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Management Supporting System in Preventing Bullying in Schools

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ABSTRACT

The problem of bullying is one of the great sins (extraordinary) in the world of education, such as physical, social, verbal, and cyberbullying. Therefore, it is necessary to involve all parties in the world of education to support each other in a well-organized system. The purpose of this study is to find out the concept of supporting system management in preventing bullying in schools. This study uses a qualitative methodology, however the research method is descriptive-qualitative. The location of the research was carried out in Bogor, West Java. The type of research data is informants or resource persons, which include principals, teachers, staff, students, school committees, and experts. The data sources include primary data sources, namely principals, teachers, staff, students, and school committees, while secondary data sources are experts. The data collection technique uses the interview technique, while the examination technique and data validity use the triangulation technique, including source triangulation and method triangulation. Data analysis includes data condensation, data presentation, and conclusions. The results of the study show that the concept of a supporting system is important to be applied in an effort to prevent bullying in schools, including a management system for determining policies from leaders as a legal basis, integration of anti-bullying in the educational curriculum, periodic socialization of anti-bullying, a bullying behavior reporting system, strengthening the handling of bullying victims by the field of guidance and counseling, as well as support for teachers in the field of study, and periodic evaluations related to the supporting system for anti-bullying.

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1. INTRODUCTION

A safe education is a learning environment that is free from all forms of interference, threats, and dangers that can hinder the learning process and student development. Educational philosopher John Dewey viewed education as a process of experience. In the

context of safe education, Dewey emphasized the importance of creating a learning environment that allows students to explore, interact, and learn from direct experience (Dewey, 1998). A safe education is the foundation for every child's bright future and is the right of every student. The importance of safe education has a major effect on improving learning achievement, preventing mental health problems, shaping character, and producing quality graduates. A safe school is a place where every child feels valued, protected, and has equal opportunities to learn and grow (UNICEF, 2023).

The important dimensions of a safe education include physical safety, psychological safety, social safety, and academic safety. Physical safety is a school environment that is free from physical hazards such as natural disasters, fire, or physical violence. Psychological safety is a learning atmosphere free from intimidation, bullying, discrimination, and emotional distress. Social safety is a school environment that fosters mutual respect, tolerance, and inclusiveness. Academic safety is a learning process that does not put excessive pressure on students and provides opportunities for each learner to develop according to their potential. A well-known psychologist who has researched bullying defines safe education as an environment free from intimidation, bullying, and violence (Olweus, 1993).

In reality, bullying rates continue to increase over time. In 2018, the Program for International Students Assessment (PISA) found that 64.9% of students in the Philippines had experienced bullying and ranked first out of 78 countries as the country with the most students experiencing bullying. Based on the same research data, 41.1% of students in Indonesia have also experienced bullying. The number of students who are victims of bullying is far above the average of member countries of the Organization for Economic Co-operation and Development (OECD), which is only 22.7%. In addition, Indonesia is in the fifth-highest position.

According to the Junior Chamber International (JCI) of Bogor City in 2016, around 40% of students in Bogor City, West Java, were victims of bullying. Arifinda's research showed that as many as 93.33% of school students in Bogor Regency had committed verbal bullying at school (Arifinda & Hastuti, 2016). This can be interpreted as saying that school is one of the most vulnerable places and a place to carry out acts of aggressive behavior or bullying, both verbal and non-verbal. Bullying that occurs in the school environment has serious long-term consequences for victims, both psychologically and socially. Bullying can cause victims to lose self-confidence and become more withdrawn. Victims of bullying often have difficulty building and maintaining healthy social relationships (Flora, 2014).

In addition, it also has an impact on mental health conditions. Long-term effects of bullying on victims may include mental health issues like anxiety, depression, and low self-esteem. Victims of bullying also tend to experience difficulties socializing and have low academic achievement (Olweus, 1993). In extreme cases, bullying can trigger acts of violence or even suicide. Clinical psychologist Thomas Joiner developed the interpersonal-psychological theory of suicide. He argues that bullying can increase feelings of isolation and worthlessness in victims, thus increasing the risk of suicide (Joiner, 2005). Based on the explanation above, it is very important to have a management support system for preventing bullying in schools. Researchers find this phenomenon very interesting to study

to prove the important role of the management support system in preventing bullying behavior that is very vulnerable to occurring in schools.

2. RESEARCH METHODS

This research uses a qualitative approach, namely understanding the phenomenon of what is experienced by the research subject by utilizing various scientific methods (Moleong, 2017). The research method uses descriptive-qualitative methods. The descriptive qualitative research method is a method used to describe and describe existing phenomena, both natural and human engineering, that pay more attention to the characteristics, quality, and interrelationships between activities (Sukmadinata, 2005). In this study, researchers will describe or illustrate phenomena related to the management of supporting systems to prevent bullying in schools.

The data and data sources in this research are qualitative data types. This type of research data comes from informants or sources, which include principals, teachers, staff, students, school committees, and experts. The data sources consist of primary data and secondary data. Primary data is data that is directly obtained from the source and given to data collectors or researchers (Sugiyono, 2016). The primary data sources in this study are principals, teachers, staff, students, and school committees. Secondary data is obtained or collected by people who conduct research from existing sources (Hasan, 2002). Experts are utilized as secondary data. Data collection techniques using interview techniques.

