



School Bullying Mapping for Educators in South Jakarta

Lely Wahyuniar¹, Endahing. N.I. Pustakasari²

¹ Kuningan College of Health Sciences, West Java, Indonesia

² Indonesia Empowered Community Foundation, Jakarta - Indonesia

Corresponding Author: e-mail lelywahyuniar@stikku.ac.id

Abstract: This research analyzes Bullying Mapping on Educators in South Jakarta. This descriptive research method seeks to discover educators' knowledge and attitudes towards bullying in schools. The sample is educators with a distribution of school levels, namely Junior High School (24 respondents), Senior High School (SMA) / Equivalent as many as 62 respondents, and SLB B-C as many as two respondents. Cases of bullying that occurred in several schools in South Jakarta based on the knowledge of educators who were respondents concluded that most of them never happened, followed by occasional occurrences. Most of the forms of bullying that commonly occur in schools are in the form of cyberbullying, verbal, social, violent, and psychological violence. So, educators and students need to receive further education about anti-bullying.

Keywords: school, bullying, mapping, education, Jakarta

INTRODUCTION

The rise of bullying cases that occur in schools in Indonesia, shown by viral news on social media, makes the issue of bullying an emergency in Indonesia that requires special attention from all *stakeholders*, especially educators. As the epicenter of national development, Jakarta is also not spared from the issue of bullying in schools.

DKI Jakarta, in particular, is one of the benchmarks to the extent to which this bullying issue is considered in its prevention and handling. Thus, this survey was conducted to find out the mapping of bullying in schools by educators located in the city of South Jakarta, considering that cases in the city of South Jakarta are increasing according to data from the Indonesia Child Protection Commission (KPAI) and the Federation of Indonesia Teachers' Unions (FSGI) in 2023.

According to Coloroso (2007), there are three forms of bullying behavior, namely verbal bullying, physical bullying, and psychological or relational bullying. An example is verbal bullying by insulting, ridiculing, degrading SARA or racist charges, then physically, such as hitting, kicking, slapping, or damaging the victim's belongings that are considered

weak. Then, psychologically or psychologically, such as gossiping, spreading hoaxes or rumors about victims, alienating, rejecting someone, or deliberately damaging friendships. It can be done through an aggressive attitude, eye glances, sighs, sneering, mocking laughter, and rude body language.

Bullying perpetrators generally experience dysfunctional beliefs and irrational thinking that they feel stronger and to show their strength, the perpetrator feels appropriate to bully the inferior victim. This belief is ultimately manifested in action, namely bullying the victim. On the other hand, in the victim of bullying, negative thoughts tend to arise after he or she receives bullying treatment from the perpetrator. The victim felt that she was weak and helpless, so she deserved to be bullied. As a result, victims constantly receive bullying without any effort to resist and such conditions will further strengthen the intensity of bullying. (Irmayanti, Nur and Ardianti Agustin, 2023:6)

The survey was conducted by exploring the knowledge and attitudes of educators towards the issue of bullying or bullying that occurs in their schools. Then, a mapping was carried out on schools that had a history of vulnerability to bullying. The rationalization of the educators taken was the subject of the survey because we wanted to know the involvement of educators in South Jakarta so far on the issue of bullying both in terms of knowledge and attitudes in preventing or dealing with bullying cases that occur in their schools. The next step that can be taken is to provide education about preventing and handling violence in schools following government policies contained in Permendikbudristek 46/2023 concerning the Prevention and Handling of Violence in Education Units. This is because educators are one of the *stakeholders* with an essential authority to be directly involved in preventing and handling bullying in schools.

METHOD

This research method is descriptive and seeks to discover educators' knowledge and attitudes towards bullying in schools. The location of this survey was conducted in the city of South Jakarta, where the respondents were educators from 46 junior high schools, high schools/equivalents, and SLB B and C, with details of 21 junior high schools, 23 high schools/equivalents, and 2 SLB B-C. The determination of schools at the junior high school, high school/equivalent, and SLB B and C levels where the questionnaire is distributed is determined under the work area of the Education Sub-district of South Jakarta Region I in collaboration with the Indonesia Empowered Community Foundation in conducting an Anti-Bullying campaign in the South Jakarta area.

