

Conference Paper

Senior High School's Partnership in Handling Bullying

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ORCID:*Anindita Ayu Nisa Utami*: <https://orcid.org/0000-0003-0983-5189>**Abstract**

This study aimed to describe the partnership pattern developed by the state senior high school 1 Depok Sleman in handling bullying cases. This study used a qualitative approach with a descriptive method. The sample included the headmaster, the counseling guidance teacher, the homeroom teachers, and students. The data analysis process used the interactive analysis model developed by Miles and Huberman, which included data reduction, data serving, and conclusion. The results showed that the school has a bullying handling strategy through the school's partnership program. The school's leadership forged a partnership with several institutions to handle bullying cases, including West Depok Sector Police, psychologists, parents and the Public Health Center. Cases can be referred internally and externally, while the bullying is handled through individuals and groups. The partnership built by the school runs continuously through various programs for socialization and character strengthening for students. The type of participation that was found to have the strongest contribution in solving school bullying cases was strengthening the student's character periodically and collaboratively by involving informants and various parties. However, efforts in handling bullying need to be increased to prevent it happening again in the future.

Keywords: bullying in school, school partnership

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1. Introduction

Bullying cases are rampant in social life. KPAI noted that there have been 37,381 cases of bullying in Indonesia reported to KPAI from 2011 to 2019 and it continues to increase, the trend shows an increase (KPAI) [1]. This shows that cases of *bullying* are still possible in everyday life. *Bullying* needs to be eradicated, and cases that have occurred need to be handled immediately.

1.1. The Structure

1. The act of *bullying* can be in form of physical, verbal, social, or sexual acts (headspace) [2]. Physical actions can be in the form of hitting, kicking, punching,

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and so on. While the actions of verbal *bullying* can be in form of insulting, mocking, and slandering. Social bullying acts are in the form of attacks through spreading rumors or removing someone from a group member, and so on. Apart from that, the *bullying* acts in the form of sexual acts can be sexual teasing (*sexual harassment*), and so on.

2. Many parties have attempted to prevent and handle bullying cases on a national and international scale. On an international scale, the prevention and handling of bullying cases is carried out by UNICEF which was formed by the United Nations by establishing a commitment that every child has the right to survive, grow and develop their potential to have a good life (UNICEF, About: UNICEF for Every Child) [3]. Several countries have organizations or services that specifically handle cases of *bullying* and provide prevention or anticipation of cases of *bullying*, of which are Respect me (Scotland's Anti-Bullying Service) in Scotland which has services in the form of providing practice and training fully funded by the government and administered by SAMH (Scottish Association for Mental Health) with a service focus on Human Rights (respectme.org.uk) [4]. In addition, Australia has made efforts to reduce and handle cases of bullying with a program in the form of Zero Bullying. This program uses a holistic approach that involves all school members to reinforce the anti-bullying message. Programs planned by *Zero Bullying* are the *School Bullying Prevention Program*, *Sports Bullying Prevention Program*, *Workplace Bullying Prevention Program*, and *Bullying Information and Advice Service* (Gillard) [5]. In Indonesia, the prevention and handling of cases is carried out in various ways and strategies, including the policy of child-friendly schools adopting *Child Friendly School* from UNICEF, the movement of fun schools, programs from Yayasan Sejiwa, school regulations, and so on. Child Friendly School has principles of nondiscrimination, best interests for the child, child's life, child survival, child development, respect for the child's views, and good management for the child (DTKA) [6]. The Fun School Movement Platform attempts to build awareness of teachers, principals, and education policymakers to build fun schools to study and supply life skills for children (sekolahmenyenangkan.org) [7]. Yayasan Sejiwa has a *Positive Disciplining Training* program designed to provide meaningful learning experiences for students and teachers (sejiwa.org) [8].
3. The efforts that have been made by various countries, organizations, and foundations are supported by schools that have rules and regulations that support the reduction of *bullying* in schools. One of the schools that has regulations

and lists anti-violence or anti-*bullying* in school is State Senior High School 1 Depok Sleman. The school has a code of conduct that includes anti- bullying, anti-violence, and anti-gang messages. In addition, the school has a strategy of handling and resolving *bullying* cases that occur in schools through several internal and external partners who assist the school.