Techniques of triangulation are used in this research data validity test. Triangulation is a data validity checking technique that utilizes something other than the data (Moleong, 2014). Triangulation is used to determine the validity of data from research data sources. The triangulation techniques used by researchers in this study include source triangulation and method triangulation. Source triangulation is comparing and cross-checking the degree of trustworthiness of information obtained through different times and tools in qualitative research (Sugiyono, 2015), while method triangulation is a technique in research that combines several different methods to collect and analyze data. The goal is to comprehend the topic under study more thoroughly and accurately.

Data condensation, data presentation, and conclusions are among the data analysis techniques. Data condensation is the process of processing raw data into information that is more structured, concise, and easy to understand (Miles et al., 2014). In this study, researchers will process raw data obtained from interviews into formations that are more structured, concise, and easy to understand. To ensure that researchers are proficient with the data and don't make any mistakes when analyzing and drawing conclusions, the presentation of data—that is, data and information gathered from the field—is put into a matrix and then presented in accordance with the data gathered during field research (Sugiyono, 2015). In this study, researchers presented the data obtained in order to analyze it systematically.

Finding or comprehending the meaning, regularity of clarity patterns, and causal flow or proportion of the conclusions made are the goals of drawing conclusions. These must be

quickly confirmed by examining and reexamining the notes in order to achieve a more exact knowledge (Sugiyono, 2015). The data that has been presented and analyzed is then used to draw conclusions to find research answers.

3. RESULTS & DISCUSSION

The research conducted aims to prove the importance of the management support system in preventing bullying behavior in schools. The findings reveal a common view of the bullying paradigm, the bullying prevention efforts that have been made, and the significant interrelated relationships between all interviewed parties, ranging from principals, teachers, students, and parents, and how necessary the management support system is in preventing bullying.

Based on the results of interviews with two principals, it shows that the problem of bullying is a matter of concern. In addition, it occurs at almost all levels of education. Bullying is not a new problem because the action has existed for a long time; it is just that the intensity has increased because it is influenced by the environment and social media. Smith & Thompson, (2009), in their book, highlighted the role of family and peer environments in shaping bullying behavior, saying that children who witness or experience violence at home are more likely to engage in bullying behavior at school. Therefore, it is imperative for the government to take steps to prevent anti-bullying in schools.

From the statements of the five teachers interviewed, it shows that bullying is a very serious problem; it can endanger various parties and have adverse physical and psychological effects, and even in very severe cases, it can lead to suicide. Bullying consists of various types, ranging from physical to verbal, social, and cyberbullying. In addition, bullying is included in deviant behavior. Self-awareness is very important for all of us to have in order to understand our own strengths and weaknesses so that we can respect each other.

The five students' views on bullying show that bullying is unpleasant behavior and has a lot of bad effects, ranging from making people uncomfortable, hurt, depressed, and mentally damaging to suicide. Bullying is included in student deviant behavior and can occur individually or in groups against other weaker individuals.

The results of interviews with five parents show that bullying is sometimes carried out by students, but they do not realize it. But there are also many children who bully openly, sometimes not only between students but also between educators and students, or vice versa. This condition is very bad and worrying because it can hurt physically and mentally. This bullying should be abolished and eliminated.

Bullying is a serious and disturbing problem that occurs at various levels of education. Although it has existed for a long time, its intensity has increased due to the influence of the environment and social media. The impact of bullying is very dangerous; it can interfere with physical and psychological health and even potentially lead to suicide. There are various forms of bullying, such as physical, verbal, social, and cyberbullying, which are deviant behaviors. Bullying not only makes the victim feel uncomfortable and depressed but can also occur both individually and in groups. Many perpetrators of bullying may not

be aware of their actions, while others do so consciously. Therefore, preventive measures by the government and educational institutions are necessary to eliminate this behavior. According to Espelage (2013), bullying is a complex issue that is influenced by various factors, including individual characteristics, group dynamics, and the school environment. Espelage also highlights the important role of schools in preventing and addressing bullying.

Bullying is a serious problem that often occurs in the school environment. Not only does bullying adversely affect the victim, but it also damages the teaching-learning atmosphere. To create a safe and inclusive school environment, bullying prevention efforts must be carried out thoroughly. The bullying prevention efforts that have been carried out by the two principals interviewed include working together with all elements of the school, the surrounding community, and parents. Then, bullying prevention is also carried out by participating in a training program held by the agency together with the local police and KPAI. The results of the training are then socialized to school residents and parents in the form of giving anti-bullying warnings and implementing rules in school that can support the prevention of bullying.

The statements of the five teachers show that they have tried to prevent bullying with several steps, including education and socialization of the dangers of bullying, anti-bullying declarations during MPLS when entering the new school year, providing a special safe room for counseling, identifying signs of bullying, holding parenting sessions with parents, then creating an inclusive school environment, increasing social skills training, and providing mental health support through cooperation with hospitals.

