Bullying Education in Primary School Children 62 Padang Pelasan Seluma District

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Abstract: SD 62 Padang Pelasan is a public elementary school located in Padang Pelasan Village, Air Periukan District, Seluma Regency, Bengkulu Province. As an educational institution, the school has a vision to create a generation with noble character, high achievements, and broad knowledge, and a mission to improve the quality of learning through innovative and participatory methods. However, bullying among students has become a serious issue that requires attention. This study aims to explore the phenomenon of bullying at SD 62 Padang Pelasan and identify the contributing factors. Using surveys and interviews with students, teachers, and parents, the results show that bullying occurs in verbal, physical, and social forms, negatively affecting the mental and physical health of students. A lack of understanding and intervention from the school has played a significant role in the increase of bullying cases. This article recommends educational programs, increasing the role of teachers in supervision, and collaboration with parents to create a safe learning environment.

Keywords: Education; elementary schools; mental health.

PENDAHULUAN

Bullying is a serious problem that often occurs in the school environment, including at the elementary school level. This phenomenon can have a negative impact on children's psychological, emotional and social development (Sukawati et al., 2021). In SD 62 Padang Pelasan, Seluma Regency, Bengkulu Province, bullying cases have become a major concern for teachers, parents, and the surrounding community.

Law No. 35 of 2014 is an amendment to Law No. 23 of 2002 on Child Protection. This law emphasizes the importance of protecting children's rights in Indonesia, especially in terms of children's safety, welfare and development. One aspect that is the focus of regulation in this law is violence, including bullying, which often occurs in schools.

This law aims to ensure that every Indonesian child has the right to life, growth, development, and optimal participation in harmony with their human dignity. Some of the regulated child rights include:

1. The right to protection from abuse, neglect, exploitation and discrimination.
2. The right to education and a safe environment.
3. The right not to experience physical, mental, or social abuse, which includes bullying.

In the context of bullying, this law provides legal protection by prohibiting all forms of physical and psychological violence against children, including bullying. Bullying, which includes acts of intimidation, bullying, or other unpleasant treatment in the school environment, is strictly prohibited because it can interfere with children's development both mentally and physically (Brank et al., 2012).

The articles in this law regulate sanctions for those who commit violence against children, including in schools. If any party is proven to have committed violence or bullying against children, they can be subject to quite strict legal actions, ranging from criminal to fines, depending on the severity of the offense. Schools, as places where children spend a lot of time, are also responsible for creating an environment that is safe and free from violence, including bullying. In accordance with this law, schools are required:

1. Report acts of violence or bullying that occur to the authorities.

2. Prevent violence by providing education on human values, respect for others, and good behavior.

3. Taking action against students or parties who commit violence or bullying, in accordance with applicable regulations.

Perpetrators of violence, including bullying against children, are subject to criminal sanctions. Under this law, perpetrators of violence against children can be subject to criminal penalties with a prison sentence of between 5 and 15 years, depending on the severity of the violence committed. In addition, there are recovery efforts for children who are victims of violence, both physically and mentally. The government and related institutions are required to provide psychological assistance so that children can recover from trauma.

The lack of understanding about bullying and the lack of effective prevention efforts are one of the main causes of the high incidence of bullying in schools (Sukawati et al., 2021). Many students, teachers, and parents are not fully aware of what bullying is, both in terms of its forms and its impact on victims. This ignorance often leads to bullying not being considered a serious problem and not being addressed appropriately. Therefore, this issue requires special attention to prevent the spread of bullying in schools.

Bullying in schools can have a very serious impact on children's mental and emotional development. Victims of bullying often experience prolonged psychological distress, fear and trauma, which can affect their academic performance and social interactions (Aristiani et al., 2021). This impact is felt not only by the victim, but also affects the entire school environment, creating an atmosphere that does not support learning. Therefore, it is crucial for schools to implement effective preventive measures to address this issue.

One of the preventive measures that can be taken is through educational programs that aim to raise awareness about bullying among students and teachers. This program should include an explanation of what bullying is, how to recognize it, and what the impact is on the victim and the environment (Sukawati et al., 2021). In addition, teachers and students need to be trained to detect the early signs of bullying and know effective ways to handle such cases. This step will help create a higher awareness in the school environment about the importance of stopping bullying.