The sample was determined using *a purposive sampling* technique: educators in South Jakarta. The number of respondents involved was 88 respondents, consisting of 40 men and 48 women, with a variety of positions as teachers as many as 61 respondents; Counseling Guidance teachers or Counselors, as many as 18 respondents; and Principal or Deputy, as many as nine respondents. The sample is educators with a distribution of school levels, namely Junior High School (24 respondents), Senior High School (SMA) / Equivalent as many as 62 respondents, and SLB B-C as many as two respondents.

Data analysis is processed using IBM SPSS to make it easier and more efficient to quickly know the results so that follow-up steps can be taken immediately from this survey.

RESULTS AND DISCUSSION

Educators in schools have a crucial role in implementing learning as best as possible. Of course, various issues and problems occur in schools that require educators to be directly involved in them, including bullying. The survey results explained that of the 88 respondents in South Jakarta, 55.7% had seen or witnessed bullying behavior at school, but it rarely happened, and 44.3% answered never.

Table 1. Respondent Identity

Variable	f	%
<i>Gender</i>		
Man	40	45
Woman	48	55
<i>Position Status</i>		
Principal / Vice	9	21
Teachers/Homeroom		
Teachers	61	69
BK Teacher / Counselor	18	10
<i>Educators in School Institutions</i>		
JUNIOR	24	27
High School/Equivalent	62	71
SLB B and C	2	2
<i>Level of Education</i>		
JUNIOR	21	46
High School/Equivalent	23	50
SLB B and C	2	4
N	88	100

From the table above, it is known that most of the respondents involved are female with positions as teachers in schools, as well as the highest level of education from high school (SMA) or equivalent.

The increasing cases of bullying in schools in Indonesia, especially in South Jakarta, need to be seen to the extent of the role of educators in responding to the issue as a form of responsibility and empathy for the issue. In terms of sensitivity, concern resulted in 12.5% of respondents answering that they often respond to or handle cases of bullying that occur at school, 51.1% answered that they have only occasionally, and 36.4% have never done so at all. Thus, it can be said that bullying behavior is quite prone to occur in the schools that respondents teach.

However, as many as 95.5% of respondents said that over the past year, there were less than 30% of students identified/suspected by respondents to be targets or victims of bullying at school; the rest were between 30-60%. Of the proportion of students less than 30% identified as targets/victims of bullying, respondents answered that bullying sometimes occurs by 42.9%, 54.5% never happens, and 2.6% very often. Meanwhile, for the intensity of bullying with high severity of 65.2% never occurs, 32.6% occurs occasionally, and 2.2% occurs frequently.

According to respondents, as many as 27.3% of bullying occurred in schools most often in the first year in grade VII of junior high school or class X of high school/equivalent, 19.3% in the second year, namely grade VIII of junior high school or class XI of high school/equivalent, and 3.4% in the third year of grade IX of junior high school or XII of high school/equivalent. It can be seen that the first year batch is most prone to bullying, so special affirmations are needed to provide anti-bullying education to increase students' awareness, which educators direct. Then, educators responsible for teaching the first year also need to be given more intense guidance regarding educating their students and assisting children who are suspected or have become victims, perpetrators, bystanders, or bystanders.

According to respondents regarding the likelihood that students who appear to be more vulnerable to bullying at their school than other students with characteristics or backgrounds, most answered that the probability of less than 30% in students whose race or ethnicity is considered a minority with a percentage of 96.6% and 3.4% between 30-60% is quite likely to be bullied, students with physical weakness compared to peers by 86.4% are less likely to be bullied and 13.6% are quite likely to be bullied against her.

The rest of the group of outstanding students get bad grades in schoolwork, have learning difficulties, speech difficulties, students with physical disabilities, have certain syndromes such as autism or Asperger's syndrome, are not socially skilled/have difficulty

socializing with their friends or environment, students who excel in sports, are or are considered to have a different sexual orientation from the majority e.g. same-sex lovers or with gender expression Different for example tomboys or vice versa, from lower-middle economic families, obese students, students who behave aggressively, from younger age levels / younger classmates, also have similar results, including the rare possibility of being the target of bullying.

Furthermore, from the attitude of teachers in dealing with bullying cases at school, it can be seen that as many as 82.7% of respondents think that the actual bullying incidents that occur are reported to the school, such as teachers, homeroom teachers, or Counseling Guidance (Counselor) teachers below 30% both in low and high severity. In contrast, 11.1%-12.2% of respondents answered between 30%-60% of low and high-severity cases. Although, according to the respondents, cases of bullying at their schools are relatively rare, it is possible that there are unknown cases due to certain factors. So, for this, further research is needed to explore the possibility of the iceberg phenomenon in respondents' schools.