4. This study discusses the handling of *bullying* cases that occurred at State Senior High School 1 Depok Sleman together with the partners involved.
5. The scope of this study is only in the area of State Senior High School 1 Depok Sleman which involves several parties to solve the case of *bullying* that occurred in the school. It is possible that some schools also have the same *bullying* case handling and resolution strategies as these schools with different partners. There will be many other ways in the other region in handling and resolving cases of *bullying* occurring in other schools or regions. The types of bullying that often happen in this school are seniority and school's gang aggressiveness.

1.1.1. Reference citations

Partnerships are one part of the social capital that exists in society. Social capital is a relationship capital that provides mutual support and benefit between group members [9]. Social capital according to some experts consists of social structures, networks, norms, beliefs, cooperation, associations, existence, and investment of social relationships. Social capital can be interpreted as the ability to work together with a specific purpose. School development needs to pay attention to several capitals, one of which is social capital to develop cooperation, build trust, and raise participation in order to achieve common goals [10]. The common goal in this case is to reduce the cases of bullying that occur in schools and maximize the handling of bullying cases in schools in various ways according to their needs. Social capital is productive and allows the achievement of several objectives attached to the relationship structure between people or groups [11]. Based on some of the above expert studies, it is known that partnerships built by schools in dealing with cases of bullying in schools apply one concept of social capital in achieving the goal of reducing the case of bullying occurring in schools. The effort of the school to achieve success in handling bullying cases is through partnership with the police to give character strengthening to the students.

2. Related Works/Literature Review

Previous research conducted by Janitra and friends [12], on the prevention of bullying through family communication, similar research conducted by Janitra with researchers is the topic of bullying. The difference in research conducted is that Janitra's research focuses on prevention of bullying behavior while the research conducted by researchers is reviewing partnerships built by schools to deal with cases of bullying occurring in schools. Janitra's research is in the family sphere while this research is in the scope of the school. The results of Janitra and friends research say that the case of bullying occurs due to the inaccuracy of parenting to the child, so the prevention of bullying cases that can be done is to use effective family communication, namely respect, empathy, and audible. While this research describes the handling of cases of bullying that occurred in schools through partners involved by the school.

In addition, other research conducted by Antonius PS Wibowo has similarities on the topic of this research [13], namely the handling done to resolve the case of bullying in schools. Antony PS Wibowo's research discusses the application of criminal law while this research focuses on empowering partners to handle cases of bullying in schools. The findings and arguments presented by Wibowo regarding the handling of bullying in schools is the use of legal pathways as a last alternative, namely with criminal sanctions that are ultimatum remedium and embraced the principle of best interests for the child. Wibowo's exposure confirms that cases of bullying occurring in schools can be resolved and dealt with through various legal disciplines, so that the use of criminal law discipline is carried out as a last alternative if no solution is found for certain bullying cases.

Other research conducted by Amawidyati also has similarities in the form of topics on the handling of bullying in schools [14]. Amawidyati's research explores a program used to deal with cases of bullying occurring in schools, while researchers review the partnerships the school built to deal with cases of bullying occurring in schools. Amawidyati's research used experiments with a pre-test–posttest design that resulted in the conclusion that the bullying psycho-education program was effective at improving teacher efficacy in dealing with bullying. While this study discusses the handling of cases of bullying that occurs in schools by engaging partners internally and externally.

3. Material & Methodology

3.1. Data

Data collection was done using interview, observation, and documentation techniques. Interviews, observations and documentation were conducted using a guideline to make it easier for researchers to obtain data. The researcher did interview with 8 school internal informants that have role in handling bullying cases in school, and 1 external informant which is school partner in handling bullying cases in school. The validity of the data was done by triangulating the source, discussing, and extending the research process. Source triangulation was done by checking the validity of data to other sources or other subjects until saturated data is obtained, in addition, the source triangulation was also done by re-interviewing the same source briefly and densely so that the data obtained is not biased. Discussions were conducted with several sources and guidance lecturers regarding the relationship between theory and findings. The data analysis in this study used the Miles and Huberman models of data reduction, data presentation and conclusion drawing.

