. The part of school about bullying is to work together with the parents through the assistance provided either for victims or perpetrators of bullying. Efforts of teachers to overcome perpetrators' Bullying directs the perpetrator to positive things and a harmonious relationship between children and parents. Based on the conclusions, the suggestions that can be submitted are for The school should be an SD Muhammadiyah 15 Surakarta school institution can prevent the occurrence of forms of bullying behaviour so that forms Bullying behaviour does not occur in the school environment. It should be an institution The school provides an understanding of the surrounding environment and guardians students about bullying so that bullying does not occur in the school and home environment because bullying hurts future students. School institutions should do

prevention of bullying before bullying occurs in the school environment. For teachers, learning should always go well conducive so that the teaching and learning process runs effectively and can create a safe and comfortable atmosphere and communication. The relationship between school components is well developed. Teachers should be more sensitive to learning the characteristics of students who experience symptoms or signs of bullying so that treatment can be given more quickly. The teacher should have field notes regarding problem students, especially school bullying-related ones. Students are expected to avoid various related activities, school bullying and good behaviour with fellow friends. Student expected as soon as possible to report multiple actions which leads to school bullying by the authorities in schools, such as teachers, principals and so on. Always behaving politely and actively in the school eradication campaign bullying at school.

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