Then, the respondents in receiving case reports also varied. The source of information or the basis used by respondents in responding to bullying cases that occurred in their schools was 60.2% of the less than 30% of bullying cases that occurred directly observed by the respondents themselves, reported to the school by students who were victims of bullying by 75% of cases that occurred below 30%, reports from other students or students who witnessed bullying incidents of 73.9% of respondents answered for cases that occurred below 30%. In addition, 81.8% of respondents answered that they received a report from the parents or guardians of bullying victims for cases below 30%. As many as 92% of respondents answered that they received reports obtained anonymously (for example, the complainant only used initials or sent a canned letter to the school) for cases below 30%. The rest were collected through class discussions and anonymous questionnaires about bullying, which were answered by students.

Table 2. Descriptive Analysis of Bullying Mapping on Educators in South Jakarta

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Note
<i>Patterns of Bullying in Schools</i>						
Gang by a group of students	88	2	4	3,58	0,638	Almost Never
Led by a student supported by a group of students	88	2	4	3,64	0,571	Almost Never
The perpetrator of a student is not supported by any group of students	88	1	4	3,42	0,769	Almost Never
<i>Location of Bullying in Schools</i>						
School Yard / School Field	88	2	4	3,83	0,407	Almost Never
Classroom	88	2	4	3,40	0,704	Almost Never
School Canteen or Corridor	88	2	4	3,68	0,598	Almost Never
Student Restrooms/Changing Rooms	88	2	4	3,68	0,578	Almost Never
Mobile / Gadgets / Online Devices	88	1	4	3,38	0,748	Almost Never
Road to school	88	2	4	3,85	0,416	Almost Never
The Way Home from School	88	2	4	3,74	0,536	Almost Never
<i>Forms of Bullying that occur in schools</i>						
Physical Bullying	88	2	4	3,72	0,524	Almost Never
Verbal Bullying	88	1	4	3,33	0,707	Almost Never
Bullying Gestures	88	2	4	3,44	0,658	Almost Never
Social Bullying	88	2	4	3,44	0,641	Almost Never
Psychological Bullying	88	2	4	3,58	0,656	Almost Never
Cyberbullying	88	2	4	3,47	0,642	Almost Never
<i>Forms of Cyberbullying experienced by students at school</i>						
Inappropriate / hurtful writing via online	88	2	4	3,57	0,640	Almost Never
Painful/inappropriate text messages	88	2	4	3,60	0,617	Almost Never
Uploading inappropriate images/videos via online/social media	88	2	4	3,63	0,631	Almost Never
Trolling in forums or social media	88	1	4	3,60	0,617	Almost Never
<i>Media used in Cyberbullying</i>						
Cyberbullying via gadgets/smartphones/cellphones	88	1	4	3,31	0,764	Almost Never
Cyberbullying via email	88	2	4	3,84	0,398	Almost Never
Cyberbullying via social media	88	1	4	3,47	0,710	Almost Never
Cyberbullying via online phone services (Whatsapp, Skype)	88	1	4	3,40	0,751	Almost Never
Alleged bullying triggered by the victim's behavior	88	2	4	3,42	0,673	Almost Never

Based on the table above, according to the respondents, the pattern of bullying that occurs in schools, such as a group of students ganging up on other students, is said to never

occur by 65.9% of respondents, 26.1% occur occasionally, and 8% occur frequently. As many as 68.2% of respondents answered that there has never been bullying led by a student who is supported by a group of students, and a student perpetrator has never bullied 56.8% but not supported by any student group, while others answered that it sometimes happens as much as

The percentage above shows that these schools are still prone to bullying and cannot be ignored, so it needs to be explored even deeper.

Furthermore, for the location of bullying that usually occurs in schools, respondents found that it almost never happens or sometimes occurs in school yards, classrooms, canteens, school corridors, toilets or changing rooms, online or through gadgets, on the way to school or on the way home from school.

