



PREVENTION OF BULLYING AT SCHOOL AS AN EFFORT TO FORM TOUGH AND INDEPENDENT TEENAGER CHARACTER

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Abstract

The anti-bullying seminar held at SMPN 2 Mekar Baru aimed to enhance students' understanding of various forms of bullying, its negative impacts, and prevention efforts that can be implemented within the school environment. The seminar featured speakers from the Children's Forum and law enforcement, who provided material on types of bullying, its psychological and social effects, relevant legal policies, and applicable sanctions. The results of this event showed a significant increase in students' understanding of bullying and their willingness to report such incidents. The seminar also strengthened the synergy between schools, law enforcement, and the community in creating a safe school environment that supports the development of resilient and independent youth.

Keywords: Bullying prevention, character education, safe school environment, resilient youth, educational synergy

INTRODUCTION

Bullying in schools has become a major problem that has received serious attention from various parties, including the government, educators, parents and the wider community. This phenomenon does not only occur in Indonesia, but is also a global issue that continues to grow. Data shows that bullying can have a negative impact on the mental and emotional development of teenagers. Victims of bullying tend to experience decreased academic achievement, low self-confidence, and more serious mental health problems such as depression and suicidal tendencies. In the long term, bullying can affect teenagers' ability to adapt in their future social and professional lives.

In Indonesia, cases of bullying in schools are often difficult to detect and handle. A culture of silence, fear, and lack of knowledge about the negative impacts of bullying mean that many cases go unreported. In addition, the school environment, which should be a safe and supportive place for students, is often not equipped with an effective system for preventing and handling bullying. Therefore, there is an urgent need to implement bullying prevention strategies that do not only focus on eliminating the act of bullying itself, but also on forming a strong and independent character in adolescents.

The importance of character formation in teenagers cannot be ignored. Adolescence is an important period in the formation of self-identity and moral values. Teenagers who have strong and independent characters tend to be better able to deal with social pressure, including bullying. Not only will they be more resistant to the negative effects of bullying behavior, but they will also be better

able to provide support to peers who may be victims. Therefore, efforts to prevent bullying must be combined with comprehensive and sustainable character education.

Preventing bullying in schools should also be seen as part of broader efforts to create a positive and inclusive school environment. Schools should be places where every student feels valued, accepted, and safe to express themselves. To achieve this goal, there needs to be collaboration between various parties, including teachers, parents and students themselves. Teachers have a key role in detecting early signs of bullying and taking preventive steps, while parents should be encouraged to be actively involved in these efforts by paying attention to changes in their children's behavior at home.

One of the important initiatives taken to address this problem is holding legal education seminars at SMPN 2 Mekar Baru, Tangerang. This school was chosen because of the high number of incidents of bullying reported by students, as well as a lack of understanding of student rights and the legal sanctions that can be imposed on perpetrators of bullying. This seminar aims to provide basic knowledge regarding applicable laws related to bullying, as well as instilling awareness about the importance of respecting the rights of others and creating a safe and inclusive school environment.



Figure 1. Seminar participants at SMPN 2 Mekar Baru

This seminar was also held as a response to increasing public and school awareness about the importance of preventing bullying from an early age. Educators at SMPN 2 Mekar Baru realize that without adequate knowledge of the law, both students and teachers may not fully understand the long-term impacts of bullying, both for victims and perpetrators. Therefore, it is hoped that this seminar can be an effective educational tool in equipping students with the information they need to protect themselves and their friends from bullying.

Apart from that, this seminar is also an effort to strengthen synergy between schools, parents and law enforcement officials in handling bullying cases. Through this outreach, it is hoped that there will be an increase in legal awareness among students, which will not only help prevent bullying but also shape the character of students who are more responsible and disciplined. With the involvement

of law enforcement officers in this seminar, it is hoped that students will better understand the legal consequences of bullying behavior, as well as how they can play a role in creating a school environment that is free from violence.

It is also hoped that the implementation of the legal counseling seminar at SMPN 2 Mekar Baru can become a model for other schools in the Tangerang area and surrounding areas. By adopting an approach that focuses on increasing legal awareness and character building, it is hoped that other schools can implement similar programs to create a learning environment that is safer and more conducive to adolescent development. This seminar is the first step in a larger effort to eradicate bullying in schools and form a young generation who are tough and independent in facing life's challenges.

