

Research article

The Development Early Warning System to Prevent Bullying in University, Jakarta, Indonesia

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Abstract.

Bullying is a commonly reported phenomenon in Indonesian schools and universities – perpetrated by seniors and, in some cases, classmates. This study was conducted at a state defense campus to examine the types of bullying faced by students and the ways to stop/prevent them. The authors used a mixed-method combining quantitative and qualitative research methodologies. Data were collected by distributing questionnaires to all students (a total population of 11,365) and selecting a sample of 1% (114 students). The authors interviewed leaders of the Student Affairs sector and conducted Focus Group Discussions with 10 representatives of student organizations from each faculty. The results indicated cases of relational bullying – a condition in which self-esteem is weakened by neglect, exclusion, and avoidance. The authors found that the bullying tendencies stemmed from the bullies' own personal and social experiences. Additionally, schools must train their Academic Advisors to ensure that protection from bullying in no way affects students' learning motivation. The authors expect this system to develop into an Early Warning System (SPD) for improving student excellence and to be implemented at all campuses considering the interrelated environmental, social, cultural, vision, and mission aspects of it.

Keywords: bullying, academic advisors, early warning system

1. Introduction

Indonesia has had many cases of bullying from primary school to university level. Data from the 2018 Program for International Students Assessment (PISA) research shows that 41.1% of Indonesian students claim to have experienced bullying. At the university level, Indonesia also has a poor track record of bullying among students. Bullying is not only done by students with a higher level (senior) but also in some cases by a classmate.

Bandura (1997)[1] reveals that based on the situation of students on campus, students separated from the life of the social climate that forms in their development period. An ecological perspective in handling students is influenced by several factors, including; family, peers, campus and culture in the environment. In the development process,

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students as individuals must interact with other individuals in their social environment and influence each other. Primarily, a student is still transitioning to become an adult influenced by his environment, which is in the above elements. Taking sides with students in protection efforts is very important in handling bullying on campus.

Furthermore, Espelage & Swearer (2004) asserted that bullying is related to individuals, families, peer groups, campuses, communities and culture. Factors causing bullying on campus are strongly influenced by; personality, family, campus, seniority, society and media. Highlight. The main factor in developing this system is the campus climate which significantly affects the prevention of bullying. A positive Campus climate indicates that the campus atmosphere can build a healthy psychological atmosphere for every student, lecturer and other academic ranks (Abuhammad, et al, 2020)[2], Craig, W.et al, 2020)[3].

Olewus (in McEachern et al., 2005)[4] defines bullying as a harmful act committed by one or more individuals and repeated every time. Bullying is an imbalance of power and power between individuals. According to Hazler in Carney & Merrell (2001)[5], bullying is defined as behaviour that attacks physically or verbally and isolates the victim.

Coloroso (2007: 47)[6] reveals that bullying can be divided into four types. First, physical bullying is the most visible and identifiable type of bullying compared to other forms of bullying. Physical bullying can take the form of beating, scratching, punching, strangling, damaging other individuals' property, etc. Second, verbal bullying can be in the form of insults, reproaches, slander, work criticism, and statements that have the nuances of sexual harassment. Verbal bullying is the easiest way to discourage other individuals who accept it(Angelis, et al; 2016)[7].

According to Carney & Merrell, (2001) [5], verbal bullying can also be detected because the sense of hearing can catch verbal bullying. Daily communication practices trigger various forms of violent violence in communication. The state of communication violence can be seen from the naming or labelling given to fellow students or lecturers to students and others. Naming or labelling is usually given according to the characteristics or character of the "victim", namely by giving a name, attribute or marking to someone based on a person's physical factors or physical deficiencies, In a very multicultural campus environment, it allows many and varied forms of practice Other communication violence, because the higher the cultural differences, the lower the level of perception similarity among the communication participants.

1.1. Non Violent Communication Model

which will be the basis for developing an early warning system in anticipating bullying in the campus environment. Nonviolent Communication (NVC) is a communication skill that is displayed in a way of discussing intentions, thoughts, feelings that can affect other people (Rosenberg, 2003)[8].

According to Rosenberg NVC is a way of communication that leads us to give from the heart. NVC is based on language and communication skills that strengthen us to remain human, even under stressful conditions (Rosenberg, 2003) [8]. The basic principles of NVC are by focusing our awareness on four areas referred to as the four components of the NVC model. 4 (four) approach models in this anti-violence concept, namely: 1. observation, 2 feelings, 3. needs; 4. Requests

The system proposed in this study is in the form of an Early Warning System (SPD). The development of this system will undoubtedly be implemented by considering the interrelated aspects of the environment, social, culture, vision and mission. Research conducted by Muyu Lin, Dieter Wolke, Silvia Schneider, and Jürgen Margraf in 2020 focused on comparing China and Germany in treating bullies in a social environment that is very influential on handling matters that support victims mentally, namely trauma caused by bullying.