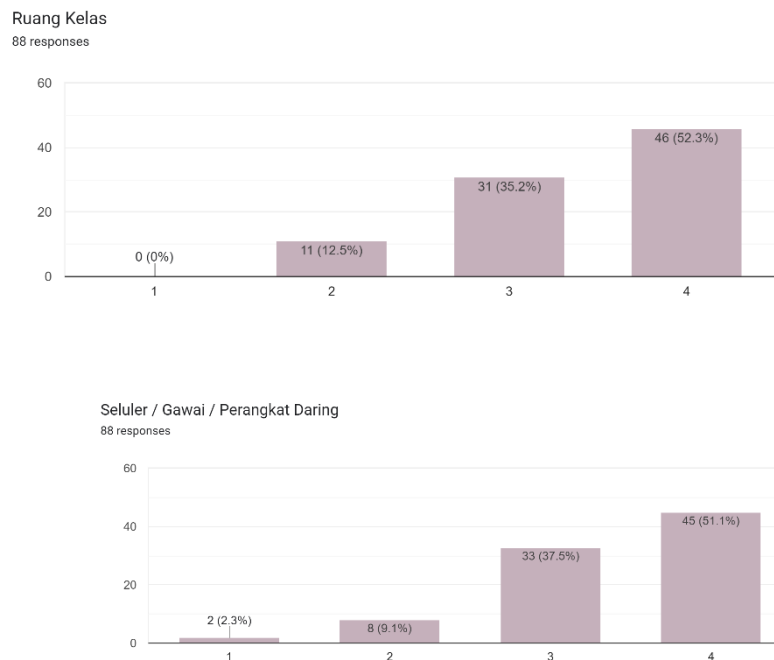


Figure 1. Percentage of Bullying Location in School

However, what needs to be of particular concern is the percentage of bullying locations in schools, especially in classrooms and online devices, including sometimes occurring quite often. Even though the percentage of intensity is often relatively small, it is quite possible for bullying to occur in schools.

Then, the forms of bullying that usually occur in the schools of the respondents, namely verbal, gesture, social, psychological, and cyberbullying, are sometimes occurring, although in percentage, most of them never occur.

VERBAL : menghardik, mengancam, menghina, mengejek, meniru, mengumpat dengan kata-kata yang tidak pantas / amoral, dll.
88 responses

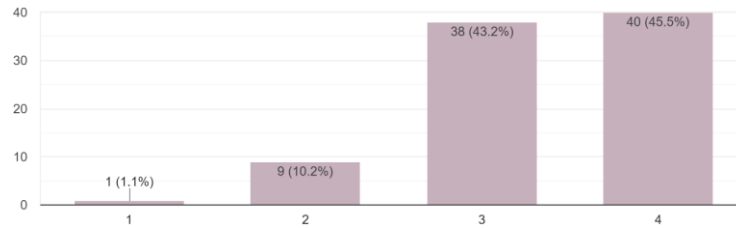


Figure 2. Verbal Bullying

GESTUR: mengancam dengan gerak tubuh, menatap dengan tatapan nyinyir atau ancaman, dll.
88 responses

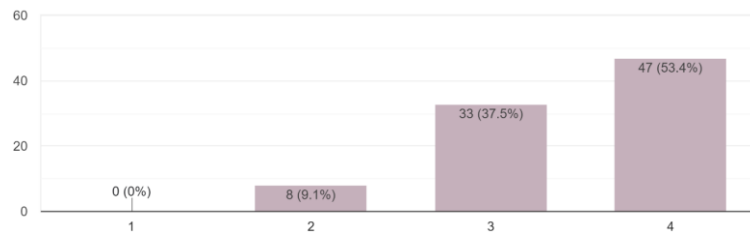


Figure 3. Gesture Bullying

Furthermore, from the form of bullying through the internet or *cyberbullying*, in the form of inappropriate/hurtful writings through online or social media with a percentage of 27.3% sometimes occurring and 8% occurring frequently, inappropriate/hurtful posts in the form of text messages with a rate of 26.1% occurring occasionally, and 6.8% occurring frequently, uploading inappropriate images/photos/videos online such as on social media pages, WhatsApp group or others with a percentage of 21.6% occur occasionally, and 8% occur frequently. Trolling is an act that triggers anger or provocation on social media, forums, or other online platforms, with a percentage of 29.5% sometimes occurring and 3.4% occurring frequently.