The results of interviews with five students show that they have made efforts to prevent bullying, including fostering self-confidence, reminding friends if joking has gone too far and reporting it to the counseling teacher, being careful in acting, making friends without discriminating, and respecting and loving each other.

The results of interviews with five parents show that their views regarding bullying prevention in schools are carried out by socializing bullying, and students are given guidance in building their mental health, giving direction to students that differences are natural and should not be used as material to make fun of each other, instilling the teachings of aqidah and good morals in their children, and building healthy relationships with them.

The bullying prevention efforts that have been carried out include working with all school staff and the surrounding community, as well as parents. Then, following the training program held by the office together with the police and KPAI, the results of the training are socialized to school residents and parents in the form of giving anti-bullying warnings and implementing rules in school that can support bullying so that it does not occur. In addition, by educating and socializing the dangers of bullying, making anti-bullying declarations during MPLS, providing a special safe room for counseling, identifying signs of bullying, holding parenting sessions with parents, creating an inclusive school environment, increasing social skills training, and providing mental health support through collaboration with hospitals, Socialization of bullying and students are given guidance in

building their mental health, providing direction to students that differences are natural and should not be used as material to make fun of each other, instilling the teachings of aqidah and good morals to students, and building healthy relationships and providing appropriate sanctions to bully perpetrators to feel a deterrent effect.

Bullying prevention requires an integrated and effective support system. Bullying is not just an individual problem but a systemic problem that requires a comprehensive solution. The bullying prevention support system acts as a foundation for overcoming this problem. Based on the results of interviews with various elements in education, ranging from principals, teachers, students, and parents, related to the management of supporting systems in preventing bullying in their schools and their views on this system, namely:

The principal's interview findings demonstrate the existence of the supporting system management and its inclusion in the school's regulations. It contains activities that encourage mutual respect and information on rewards and sanctions related to behavior and victims. They agree with the existence of this management support system because bullying prevention cannot only be done by the principal alone; all elements in the school must work together. Swearer (2014) stated that bullying prevention efforts can be carried out through the cooperation of all elements of the school, community, and parents. Swearer emphasizes the importance of collaboration between various parties to create a safe and supportive environment for students, as well as to effectively address the problem of bullying. The efforts made are socializing the rules with teachers, then teachers with parents and students, and parents giving similar directions to students at home.

The teacher's interview yielded results that show some schools already have TPPKS (Team for the Prevention and Handling of Violence in Schools), it is described in the decree and is a component of the Ministry of Education and Culture's program. There are also regulations included in the school rules, but they are not part of a specific program like TPPKS. When bullying occurs, all parties at the school come together to discuss and resolve it collectively. Their view on the management of this supporting system is the same as that of the previous principal; they strongly agree because it is a comprehensive and effective approach that involves all elements, allowing the anti-bullying policy to be implemented well.

The results of the interviews with students indicate that there is a supporting system of management in their school, namely counseling services. Their views on this supporting system management are very positive because bullying is not a small or trivial issue; it has serious negative impacts. With the implementation of this supporting management system, the likelihood of creating a safe school and educational environment will greatly increase, free from bullying among students.

The results of the interviews with parents indicate that they also agree on the need for a supporting management system to prevent bullying, considering that bullying is increasingly rampant and can damage the mental health of child victims. Therefore, clear

regulations are necessary so that bullying can be prevented, addressed quickly, and not recur.

From the discussion above, it can be concluded that the management of supporting systems plays a crucial role in efforts to prevent bullying. A well-managed support system is the key to success in creating a safe and bullying-free educational environment. An integrated and effective system not only detects bullying early but also provides an appropriate response to bullying cases and offers the necessary support for both victims and perpetrators. To achieve the goal of creating a school environment free from bullying, the management of the supporting system must be a top priority. Thus, we can provide optimal protection for all members of the school community. By optimizing the management of supporting systems, we not only prevent bullying but also create a positive school culture that supports the holistic growth of students.

4. CONCLUSION & SUGGESTION

Safe education cannot be established if there are still many instances of bullying, which is one of the major sins in education (extraordinary). Bullying is a serious problem that causes concern and occurs at various levels of education. From time to time, bullying continues to experience a high rate of increase. If this bullying continues to be ignored, it can have very dangerous effects, ranging from disrupting physical and psychological health to potentially leading to suicide. Bullying can occur in various forms, ranging from physical, verbal, social, and cyberbullying.

Various efforts to prevent bullying have been made, yet so far they have not shown significant results. Bullying prevention cannot be effectively addressed if all parties within the school do not actively participate in it. Preventing bullying requires an integrated and effective support system because bullying is not just an individual issue but a systemic problem that needs comprehensive solutions.

Supporting system management is a comprehensive and effective approach to preventing bullying in schools, with all elements involved so that anti-bullying policies can be implemented properly. Supporting system management plays a crucial role in efforts to prevent bullying. A well-managed support system is the key to success in creating a safe and bullying-free educational environment. An integrated and effective system not only detects bullying early but also provides an appropriate response to cases of bullying and offers the necessary support for both victims and perpetrators.

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