Apart from education, it is also important to create a supportive and inclusive school culture, where students respect and support each other (Nadhiroh & Ahmadi, 2024). Encouraging positive interactions between students through collaborative activities and support programs such as peer support can reduce the chances of bullying occurring. In an inclusive environment, students will feel more accepted and valued, thus reducing frustration or the need to bully their peers. Thus, bullying prevention can be more effective.

Teachers and school staff also need to receive specialized training in handling bullying cases. This training should include how to handle bullying cases quickly and appropriately, as well as how to provide support to victims and perpetrators so that they can improve themselves. Bullying perpetrators should not only be punished, but also helped to change their behavior through a corrective approach (Herliani & Heryati, 2017). Thus, schools can create a safer environment and prevent bullying cases from recurring.

Ultimately, a structured and comprehensive approach is essential to create a safe and conducive learning environment for children's development. It is not only about tackling bullying cases that occur, but also creating a strong prevention system so that children can learn and develop without fear of violence or intimidation. With the cooperation of all parties, including students, teachers, parents and school staff, bullying can be prevented and a more positive and safe environment for all students can be realized.

According to Ki Hajar Dewantara, education is the process of humanizing young people, which means that the main purpose of education is to develop the potential of students as a whole (Basyar, 2020). Education is not only concerned with intellectual or academic aspects, but also includes character building, moral values and life skills. Ki Hajar Dewantara emphasized that education should facilitate the holistic development of children, including physical, spiritual, intellectual, and emotional, so that they can grow into a complete and balanced person.

Furthermore, Ki Hajar Dewantara views that education must be oriented towards independence. Education does not only aim to provide knowledge and skills, but also to help children become independent individuals, able to think

critically, and make wise decisions. In this context, education functions as a tool to prepare learners to become individuals who are self-reliant.

METHOD AND TECHNICAL ACTIVITIES

The implementation of the scientific and tutoring fields through the bullying education activity program for elementary school children was carried out at SD 62 Padang Pelasan, Air Periukan District, Seluma Regency, Bengkulu City, where this location is close to the location of the Universitas Muhammadiyah Bengkulu Real Work Lecture (KKN). This activity was carried out starting on August 25, with a total of 5 sessions, each lasting 120 minutes. The method used was education and special assistance for 4th grade children of SD 62 Padang Pelasan.The activities provided included:

1. Training for Teachers and School Staff: Conduct intensive training for teachers and school staff on bullying identification and handling, as well as effective intervention techniques.

2. Socialization for Students: Conduct classroom education sessions that discuss the definition, impact and ways to prevent bullying, as well as using role plays to increase empathy.

3. Parent Outreach: Provide information and guidance to parents on how to recognize the signs of bullying, as well as support their children in addressing bullying issues.

4. Psychological Assistance: Offers counseling and psychological support for students who are victims or perpetrators of bullying to help them cope with the emotional and psychological impact.

RESULTS AND DISCUSSION

As one of the Real Work Lecture (KKN) programs. The material provided includes four topics in bullying education. These four subjects are taught in stages to children to make it easier for them to receive material in an organized manner, as well as avoid excessive mental burden in understanding lessons.

The implementation of this education aims to increase the understanding of SD 62 Padang Pelasan children, especially the fourth grade, so that they can

master the material before continuing to a higher level of education.The details of the implementation of activities are as follows:

1. Training for teachers and school staff in addressing bullying begins with an in-depth understanding of the definition of bullying, as well as its various forms and manifestations. Teachers and staff are given a comprehensive insight into what bullying is, including physical, verbal, social and cyber bullying. They learn how bullying can damage students' psychological, emotional and academic development. With this understanding, they are expected to realize the importance of preventing and taking bullying seriously.

   In addition to learning the definition and impact of bullying, teachers and school staff are also trained to recognize the signs of bullying. These include obvious signs, such as behavioral changes or physical injury to the victim, and more subtle signs such as social isolation, decreased academic performance, or mood swings. They are taught to observe small changes in daily student interactions that could be indicative of bullying, so that they can intervene immediately.

