



The Influence of Identification and Intervention of School Bullying on Perception of Middle School Counseling Teacher on Dealing Bullying

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Abstrak

Perilaku bullying merupakan masalah serius yang dapat mempengaruhi perkembangan mental dan psikososial pada remaja baik pelaku maupun korban bullying. School bullying terjadi pada anak usia sekolah pada saat proses belajar atau setelah jam pelajaran berakhir. Karena bullying terjadi di lingkungan sekolah, guru bimbingan dan konseling merupakan salah satu kunci usaha sekolah dalam mencegah dan menanggapi bullying. Guru BK juga mempunyai peran dan tanggungjawab untuk menangani masalah bullying. Tujuan penelitian untuk mengetahui persepsi Guru Bimbingan Konseling (BK) dalam penanganan bullying sebelum dan setelah dilakukan pemberian informasi identifikasi dan intervensi school bullying. Penelitian ini adalah quasi experiment dengan one group pretest-posttest. Sampling menggunakan purposive sampling dengan 16 guru BK SMP di kecamatan Kasihan dan Pajangan yang bersedia menjadi responden. Instrumen yang digunakan adalah kuesioner modifikasi Perceptions of bullying Questionnaire dan kuesioner The Handling bullying Questionnaire. Analisis data dengan Paired T-Test. Karakteristik responden mayoritas berusia diatas 46 tahun. Pendidikan terakhir adalah lulusan S1 pendidikan atau pendidikan konseling. Sementara pengalaman menjadi guru BK lebih dari 10 tahun. Persepsi guru BK tentang kemampuan diri dalam mengidentifikasi pelaku maupun korban mayoritas merasa cukup mampu. Metode penanganan yang digunakan oleh guru BK dalam menangani pelaku mayoritas melibatkan siswa dan orang tua. Sementara metode yang dipilih untuk penanganan korban bullying adalah melibatkan siswa, orang tua dan pihak sekolah. Terdapat perbedaan persepsi guru BK dalam penanganan bullying sebelum dan sesudah pemberian informasi identifikasi dan intervensi school bullying (p value=0.032). Pemberian informasi dapat memberi efek positif terhadap persepsi guru BK dalam menangani bullying.

Kata Kunci: school bullying, bimbingan konseling, guru bimbingan konseling

Abstract

Bullying behavior is serious problem that can affect mental and psychosocial development in both the bully and the victim. School bullying happens in school aged children and occurs during or after school hours. As bullying happened in schools, counseling teacher is one of main resource in efforts to prevent and to intervene bullying situations. Counseling teacher has competencies and authorities regarding this matter. This study aimed to know perception of counseling teacher on dealing with bullying by reviewing information about identification and intervention of school bullying. This study was quasi-experiment with one group pre-test and post-test design. Purposive sampling was used to obtain 16 middle school counseling teachers in Kasihan and Pajangan sub district joining this study. The data were collected through modification of Perceptions of bullying Questionnaire and The Handling bullying Questionnaire. Data were analyzed by Paired t-test. Majority of the respondents were in the age over 46 years old. All of respondents hold bachelor's degree in either education or educational psychology program. Most respondents had experiences as counseling teacher for more than 10 years. Teacher's perceived ability to

identify the bully and the victim was in “enough” category. Perceived method to deal with the bully was involving students and their parents while method to deal with the victim was involving students, parents and school personnel. There are significant differences of teacher’s perception on handling bullying before and after intervention (p -value=0.032). Giving information can give a positive effect against the perception the guidance counselor in dealing with bullying.

Keywords: school bullying, guidance and counseling, counseling teacher

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INTRODUCTION

Bullying defines as repetitive aggressive behavior toward others which involves intention and power imbalance between the bully and the victim which can cause hurt or harm to individual or group of people who feel helpless to respond (1). School bullying happens among school aged children and occurs during or after school hours. According to UNICEF in 2015, reported about 40% children experienced bullying at school and 32% being physically bullied (2). UNICEF publication report by TIMSS survey data source in 2011 mentioned that Indonesia is in high risk of bullying by average age of 13.5 years old (3). An independent government organization, Commission of Children Protection of Indonesia (KPAI) reported 369 cases of bullying since 2011 to 2014 and a quarter of complains directed to educational departement (4). Previous study mentioned that parenting style, mass media, peer group, and school climate can influence bullying happened in school (5). When bullying occurs in school, it create unsafe environment and can interfere learning process

Violence and bullying happen in school become a burden for social and economical also has after effect in adulthood life. Bullying is a serious problem that can affect mentally and psychosocial development in adolescents both bully and victim. School bullying seems to be

predictors on high risk of anti-social and criminal behavior, difficulties in relationship in adulthood (6) high risk of suicide attempt (7) and behavior of taking revenge toward the perpetrator or another person (8).

School has potential role to facilitate changing of violence behavior. the education sector plays an important role in form and change attitude and behavior of students to learning (9). UNESCO mentioned some challenges that need to be concern of dealing bullying were lack of policy, limited capacity and resource of schools and teachers, limited training and support for school personnel, lack of awarness among policy maker, professionals, families and communities, social cultural and limited data regarding bullying (10). The program of UNICEF for Indonesia adopting SDGs Program in the RPJMN 2015-2019, one of the targets was to eradicate violence on children by carrying out research which engaged school to participate (2).