SOSIAL: mengecualikan secara tidak adil (dikucilkan / diasingkan), bergosip, dll
88 responses

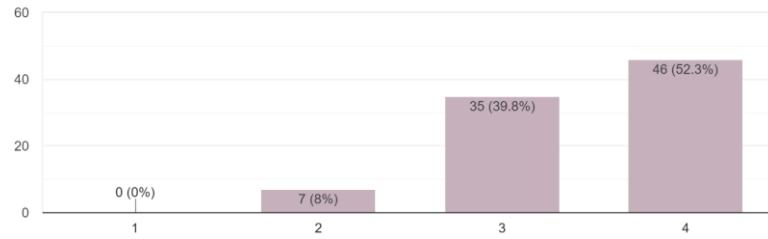


Figure 4. Social Bullying

PSIKOLOGIS : menyebar rumor, tatapan mengancam, memperlakukan di depan umum, berbohong/manipulasi/memfitnah/meremehkan, menggoda.
88 responses

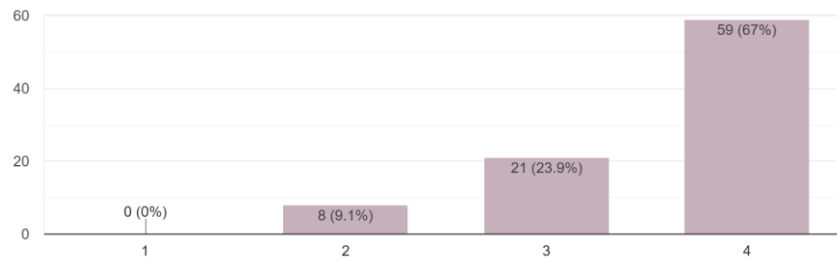


Figure 5. Social Bullying

CYBERBULLYING: menggunakan alat perangkat digital untuk melakukan perundungan seperti komentar negatif, body shaming, mengirim foto/vid... grup digital khusus untuk mem-bully korban, dll.
88 responses

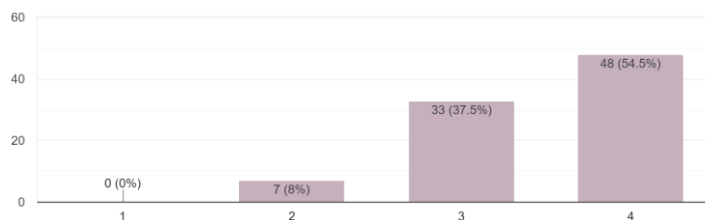


Figure 6. Cyber Bullying

Still related to *cyberbullying*, based on the observations and knowledge of the respondents, the digital technology that has been used to target students in schools shows a percentage of 36.4% occurring occasionally, 14% occurring frequently, and 1.1% occurring very often through devices, 13.6% occurring occasionally and 1.1% occurring frequently via email services. Then, via social networking sites or social media, a percentage of 31.8% occurs occasionally, 9.1% occur frequently, and 1.1% occur very frequently. And through online telephone services (Skype, WhatsApp, Telegram, etc.), as much as 35.2%

occur occasionally, 9.1% occur frequently, and 2.3% occur very frequently. So it can be concluded that the potential for *cyberbullying* in the respondents' schools is still vulnerable and needs to be anticipated. In contrast, cases that have occurred need to be completely monitored to completion.

According to the respondents, sometimes bullying is considered to be partly triggered by the behavior of the target or the victim, such a view resulting in a percentage of 37.5% occurring occasionally, 10.2% occurring frequently, and 52.3% never occurring. This means that the respondents still view bullying as if they blame the victim for causing it. This needs to be straightened out through anti-bullying education properly so that it does not become a normalized stigma in the world of education.

CONCLUSION

Cases of bullying that occurred in several schools in South Jakarta based on the knowledge of educators who were respondents concluded that most of them never happened, followed by occasional occurrences. Most of the forms of bullying that commonly occur in schools are in the form of cyberbullying, verbal, social, violent, and psychological violence. So, educators and students need to receive further education about anti-bullying.

BIBLIOGRAPHY

- Annur, Mutia Cindy. <https://databoks.katadata.co.id/datapublish/2023/10/06/bps-siswa-laki-laki-lebih-banyak-jadi-korban-bullying>, downloaded on March 21, 2024
- Coloroso, Barbara. 2007. *'Stop bullying (breaking the chain of child violence from preschool to high school)'*, Jakarta: Plakar Mandiri Abadi.
- Irmayanti, Nur and Ardianti Agustin. 2023. *Bullying in Psychological Perspectives (Behavioral Theory)*. First Print. Padang : Global Technology Executive.
- Sejiwa. 2008. *Bullying: Overcoming violence in schools and the environment around children*. Jakarta : PT Grasindo.