3.2. Method

This research used a qualitative approach with descriptive methods. The qualitative approach is used because it can provide complex details about a phenomenon. The results of this study will describe the school partnership in handling the case of bullying in the school. Research subjects as a source of information in the form of people namely principals, BK teachers, students, and classmates at State Senior High School 1 Depok Sleman. The students chosen as informants in this research are the witness in some bullying cases that occurred in school, also the student's council chairman who participates in implementing school's program.

4. Results and Discussion

4.1. Result

The community participated in handling the case of bullying that occurred at State Senior High School 1 Depok Sleman. Some community groups have commitments and cooperation programs to partner with schools in order to prevent and deal with cases

of bullying and violence occurring in the school. The form of participation carried out by the school partners varies according to the needs of the school. a frequent form of participation is group socialization and expert counseling of individuals. The use of partners in handling cases makes it easier for schools to shrink and resolve cases of bullying. The convenience is felt in the search for evidence because it is done by the authorities in the event of a case of bullying which is quite severe. In addition, the psychologist who helps to provide counseling to victims or perpetrators also provides convenience for the school to handle and resolve the case of bullying that occurred. Following is the pattern of school partnerships in dealing with the case of bullying that occurred at State Senior High School 1 Depok Sleman.

4.2. Statement of results

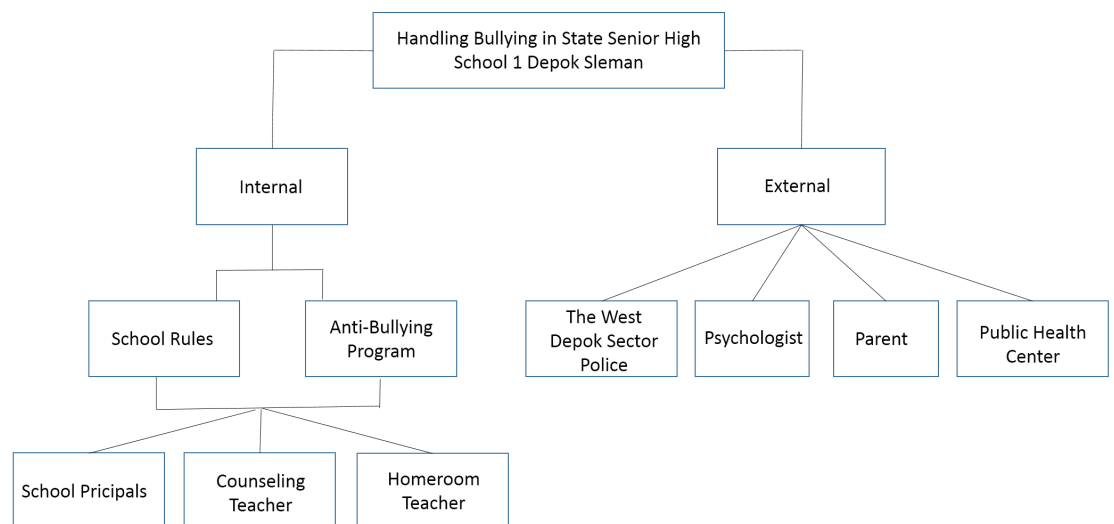


Figure 1: Referred Partnership to handling bullying in State Senior High School 1 Depok Sleman

The handling of bullying in State Senior High School 1 Depok Sleman is done by two parties which are the internal and external party. The internal party consists of the school’s policy makers that have role in making school’s regulation and implementing anti-bullying program, namely the headmaster, BK teachers, and homeroom teachers. Meanwhile, the external party consists of Sector Police of Depok Barat, psychologists, parents, and Depok Public Health Center.

The handling of bullying in State Senior High School 1 Depok Sleman is also done through two ways; which are individual and in group. Individual handling is done to the victims and perpetrators of bullying, while group handling is done to the school’s gang member and it also brings together the victims and the perpetrators of bullying.