The main highlight in the development of this system is the campus climate which significantly influences bullying prevention. A positive campus climate indicates that the campus atmosphere can build a healthy psychological atmosphere for every student, lecturer, and other academic ranks (Murphy,et.al,2017)[9]. Colleges have student organizations that can assist students in dealing with problems or conflicts between students, including the issue of bullying between students.

As a state university within the Ministry of Education and Culture, University X has to build an integrative system in handling latent bullying as a state defence campus. As a campus that prioritizes character education, University X expected to become a pilot campus for handling bullying. Always committed to realizing itself as a State University with morals, high intellectuality, high credibility, and can create a strong nation and high competitive ability. For this reason, University X seeks to shape the attitudes and behaviour of its students to face the challenges of the times. So from the data and problems, researchers are interested in researching the Early Warning System (SPD) on bullying behaviour to create superior students in the campus environment.

2. Methods

This study uses a mixed-method, combining quantitative and qualitative research methods. Data was collected by distributing questionnaires to all students from a total population of 11,365 with a sample of 1%, 114 students. The interviewed informants included those from the Leaders in the Student Affairs field and Focus Group Discussion activities to 10 representatives from student organizations from each faculty.

The research begins with data collection and quantitative analysis, then continues with qualitative data collection and analysis. The results of the qualitative research are used to provide further explanations of phenomena that have not been explained based on the results of quantitative research.

3. Results and Discussion

Based on the quantitative research results, the determination test table listed that the correlation value (R) = 0.555 and the R Square value is 0.308 or equal to 30.8%. From these results, it concluded that the occurrence of the bullying phenomenon at University X Jakarta is 30.8%. This figure is quite low due to the strong foundation of state defence and the character education system applied in several university courses.

However, these figures can become latent if this situation is not anticipated early on. Because based on the determination test table listed, the correlation value (R) = 0.555 and the R Square value is 0.308 or equal to 30.8%. The results concluded that this figure remains in the category of the bullying

phenomenon at University X, which was watched out for by building an integrative system in handling this latent bullying.

Meanwhile, based on the results of qualitative research conducted through interviews with several leaders of the student affairs sector, Campus Policy. The campus policy needed is that the campus needs to socialize the dangers of bullying in the form of a stop anti-bullying campaign. The campus must have clear rules/sanctions for those who bully to create a deterrent effect by giving sanctions to be dismissed/expelled. Considering that socialization is needed, it is necessary to increase socialization on bullying (violence). To the academic community, from lecturers to students. The aim is to increase the sensitivity of the campus and students who experience (victims) and bullying (perpetrators).. Strengthening programs can be carried out through seminars or workshops on mental health for adolescents.

Regulations on early warning systems (SPD) must be developed as anticipation of bullying. The results of the FGD aims to map bullying conditions on campus, and at the same time, develop an early warning system model to prevent bullying from occurring. With the symptoms regarding the facts above, it is a warning for us to handle so that we can create a prevention system for larger cases. The model developed can be described in the following diagram.

