

## Research Article

# Evaluation of Psychoeducation in Junior High School Students

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**Abstract.**

Bullying prevention psychoeducation called AMBU (Aksi Mencegah Bullying) has been conducted in junior high schools in West Bandung Regency. This study aims to evaluate the program using cross-sectional study for the participants who attended it. This activity was attended by seven teachers and 94 students of grades 7, 8, and 9. The participants were enthusiastic about joining the program because their school's bullying incidents were relatively high. After participating in the activity, an evaluation of the activity was conducted. The participants answered six things on a scale of 4 (strongly agree, agree, disagree, strongly disagree), namely the material presented was according to the needs of the participants. This activity increases knowledge about bullying, the comparison between material and discussion is as needed, the presentation method is as needed, the material presented is understandable and interesting, and the atmosphere during the activity was lively and interesting. Results showed that the mean score was 3.18 - 3.41. The evaluation results showed that AMBU was excellent. Thus, AMBU can be given to junior high school students and their teachers. The limitation of this study was that the program is provided to junior high school teachers and students. Thus, future studies can be given to elementary school teachers and students. It is also important to include their parents in the program.

**Keywords:** AMBU, bullying, junior high school, psychoeducation, teacher.

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## 1. INTRODUCTION

Bullying has been a severe problem for Indonesian children. West Java is one of the provinces with the highest bullying incidents [1]. Mass media report many bullying incidents at school. Some of them have gone viral, and the victims have been injured. Bullying has been a severe issue that needs to be considered. Several studies in Indonesia showed that bullying associated with subjective well-being children and youths [[2]–[5]. Children and youth experienced bullying presented low subjective well-being [[2]–[5].

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Bullying is prevalent in Indonesian schools. It happens in classroom (76.2%), school corridor (56.2%), in front of the school (53.4%), school yard (48.3%), canteen (26.7%), and toilet (11.6%) [[6]]. Although this happens at school, it is lack of the supervision of the teacher [[6].

There are three criteria of bullying: (1) it is an aggressive behavior, (2) it is carried out repeatedly and over time, and (3) it is in the context of an interpersonal characterized by an imbalance of power [[7]. Bullying is classified as traditional bullying and cyberbullying [[8]. Traditional bullying includes sibling bullying and school bullying [4]. There are three types of school bullying: being hit by other children at school, being called unkind names by other children in class, and being left out by other children at school [5].

West Bandung Regency (Kabupaten Bandung Barat) is one of the regencies in West Java Province with high bullying incidents[1]. SMP Negeri 3 located in Rongga, West Bandung Regency. Teachers report high bullying incidents in school. It started by making fun of children through name-calling and escalated by hitting other children at school. Teachers have tried to prevent bullying, but cases have increased. Therefore, teachers asked researchers to avoid cases of bullying in SMP Negeri 3 Rongga.

There are several bullying interventions have been conducted in Indonesia [[9]–[11]. However, none of them using psychoeducation. This current study investigating bullying intervention using psychoeducation. We named it as AMBU (Aksi Mencegah Bullying). In Sundanese, AMBU is after the mother—the term “ambu” is derived from the word Dewi Sunan Ambu. In Sundanese belief, Dewi Sunan Ambu is the ruler of heaven. But her role is more than that because she is also considered the mother of Sundanese culture. The meaning of Sunan Ambu itself comes from the Sundanese language: Susuhunan Ambu. Susuhunan is someone who is honored, while ambu means mother. So, it can be interpreted as a glorified mother, Queen Mother, or Mother Goddess. In the mythology of the Sundanese community, this meaning means that the mother who cares for the homeland and the environment must be honored. Following its purpose, AMBU aims to protect adolescents from possibly being involved in bullying.

The programs are designed for students and teachers [12], [13]. The researchers designed the program based on a literature study [14] that has been proven successful. Since this is the first time the program was conducted, this current study aims to evaluate AMBU for teachers and students.

## 2. METHODS

### 2.1. Samples

The convenience samples of seven teachers (57.14% females, 42.86% males) and 94 middle school students of SMP Negeri 3 Rongga (44.68% girls, 55.32 boys) participated in this study. Cross-sectional study had been used to measured evaluation of psychoeducational AMBU.

### 2.2. The instruments

The six items were asked to understand their evaluation across AMBU. These items are (1) material presented according to the needs of the participants, (2) this activity increases knowledge about bullying, (3) the comparison between material and discussion is as needed, (4) the presentation method is as needed, (5) the material presented is understandable and interesting, and (6) the atmosphere during the activity was lively and interesting. Four response options are 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree. The higher scores mean that the program is better.