Erik Erikson's Theory of Psychosocial Development

This theory emphasizes that human development takes place in eight stages of life, each of which is faced with certain psychosocial conflicts or challenges. In the adolescent stage, referred to as the "Identity vs. Role Confusion" stage, adolescents search for their own identity while facing pressures from the social environment. When teenagers are able to complete this stage successfully, they will develop a strong sense of identity and become resilient and independent individuals. Prevention of bullying at school is important in this context, because a safe and supportive environment helps adolescents better resolve their psychosocial conflicts, avoid role confusion, and build a positive identity.

Albert Bandura's Social Learning Theory

This theory emphasizes that human behavior is largely learned through observation and imitation of models in their social environment. Bandura introduced the concept of "self-efficacy," which refers to individuals' beliefs about their ability to control the events that affect their lives. In the context of bullying prevention, this theory explains how bullying behavior can be learned by students through observing their social environment, such as the behavior of peers or teachers' reactions to bullying. Therefore, character education and developing self-efficacy through positive models are very important to prevent bullying behavior and help teenagers develop strong and independent characters.

METHODS OF IMPLEMENTING ACTIVITIES

The method for implementing outreach activities at SMPN 2 Mekar Baru will be carried out through an interactive and participatory approach, with the aim of increasing students' understanding of the laws related to bullying and creating awareness of the importance of creating a safe school

environment. This counseling will begin with a presentation session by resource persons, consisting of legal practitioners, psychologists and educators who have expertise in bullying issues. This presentation will include an explanation of the definition of bullying, types of bullying, the psychological and social impacts of bullying, as well as legal regulations that apply to perpetrators of bullying at school. The resource person will also explain the important role of students in preventing bullying, both as individuals and as part of the school community.



Picture 2. Implementation of the Seminar

After the presentation session, the activity will continue with a small group discussion guided by the facilitator. In this discussion, students will be invited to share their experiences regarding bullying, whether as victims, perpetrators, or witnesses, and discuss steps that can be taken to prevent bullying at school. The facilitator will provide case studies for the group to analyze, so that students can identify appropriate solutions based on the legal understanding that has been provided. In addition, a question and answer session will be held to give students the opportunity to ask questions and get clarification directly from the resource person. This method is expected to provide comprehensive knowledge and encourage active involvement of students in efforts to prevent bullying at SMPN 2 Mekar Baru.

RESULTS OF ACTIVITIES AND DISCUSSION

Activity Results

The bullying prevention seminar activity at SMPN 2 Mekar Baru began with a presentation from a resource person representing the Children's Forum, who highlighted the importance of student awareness regarding the types of bullying. In this session, the resource person explained that bullying does not only take the form of physical violence, but can also occur in the form of verbal, emotional and cyberbullying. Students are invited to understand that the act of mocking, demeaning, or spreading rumors is also a form of bullying that can cause serious psychological damage. The

emphasis on recognizing various forms of bullying aims to make students more aware of behaviors that can lead to bullying, both as victims and perpetrators.



Figure 3. Provision of materials from KKN participants

Furthermore, material from the Children's Forum also reviews in depth the impacts that bullying can cause. Students are given the understanding that bullying can result in long-term psychological trauma, reduce self-confidence, affect academic achievement, and even cause mental health disorders such as depression and anxiety. Through the various real case studies presented, students are expected to be able to see how serious the consequences of bullying are, both for victims and perpetrators. This knowledge is important for forming empathy among students and encouraging them not to engage in bullying.

After understanding the types and impacts of bullying, the next session from police speakers focused on efforts to prevent bullying. The police explain the steps that students can take to prevent bullying, such as reporting bullying to teachers or authorities, and playing an active role in creating a positive and supportive school environment. Students are invited to become agents of change by not only avoiding bullying behavior, but also supporting their friends who may be victims. This approach aims to create a school culture that is inclusive and friendly for all students.



