



BUILDING SCHOOL AND FAMILY PARTNERSHIPS TO PREVENT BULLYING IN CHILDREN

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Abstract:

The background to this research is that bullying is increasing in the school environment. Efforts that schools can make to prevent bullying among students are by building partnerships with families as the main scope of education that students receive outside of school. Because the first education in forming a strong character and good spirit starts from the family environment. The partnership process between schools and families is a key factor in school success in various aspects. So, it is very important that the family environment and the school environment can work together to build partnerships in efforts to prevent bullying in children. The general aim of this research is to provide qualitative descriptive information for teaching and educational staff in schools regarding the importance of building partnerships with families to prevent bullying in children. The research method used is descriptive qualitative through observation, interviews and documentation with class teachers and parents and guardians systematically and factually based on reality in the field. The data analysis techniques used are: 1) Deductive, namely analyzing data from general matters to specific matters, then drawing a conclusion; 2) Inductive, namely analyzing data from specific matters with general matters, then drawing conclusions, and 3) Comparative, namely analyzing data by comparing data obtained through library research as theory with data from research results and interviews. regarding the school's partnership with families which then forms an effort to prevent and control bullying in schools. The results of this research in general are; 1) Implementation of partnerships with families in efforts to prevent and overcome bullying at SDN Kotakulon 1, 2) Evaluation of the implementation of school partnerships with families in efforts to prevent and overcome bullying at SDN Kotakulon 1, 3) Forms of school assistance for victims of bullying at SDN Kotakulon 1.

Keywords: *Bullying, Partnership, Family*

INTRODUCTION

As a child grows, he will learn and see what the people closest to him are doing, including in the family and school environment. Social interaction at school is one of the factors that can lead to bullying. Bullying in Indonesia is also known as bullying or oppression which is any form of intimidation and can even refer to violence carried out intentionally by the bully. . (Soedjatmiko et al., 2016:21).

On February 13 2023, KPAI recorded 1,138 cases in the past year of bullying or bullying in schools ranging from physical to psychological violence. Indonesia is in 5th position out of 78 countries with the most cases of bullying.

Protection for victims of bullying is explained in Law no. 35 of 2014 which is an amendment to Law no. 23 of 2002 concerning Child Protection Article 9 Paragraph (1a) states: Every child has the right to receive protection in an educational unit from sexual crimes and violence committed by educators, teaching staff, fellow students, and/or other parties. As well as Minister of Education and Culture Regulation no. 82 of 2015 concerning the prevention and handling of acts of violence in educational unit environments.

KPAI revealed that most cases of bullying occur in elementary school education units. The age of elementary school children, namely 6 to 12 years old, is the age range where children will begin to be directed out of the family group and begin to interact with their social environment which will then have an impact on interactions with peers (Fatimatuzzahro, Suseno, & Irwanto, 2017; 37) . The role of teachers in the school environment in the elementary school age range is very important to shape the character and perception regarding teacher bullying in order to maintain a safe and friendly environment for the students' learning process. Teachers can also determine a healthy learning culture and play a role in guidance and counseling for students (Blust, 2016:37).

Based on the facts presented regarding the high rate of bullying in Indonesia, especially when it is dominated by elementary school students, the purpose of conducting this research specifically is to find out: 1) preventive efforts made by schools to prevent bullying, 2) efforts made by schools to overcome bullying, 3) planning school and family partnerships, 4) fostering school and family partnerships, 5) supervising and evaluating school and family partnerships.

The urgency of this research is to educate about bullying that may occur in the school environment and the importance of building partnerships with families as an effort to prevent bullying. Schools and families are required to be sensitive to indications of bullying cases that may occur in children. Therefore, there needs to be anticipatory steps taken between schools and families to create a sense of security and protection for children so that children will always grow up with a healthy mentality and a conducive atmosphere.

Understanding School and Family Partnership

The Tri Education Center is the most important component in implementing education for children. Where all three (school, family and environment) are responsible for good education for children and making positive things for educational purposes that lead to cooperation or partnerships in schools. (Sarbani et al, 2020:76). Partnership is a form of social interaction in order to achieve educational goals between the school and the parents of students (Marzuki, M. 2017:11). Partnerships between schools and families can be realized if there is a mutually influencing or reciprocal relationship that will give birth to social interaction for children's education (Sarbaini, 2013:25)

Form a School Partnership with Families

The form of partnership between school and family consists of 3 things, namely; 1) Strengthening 2-way communication. This can take the form of a contact book, holding regular meetings, communicating via community groups in chat groups, 2) Holding special meetings for educational efforts for parent classes through school committees, partner organizations or other community components, 3) Making volunteer activities such as eating together and

involving parents in activities with students at school (Harris Iskandar, 2016:20)