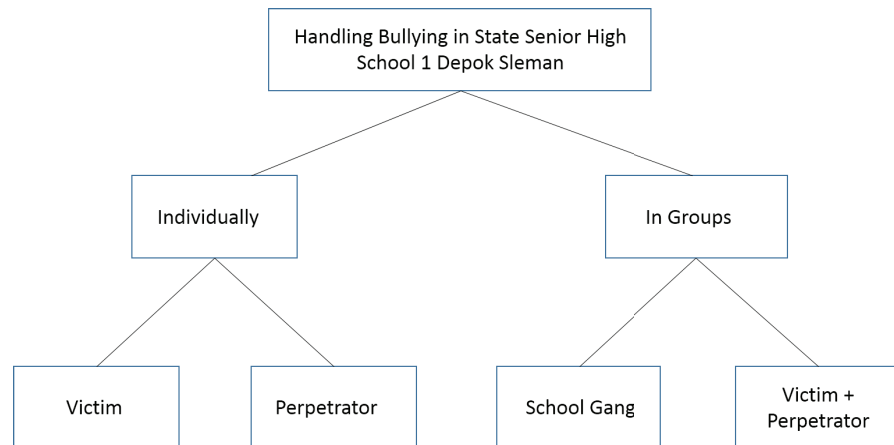


Figure 2: The implementation of handling bullying in State Senior High School 1 Depok Sleman

4.3. Explanatory text

Based on the above data, it is known that the handling of bullying cases at State Senior High School 1 Depok Sleman was conducted by two parties, namely internal and external parties. This is determined based on the case of bullying that occurred. Mild cases of bullying are handled directly by the school's internal authorities, namely principals, BK teachers, and homeroom teacher. While the case of severe bullying is handled by several related parties, namely police, psychologists, parents, and, puskesmas. Based on the results of the interview, the case of bullying in high school 1 depok several times handled by the police because it involved several parties, such as gang activity outside the school, and so on. In addition, some cases of bullying that occur in the school involve psychologists in the handling who partner with the school, but the counseling process is only done once, the rest is done by BK teachers or homeroom teacher and parents.

The handling of bullying cases at State Senior High School 1 Depok Sleman is done through several ways, which are individually, students per student alternately or done in groups. Cases of bullying handled individually are cases that refer to the private realm, so the counseling process is carried out interchangeably between the victim and the perpetrator. While the cases handled in groups are cases of bullying involving several gang members, so that the coaching is carried out in groups.

4.4. Discussion

The handling, which had been carried out by the school along with its partners, was resolved immediately, but some time later rediscovered the case of bullying

that occurred between students at the school. This is possible because of the small quantity of counseling with experts in handling cases, i.e. only done once or twice with psychologists or BK teachers. Furthermore, the case of bullying in school can reoccur if the school cannot handle with whom the children socialize outside the school. It is possible for the children to socialize with the other gang members or socialize with children who get less attention from their parents so they seek attention outside the home. Based on the previous research that was done by Janitra et al, the bullying cases can be anticipated by effective family communication between parents and children that contains element of empathy and attention, two ways between children and parents, also willingness to listen to each other between parents and children. Psychologists who partner with schools and teachers or parents prefer to use the principle of quality counseling even if it is done only once. This can trigger a case of advanced bullying or a new bullying case. It is related with the previous research that was done by Amawidyati [14] which found that the case of bullying can be reduced by psycho-education program that can be used by BK teachers to increase self-efficacy in handling bullying cases. If the bullying cases reoccur to the same victim and perpetrator, the last way that can be taken to handle and solve it is through legal channels. In line with research by Wibowo [13], legal channels can be used as alternative solution towards the bullying cases that happened.

The results of this study provide an overview of the handling and resolution of bullying cases that occur in schools with a strategy of building partnerships with multiple parties.

5. Conclusion

1. The handling of various bullying cases has not been optimally implemented, so it often stops in the middle or even neglected. It can happen because the lack of cooperation and commitment from various parties to handle it.
2. The school need to build a partnership to deal with the case of bullying that occurred at the school.
3. Attempt zero bullying in each school.
4. Schools pay less attention to the quantity of counseling for perpetrators or victims so counseling is only done once with quality.
5. The school partnership in handling the case of bullying makes it easier for schools to find evidence and a more personalized counseling process with experts.

6. Needs to balance the handling of bullying cases in quantity and quality in schools.

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