### 2.3. Procedure of Evaluation and Analysis

The participants were involved in the psychoeducation program, namely AMBU. They were divided into two groups: teachers and students. After applying to the program, they were asked to fill in the evaluation questionnaire. Mean scores and standard deviation (SD) were used to analyze the evaluation of the program.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

The current study aim to evaluate AMBU for techers and students. Results presented in tables on how teachers and students evaluated the program. Table 1 presents the mean scores of the evaluation of the program.

The evaluation results show the mean score is 3.18 - 3.41. Participants gave the highest rating on question number 2. Participants considered that the program increased

TABLE 1: Mean Scores of The Evaluation of The Program.

No		Mean Scores	SD
1	Material presented	3.22	.576
2	Increase knowledge	3.41	.695
3	Discussion	3.18	.674
4	Presentation method	3.22	.642
5	Understandable and interesting	3.26	.702
6	The atmosphere	3.29	.641

knowledge about bullying. Participants shared the lowest score to item 3 regarding comparing the required materials and discussions. In other items, participants gave ratings between 3.22 - 3.29. The Cronbach's alpha for the evaluation program scales was .88.

Table 2 presents the frequency of participants who answered the scale. Most participants answered agreed and strongly agreed to the questionnaire.

### 3.2. Discussion

The AMBU has been conducted in the SMP Negeri 3 Rongga, West Bandung Regency. Teachers and students are involved in the program to prevent bullying. Several studies showed evaluating psychoeducation programs [15], [16].

The lowest mean score was item 3, comparing material and discussion as needed. Participants thought that the material was discussed less than they needed. While the program was delivered, the participants should have discussed the program.

The highest mean score was item number 2, which was increasing knowledge. The program contained the definition of bullying, types of bullying, and efforts made to prevent bullying. The participants reported increased knowledge as they joined the program.

The frequency of the participants who answered item number 1 (material presented according to the needs of the participants) was 62.4% agree, and 29.7% strongly agree. The participants had never had psychoeducation before. The bullying cases in their school were relatively high. The AMBU was the first psychoeducation program that was delivered to the participants.

TABLE 2: The Frequency of Participants Who Answered the Questionnaire.

No	Question	n	%
1.	Material presented		
	Strongly disagree	0	0
	Disagree	8	7.9
	Agree	63	62.4
	Strongly agree	30	29.7
2.	Increase knowledge		
	Strongly disagree	3	3.0
	Disagree	3	3.0
	Agree	45	44.6
	Strongly agree	50	49.5
3	Discussion		
	Strongly disagree	1	1.0
	Disagree	12	11.9
	Agree	55	54.5
	Strongly agree	33	32.7
4	Presentation Method		
	Strongly disagree	2	2.0
	Disagree	6	5.9
	Agree	61	60.4
	Strongly agree	32	31.7
5	Understandable and interesting		
	Strongly disagree	1	1.0
	Disagree	12	11.9
	Agree	48	47.5
	Strongly agree	40	39.6
6	The atmosphere		
	Strongly disagree	2	2.0
	Disagree	4	4.0
	Agree	57	56.4
	Strongly agree	38	37.6

The participants reported they agree (44.6%) and strongly agree (49.5%) that the program increases their knowledge about bullying. These results confirmed that AMBU increases their understanding of the definition, types of bullying, and prevention efforts. This can be achieved because the participants agree (60.4 %) and strongly agree (31.7%)

that the presentation method was as needed. They agree (47.5%) and strongly agree (39.6%) that the material presented was understandable and exciting. They reported that the atmosphere during the activity was lively and engaging (56.4% agree and 37.6% strongly agree). The discussion was stimulating and as needed (54.5% agree and 32.7% strongly agree).

During the program, participants were quite enthusiastic about participating in the activities. They seriously listened and answered questions. They really hope that the number of incidents decreased. They thanking the team for conducting the AMBU.

Compared with several studies that mentioned above [9]–[11], AMBU has several advantages. AMBU is designed for both teachers and students. In general, bullying interventions are designed only for students. AMBU uses psychoeducation, so that participants get education and also the psychological help they need. AMBU is designed to prevent bullying. Therefore, students feeling safe at school with a decrease in bullying cases.

## 4. CONCLUSION

Objective in this study is to evaluate AMBU as a psychoeducational program. Our findings present that AMBU prevent bullying. Participants report they increase knowledge of bullying. AMBU can be used for teachers and students of junior high school. The limitation of this study was that the program is provided to junior high school teachers and students. Thus, future studies can be given to elementary school teachers and students. It is important to include their parents in the program.

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