   Prevention strategies are the main focus of this training. Teachers and staff are trained to create an inclusive and safe school environment, where all students feel valued and accepted. They are taught techniques to build a positive atmosphere in the classroom and school, including how to develop strong relationships with students, so that students feel comfortable reporting cases of bullying. These techniques also include instilling the values of tolerance, cooperation and respect among students.

   When bullying situations occur, teachers and staff are also trained in practical skills in handling them. They are given guidance on proper reporting procedures, so that each incident can be handled according to established protocols. In addition, they learn how to effectively communicate with the victim to provide the necessary emotional and psychological support. The right approach to interacting with the bully is also taught, with a focus on understanding, rehabilitation and behavior change.

The training also emphasizes the importance of ongoing support for students affected by bullying. Teachers and staff are taught steps that can be taken to help students recover from the trauma of bullying, both mentally and emotionally. This includes the provision of counseling services, social support from peers, and longterm monitoring to ensure students affected by bullying can adapt back to the school environment safely and comfortably.

To ensure the effectiveness of the training, periodic evaluations are conducted. Teachers and staff are given the opportunity to continuously update their skills and knowledge through follow-up training sessions. With continuous support, the school is expected to minimize bullying incidents and create a more positive learning environment for all students.

2. The socialization of bullying for elementary school students begins by providing a basic understanding of what bullying is and how to recognize it in everyday life. Students are taught to differentiate between normal everyday behavior and behavior that is classified as bullying. For example, joking around or having a disagreement once in a while does not necessarily constitute bullying, but when the act is repeated and intended to hurt, that is what falls under the category of bullying.This session includes an explanation of the various forms of bullying, such as physical (hitting, kicking), verbal (insulting, mocking), and social (isolating or ignoring someone), which is conveyed through pictures and stories that are easy for children to understand.

Furthermore, students are invited to understand the impact of bullying not only on the victim, but also on the perpetrator and the surrounding environment. In interactive discussions and role-play activities, students are taught how victims of bullying may feel scared, uncomfortable or depressed, and how these feelings can impact their ability to learn and interact at school. Students are also given the understanding that bullies often commit such acts because of their own problems, so it is important to handle each case wisely. This activity helps students realize how important it is to take care of others' feelings and distance themselves from aggressive behavior.

An important part of the training is teaching students how to safely report cases of bullying. Students are taught to recognize the signs of bullying around them and are given the courage to speak up if they see or experience bullying. They are also introduced to safe reporting channels, such as reporting incidents to teachers, school staff or parents. The main focus of this material is to give students a sense of safety and comfort to disclose problems without fear of negative consequences.

Besides how to report, the training also teaches students techniques to support their friends who are victims of bullying. They are trained to be an "upstander", someone who dares to take action to help victims of bullying, but in a way that is appropriate and does not make the situation worse. For example, students are taught to talk to the victim, inform the teacher, or defend the victim verbally in a non-aggressive way. This is expected to form a sense of solidarity and empathy among students.

Interactive activities, such as group discussions and simulations, are used to build a sense of community and caring among students. In these simulations, students can act out the roles of victim, perpetrator, and witness to better understand how each party feels about the bullying situation. This gives students the opportunity to see the situation from different perspectives and increases their understanding of the importance of preventing bullying.

The training also emphasizes the importance of creating a positive and inclusive school environment. Students are taught that by supporting each other and respecting differences, they can help create a comfortable atmosphere for all students. Collaborative activities and fun group games were introduced to strengthen bonds among students and reduce the likelihood of bullying.

Finally, students are given an understanding of the importance of good communication with teachers and parents regarding bullying experiences. They are taught that reporting incidents does not mean they are weak, but is an important step to protect themselves and their friends. Thus, this socialization not only equips students with the knowledge and skills to

prevent bullying, but also to support their friends and create a safer and more peaceful school environment.

3. Counseling parents on bullying starts with providing a clear understanding of what bullying is. This includes the various forms of bullying, including physical (such as hitting or kicking), verbal (such as insulting or taunting), and social (such as isolating or spreading gossip). Parents are provided with an explanation of how forms of bullying can manifest in their child's daily life, both at school and in other social settings.This knowledge is important so that parents can identify signs of bullying more effectively.