Figure 4. Provision of Materials from the Police

Sources from the police also provided an explanation of the policies and sanctions applied to perpetrators of bullying at school. Students are invited to understand that bullying is a serious violation that can be subject to disciplinary sanctions from the school, as well as penalties in accordance with applicable laws and regulations. Law enforcement regarding bullying does not only aim to punish the perpetrator, but also to protect the victim and prevent bullying from occurring in the future. This explanation is given to provide a deterrent effect and encourage students to behave in accordance with legal and social norms.

At the end of the seminar session, students were given the opportunity to complete a questionnaire designed to measure their understanding of bullying before and after the seminar, as well as to obtain feedback regarding the effectiveness of the delivery of the material. The results of the questionnaire showed a significant increase in students' understanding of the types of bullying, the impact it causes, and steps to prevent it. Most students also stated that they felt more confident and ready to report bullying, whether they experienced it themselves or witnessed it happening to others.

Apart from increasing understanding, the results of the questionnaire also showed that students felt more confident in taking a stand against bullying. Before the seminar, many students felt hesitant or afraid to report bullying because they were worried about retribution from the perpetrator. However, after receiving an explanation of legal protections and school policies, students became more confident that their actions would receive support from the authorities. This shows that the seminar has succeeded in increasing students' courage to play an active role in preventing bullying.

The results of the questionnaire also revealed that some students who may have previously been involved in bullying now have a better understanding of the negative impacts of this behavior. Some of them even expressed their intention to change and become better individuals. This finding is important because it shows that seminars not only provide information, but also influence changes in attitudes among students.

The response from teachers at SMPN 2 Mekar Baru to the results of the seminar was also very positive. They reported that after the seminar, the atmosphere in the classroom became more conducive, with an increase in mutual respect among students. Teachers also feel more supported by the additional knowledge they gain about how to handle bullying cases, both from an educational and legal perspective.

Overall, this seminar not only increased student awareness regarding bullying, but also strengthened the school's commitment to creating a safe and supportive learning environment for all students. The collaboration between the Children's Forum, the police and schools is a good example of how various parties can work together to deal with the issue of bullying comprehensively. It is hoped that this seminar can be the start of ongoing efforts to eradicate bullying in schools and form a more resilient and independent generation of young people.

Discussion

Discussion of the results of bullying prevention seminar activities at SMPN 2 Mekar Baru shows that a comprehensive approach involving various parties is very effective in increasing students' understanding and awareness of the importance of preventing bullying. By presenting material from a legal and educational perspective, students not only gain theoretical knowledge, but also a practical understanding of the steps they can take to protect themselves and others from bullying.

Apart from that, the success of this seminar can also be seen from changes in attitudes among students, where they become more courageous and confident in reporting acts of bullying. This change is an indication that seminars not only provide knowledge, but also build awareness and courage among students to act in accordance with moral and legal values. This is an important step in creating a safer and more supportive school environment.

The collaboration between the Children's Forum, the police and schools in organizing this seminar is also a model that can be adopted by other schools. This synergy between various parties shows that preventing bullying cannot be done partially, but requires active involvement from all elements of society. In this way, school can become a safer and more conducive place for the development of adolescent character.

Finally, this seminar also underscores the importance of sustainability in bullying prevention efforts. One seminar is not enough to eliminate bullying completely, but it can be a powerful first step. Further programs and ongoing support are needed to ensure that the messages conveyed in this seminar remain alive and are implemented in daily life at school.

CONCLUSION

The conclusion of the bullying prevention seminar at SMPN 2 Mekar Baru shows that an educational and collaborative approach can significantly increase students' understanding of the types of bullying, the negative impacts they have, and the importance of their role in preventing bullying. By involving resource persons from the Children's Forum and the police, this seminar succeeded in providing a comprehensive view of how bullying can be overcome through understanding the law, social support, and building strong character among students. The results of the questionnaire which showed an increase in students' courage to report cases of bullying also showed that this seminar was not only informative, but also inspiring in encouraging positive action.

Overall, this seminar succeeded in strengthening SMPN 2 Mekar Baru's commitment to creating a school environment that is safe, inclusive, and supports the development of strong and independent youth character. Collaboration between schools, the Children's Forum and the police is an effective model for preventing bullying, which can be adopted by other schools. This success also emphasizes the importance of continuing similar programs to ensure that efforts to prevent bullying are maintained and have a long-term impact on student welfare.

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