Understanding Bullying

The word bullying comes from English which means oppression, bullying, coercion or intimidation. Bullying can be defined as treatment that uses violence, threats or coercion against other people or victims. This behavior can occur continuously because the perpetrator feels he is more powerful than the victim. (Setia Budhi, 2016: 1). Bullying is a desire to act with the aim of hurting other people (Rigby in Lestari, 2016: 149). Perpetrators of bullying who are usually called bullies are usually people who feel they have the power to do anything to their victims. Victims in this case usually position themselves as weak, afraid, helpless and always feel threatened by the bully (Ela Zain, et al, 2017: 326). Apart from the perpetrators and victims of bullying, there are also witnesses, namely other people who see the bullying directly, where witnesses can be neutral, support the bully's treatment or defend the victim. The form of bullying itself can be verbal and non-verbal. Forms of verbal bullying include; verbal harassment or threats, while non-verbal forms of bullying usually take the form of physical violence or coercion and can be directed repeatedly towards the victim. The trigger is usually due to the victim's social background, race, religion and gender. Bullying can develop anywhere where there is interaction between humans, starting from schools, workplaces, households and the environment. (Setia Budhi, 2016: 1). It can be concluded that bullying is bullying behavior carried out by perpetrators (can be individuals or groups) which aims to hurt, attack or oppress other people who the perpetrator considers to be victims or people who are weak and deserve to be bullied. The form of bullying itself consists of verbal and non-verbal and can refer to violence.

Factors Causing Bullying

There are several factors that cause bullying (Ariesto in Ela, 2017:327), namely; 1) Personality; the character of callousness (lack of empathy for other people's suffering), uncaring (lack of concern about how other people perceive someone in social life) and unemotional (not being open in expressing feelings for someone), 2) Family; Parenting patterns that have a positive influence on bullying behavior occur when parents act authoritarian towards children (Bostari 2014: 37), this is because of the parents' habits of treating children in harsh ways such as; punish with physical and psychological violence. This makes children accustomed to receiving negative treatment and ultimately doing it to their friends or victims because they do not have a sense of empathy for other people (Georgious et al, 2013), 3) School; A school environment that is conducive and comfortable will give rise to feelings of calm and will be easier to accept positive affirmation, while a school environment that is uncomfortable and has lots of distractions will cause higher levels of verbal bullying and relational bullying. (Bevilacqua, et.al, 2016:58), 4) Peer Group Factors; When at school children will interact with their peers. Peers have a tendency to provide encouragement to do something, which can be positive or negative and tend to be coercive (Palani and Mani, 2016:111), 5) Social environmental conditions; One of the social environmental factors that causes bullying is poverty. What may arise from the social conditions of underprivileged children is bullying, because they are willing to do anything to fulfill their needs. 6) Gadgets; Excessive use of gadgets can also change a child's emotional development, for

example, a child who is basically quiet can become an angry child who, as a result of gadgets, sometimes even fights against his parents (Dewi Wulandari, 2021:201). When children use gadgets without parental supervision to watch violent things, it will trigger the child to behave aggressively which will give rise to the seeds of a negative personality.

Preventive Efforts and Overcoming Bullying in Schools

Preventing bullying among children at school is not only carried out by the school, but must involve the family, in this case the parents, guardians of students. The family as the person closest to the child has the obligation to educate with correct parenting patterns by providing good examples in treatment and actions, avoiding authoritarian parenting patterns and violence against children. Schools as institutions entrusted with providing level education are responsible for controlling the boundaries of relationships between students and monitoring bullying incidents within the school environment. (Ayu Widya, 2022: 255-256). There are several preventive and overcoming bullying efforts in schools including; 1) Creating schools with a good atmosphere through character education, creating bullying prevention policies in schools by involving students, creating model schools for implementing anti-bullying systems, and building awareness about bullying and its prevention among stakeholders down to the household and residential level, 2) Organizing a good school environment, 3) Providing access to complaints or dialogue forums between students and the school, or parents and the school, and establishing clear school rules and sanctions for bullying (Elly, 2022:231).

RESEARCH METHODS

This research uses descriptive qualitative methods. By taking an observation, interview and documentation approach in collecting data, it is then processed into systematic and factual information. The instruments in this research are; researchers as the main instrument in digging up information and collecting theories in order to produce objective results and discussions, observations or observations carried out in the SDN Kotakulon 1 environment, interviews with related parties, namely the principal of SDN Kotakulon 1, homeroom teachers, and parents and guardians of students.