Furthermore, counseling involves understanding the signs that indicate that their child may be involved in bullying, whether as a victim, perpetrator, or witness. These signs could include changes in behavior, such as social withdrawal, decreased academic performance, or mood swings. For bullies, signs may include aggressive behavior or dominance over peers. By knowing these signs, parents can be more vigilant and responsive to issues their child may be facing.

Bullying prevention and coping strategies are an important part of the counseling. Parents are given guidance on how to effectively discuss the topic of bullying with their child. This involves good communication techniques, such as listening with empathy and providing support without judgment. Parents are taught to create a safe and open atmosphere at home, so that children feel comfortable to talk about their experiences with bullying.

In addition to discussing bullying, parents are also taught how to support their child emotionally. This includes providing encouragement and reassurance that they will have the support of their parents, as well as how to help the child cope with any stress or anxiety that may arise from bullying. By providing strong emotional support, parents can also help children feel more secure and confident in dealing with problems.

Parents are also involved in the development of school policies and procedures related to bullying. This includes how parents can participate in school meetings and contribute their ideas in the creation of anti-bullying policies. Parents' involvement in this process is important to ensure that the

policies implemented in schools reflect the needs and expectations of families and support more effective prevention efforts.

Parents are taught how to communicate productively with the school, including how to report their concerns and ask for help if needed. Cooperation between home and school is essential to address bullying thoroughly and effectively.

Finally, the counseling reminded parents of the importance of consistency in supporting their child and implementing the strategies learned. Parents are expected to continuously monitor their child's progress, provide necessary support, and stay involved in bullying prevention efforts. With a coordinated approach between home and school, it is expected to create a safer and more supportive environment for all students.

4. Psychological assistance to students who have experienced bullying is a very important process to support their recovery and well-being. The first step in this assistance is to build a relationship of trust between the student and a psychological professional, such as a psychologist or counselor. This trust is a key foundation in therapy or counseling as students must feel safe and comfortable to open up about their experiences. The psychology professional needs to demonstrate empathy, openness, and non-judgment to help the student feel valued and heard.

Once a relationship of trust is established, therapy or counseling begins by listening deeply to the student's experience. The psychology professional should give their full attention and show empathy as the student recounts their experiences. This approach involves a deep understanding of what the student has experienced, both in terms of the bullying incident itself and the emotional and psychological impact it has had. By actively listening, professionals can better understand the context and nature of the feelings the student is experiencing.

During this process, it is important to understand the emotional and psychological impact of bullying on the student. Bullying can cause a range of emotional reactions such as anxiety, depression, and decreased self-confidence. Psychology professionals should be able to identify these symptoms and provide appropriate support to help students manage and

cope with the impact. This approach involves using appropriate psychological techniques to help students cope with their feelings and develop healthy coping strategies.

In addition, providing a safe space for students to express their feelings is an important part of psychological mentoring. Students need to feel that they have a place to talk about what they are feeling without fear of judgment or criticism. This safe space allows students to share their feelings freely and honestly, which is the first step in the healing process. Psychology professionals should create a supportive environment where students feel valued and understood.

This approach also helps students feel supported and not alone in dealing with their problems. When students feel that they have the support of a professional, they tend to feel more empowered and less depressed. This support also includes helping students build social skills and strategies to deal with future bullying situations. With this support in place, students can feel more confident and have additional resources to overcome the challenges they face.

Overall, effective psychological assistance requires active engagement and empathy from psychology professionals, as well as an approach that focuses on the student's needs and feelings. By building trust, listening deeply, understanding the emotional impact, providing a safe space, and providing ongoing support, psychology professionals can help students who experience bullying to recover and feel stronger in the face of the challenges they face.

CONCLUSIONS

Education about bullying for children of SD 62 Padang Pelasan as one of the work programs of the Real Work Lecture (KKN) in the field of science and tutoring. From the education that has been given, the changes experienced by the children of SD 62 Padang Pelasan, especially the fourth grade, 50% of them have understood what bullying is. The teaching methods carried out at SD 62 Padang Pelasan need to be upgraded so that the children of SD 62 Padang Pelasan are very enthusiastic about learning, a learning system that is filled with fun can make children more relaxed and not lazy anymore in learning.

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