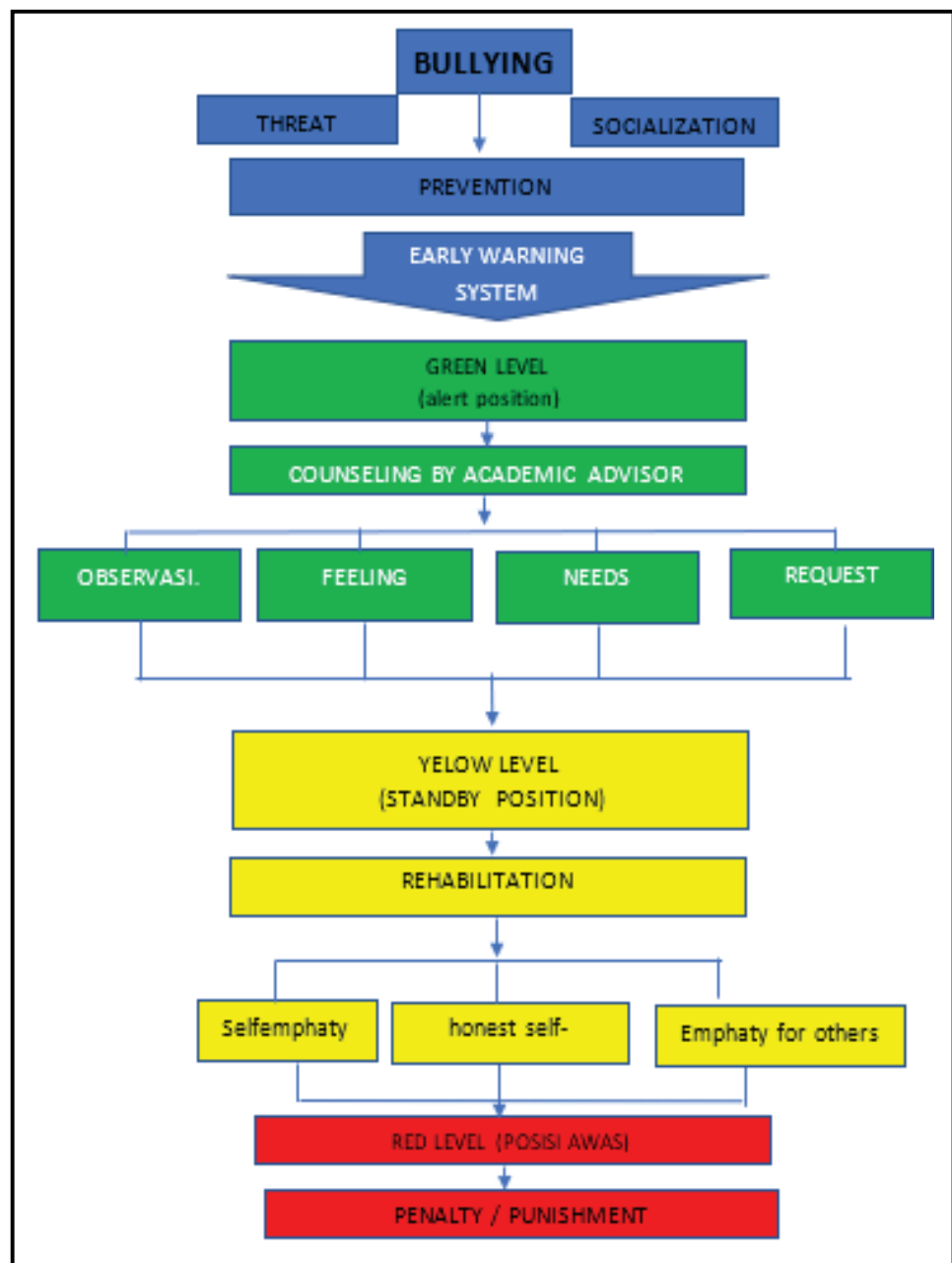


Figure 1: Adopted from Non Violent Communication (Rosenberg, 2012)[10].

The diagram above shows that the further consequences of this bullying for students will experience more significant problems—counselling by Academic Advisors referred to Psychologists assigned to campus for psychological treatment.

Furthermore, the rehabilitation process for victims, if needed, is detected experiencing trauma or interference with learning motivation. The perpetrators of bullying must receive sanctions that have a deterrent effect or suffer punishment. So that from a threat is an early warning for immediate prevention. Early detection is prioritized at strategic group points on campus or points of student contact with Academic advisors. The campus must be wise, and whatever the complaint, it responded to proportionally.

Green Level, The lowest Level of bullying, namely the Alert Level, is when students on campus start to dispute and show disapproval of these differences to other students. The table above shows that at this Level, there are three characteristics, namely 1) increasing the intensity and number of student complaints, 2) growing differences between groups of students, 3) increasing student emotionality.

Yellow Level, hatred develops against other groups, and the group is positioned as an opponent. The characteristics at this Level include; 1) high levels of interactions that lead to bullying. 2) high mobility between groups of students 3) high inter-groups associated with resistance and attacks.

Red Level is the Highest Level of bullying alert level. At this Level, bullying is ready to explode from the slightest friction, such as brawls or love problems. At this level, some of the symptoms are hostile behaviour shown by one group to another, such as threats, insults, attacks.

However, the early management system above is cumulative, meaning that higher levels still need to include treatment at previous levels. Characteristics at this Level include 1) increasing hostility between students 2) increasing bullying cases. 3) increased brawls between student groups. Formation of a favourable campus climate conducive environment is part of prevention after early detection.

There are two factors in the campus climate, namely primary and secondary. The primary factor that causes frequent bullying on campus is the low level of supervision. In addition, the campus discipline pattern is very rigid or too weak; Inappropriate guidance and inconsistent campus regulations, ineffective sanctions against acts of bullying. Proper handling of the Academic Advisor for bullying incidents is essential because bullying behaviour handled adequately will be repeated. In addition, bullying incidents are socialized by senior students. The cultural heritages of feudalism that is still thick in society can be one of the causes of bullying. Its form is the emergence of a culture of seniority; the bottom must obey the top. Secondary factors, such as the campus

atmosphere that does not support the development of positive aspects, occur because the curriculum is full of pressure and is dense with teaching techniques that are too rigid. So it is difficult for students to channel their talents. Its distribution is through pranks and torture, which gives a specific place for violence by anyone in students

4. Conclusion

Students' understanding of bullying is divided into forms of behaviour, consequences and causes of bullying. The cause of bullying is because the child has a physical or mental disorder. Considering the comparison of the percentage between students' understanding and experience of bullying, it found that quantitatively their knowledge about bullying was relatively high, limited to annoying behaviour of weak people, insulting and mocking. But in reality, the forms of bullying behaviour carried out by students are quite varied, ranging from arrangements of bullying verbally, non-verbally or emotionally, and physically.

Early warning system to prevent bullying. The existence of symptoms regarding the facts above is a warning for us to be dealt with quickly to create a problem prevention system for more significant cases. There are three levels of indicators in the Early Warning System, namely, alert, alert and alert.

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