RESULTS AND DISCUSSION

Implementation of Partnership with Families in Efforts to Prevent and Overcome Bullying at SDN Kotakulon 1

Efforts to prevent bullying at SDN Kotakulon 1 are carried out from upstream to downstream. Starting from a school principal program that is specifically oriented towards bullying prevention efforts such as; 1) through habituation, namely coordinating with teachers about getting into the habit of good behavior, which is then conveyed by the teacher to students about cultivating noble morals by respecting each other, not making fun of each other and being kind to fellow classmates, 2) showing broadcasts good manners via school TV or LCD projector in class, 3) making clear rules or legality regarding sanctions related to violations at school, 4) collaborating with all stakeholders in the school by holding parenting class seminars with parents, guardians or school committees. The preventive efforts carried out by class teachers to prevent bullying include; 1) provide examples of good behavior among friends

and teachers at school, 2) build good communication with parents and guardians of students through contact books and chat groups.

The reality is that acts of bullying among students at the elementary school level are real. The form of bullying that occurs in the lower and upper classes, according to researchers (classes 2, 3 and 5) shows that on average the form of bullying that occurs is verbal bullying, namely by making fun of parents or making fun of friends because their grades are lower. The things that the class teacher does are; 1) by identifying problems from both parties, both from the perpetrator and the victim and validated by the witness, 2) advising the perpetrator and providing reinforcement to the victim in a special place to maintain the principle of confidentiality. The perpetrator will be given educational sanctions in the form of picketing the class alone and writing on folio paper "will not repeat the action again." 3) The problems that occur will be handled by the class teacher and resolved at school, however, if the violation is included in the serious violation category, the problem will be delegated to the principal for further sanctions.

In building partnerships between schools and families, it has been built from the smallest scope, namely in each class, to the largest scope in the school environment, namely with the school committee. Implementation on a small scale, namely 1) with the existence of connecting books, so that the role of parents in their children's education is not interrupted at school but continues at home, 2) the formation of associations in each class, the form of communication is by creating chat groups on smartphones, 3) teacher visits to students' homes to solve crucial problems, or vice versa, teachers can call the parents of students who have problems at school. Class association members usually hold meetings with teachers at least twice a semester.

In a large scope, namely the school committee, is an association of representatives of several parents and guardians of students from representatives of the community in each class. Implementation of partnerships between the committee and the school by holding meetings between the school and the committee at least 3 times in 1 semester. The matters discussed in the meeting with the committee were; 1) school programs, 2) socialization of KBM, 3) and incidental things that occur at school, for example socialization of children's health, socialization of bullying prevention and so on.

Evaluation of the Implementation of Partnership with Families in Efforts to Prevent and Overcome Bullying at SDN Kotakulon 1

Evaluation of the implementation of partnerships with families focuses on 2 things, namely the class community and school committee. The form of evaluation is; 1) evaluation of the class association is carried out by the class teacher, but the evaluation is carried out only if there is a problem in the association, because the association is completely regulated by the parents and guardians of the students, 2) evaluation of the school committee is carried out by the school principal by monitoring partnerships and through an MoU between school with the school committee. The follow-up to the evaluation with school partnerships in efforts to prevent bullying can be used as a reference for preventing and handling bullying in the next school year.

Forms of School Assistance for Bullying Victims at SDN Kotakulon 1

The form of assistance for victims begins with the class teacher. The class teacher will monitor the victim's progress after bullying occurs and provide reinforcement and provide a platform for them to have the courage to say if they

experience bullying. Apart from that, the teacher usually communicates with parents about how the child is developing at home and takes the form of sharing. The report from the results of this assistance will later be submitted to the school principal as material for further evaluation.

CONCLUSION

Based on the results of research at SDN Kotakulon 1, it can be concluded that the partnership program with families to prevent bullying is carried out starting from the school principal and all stakeholders in the school. The preventive efforts carried out by the school principal are; 1) through habituation, namely coordinating with teachers about getting into the habit of good behavior, which is then conveyed by the teacher to students about cultivating noble morals by respecting each other, not making fun of each other and being kind to fellow classmates, 2) showing broadcasts good manners via school TV or LCD projector in class, 3) make clear rules or legality regarding sanctions related to violations at school, 4) collaborate with all stakeholders in the school by holding parenting class seminars with parents, guardians or school committees

Implementation of partnerships in schools is carried out by; 1) form a community in each class, 2) form a school committee consisting of representatives of parents and guardians of students from the class community. The regular meeting schedule is; 1) meeting with the class association at least 2 times in 1 semester, 2) meeting with the school committee at least 3 times in 1 semester. By discussing 1) school programs, 2) socialization of teaching and learning activities, 3) and incidental things that occur at school, for example socialization of children's health, socialization of bullying prevention and so on. The forms of evaluation are 1) evaluation of the class association which is carried out by the class teacher, but the evaluation is carried out only if there is a problem in the association, because the association is completely regulated by the parents and guardians of the students, 2) evaluation of the school committee is carried out by the school principal by means of partnership monitoring and through an MoU between the school and the school committee. Forms of school assistance to victims of bullying are mostly carried out by sharing, monitoring and strengthening victims of bullying.

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