Previous studies in Indonesia related to school bullying intervention which conducted in school i.e information system services based on media animation proved quite effective in improving anti bullying attitude on the students (11), and training the skills of emotional management in students (12).The handling of school bullying involving the school staffs included teacher guidance and counseling

or counselor who has an important role in preventing and dealing on bullying at school (13). However information related to research on the perception of teacher who has responsibility as counselor especially in bullying, evaluation competence the guidance counselor related to a role in the handling of bullying is limited.

Teacher as counselor (guidance and counseling) is educator who has qualification in the minimum of academic background by graduated from bachelor degree in guidance and counseling and having competencies guidance and counseling (14). In fact, teacher as counselor in Indonesia were not always graduated in counseling or educational psychology major. Some of teacher who responsibility in guidance and counseling program were graduated from general educational major and gained competencies in guidance and counseling by trainings and seminars.

Preliminary study conducted in July 2019 by involving three schools in Kasihan sub district which done through observation and interview. We interviewed three teachers who have role in guidance and counseling and three students. All teachers mentioned there were signs of bullying behavior in students i.e. verbally and physically. Verbal bullying such as mocking friend using their parents's name or their occupation was common. However, students seldom reporting their complains so teacher encountered problem to give further intervention because teacher deals with student's problem based on their report and teacher's observation as assessment data. There were also a moment of miss-identified of violence behavior as bullying. In addition, teachers realized the important of bullying problem and the need of its intervention which involves not only teacher, students but also parents and community surrounding. While students' understanding about bullying is limited to physical violence and its effect is physically hurting. The method to deal with mild bullying mostly used is by involving

students both victim and the bully and rarely entangled parents or students guardian. While dealing with bullying which shown impact to the victim i.e victim does not want to go to school, then it will implicate student's parents even school authority. Counseling teachers mentioned there is no specific policy related school bullying in both private and public schools. They only use the same regulation and penalty as other school violation.

Although recently bullying in the school has received more attention in research, but the risk of bullying and repeated bullying is still high. School personnels have important role for long-term intervention to deal with bullying. Therefore, further study is needed on school personnels especially counseling teacher who has responsibility in guidance and counseling service by having competencies and authorities regarding this matter.

This study aims to give information and understanding to teacher who has responsibility on guidance dan counseling about bullying. In addition, we try to find out the influence of reviewing information of identification and intervention of school bullying toward counseling teacher's perception in the handling of bullying.

MATERIALS AND METHODS

This study was quantitative research with quasi-experimental research design using one group pretest and post-test. The data were collected form July to August 2019. The population included middle school teacher who has role as teacher in guidance and counseling in the area of Kasihan and Pajangan sub-district. The samples were recruited using a purposive sampling technique. Sixteen participants were recruited based on the inclusion criteria, which included having work experience as teacher in guidance and counseling and being a voluntary participation as evidenced by signing an informed consent prior to the study.

Meanwhile, the exclusion criteria those who refused to participate or expressed refusal to have next interview sessions. The data were obtained by using modification of The Handling Bullying Questionnaire by Rigby and Bauman in 2008 (15) and Perceptions of Bullying Questionnaire by Zinan Nora in 2010 (16). Giving information, interviewing including pre and post test and discussion were done within one week each school. The data were analyzed using descriptive and independent t-test.

RESULTS AND DISCUSSION

Results

Description of respondent characteristics

Characteristics of respondent including age, gender, highest level of education, years of work as counseling teacher and type of school were described in the frequency distribution table. The research finding is provided in the table as follows:

Table 1 showed that half participants's age were over 46 years old (50%). Meanwhile,

Table 1. Frequency of Demographic and Background of Counseling Teacher (n=16)

Characteristic	n	(%)
Age		
17 - 25 years old	3	18.8
26 - 35 years old	2	12.5
36 - 45 years old	3	18.8
> 46 years old	8	50.0
Gender		
Male	4	25.0
female	12	75.0
Highest level of education		
Bachelor's degree in Education	13	81.2
Bachelor's degree in educational psychology (guidance and counseling)	3	18.8
Master's degree	0	0.0
Years work as counseling teacher		
< 1	2	12.5
1 - 10	3	18.8
> 10	11	68.8
Type of School		
Private	6	37.5
Public	10	62.5

majority of female teacher had responsibility as counseling teacher. All teachers hold bachelor's degree as highest level of education with major of general education (81.2%) followed by educational psychology (18.8%). About Eleven respondents experienced as counseling teacher for more than 10 years (68.8%). Majority respondents who participated in this study were from public middle school

Description of Respondent's Perceived Ability and Method to Dealing with Bullying

The self-reported of teacher's perceived ability and their method to dealing with bullying were described as below:

Table 2 described self-reported regarding teacher's perceived ability and method to deal with bullying at school. Majority of respondents mentioned their ability to identify bully (prepetrator) was in "enough" category (81.3%) while most of respondents was in "enough" category for their ability to identify victim (93.8%). The method to handling the bully was involving students and parents were mostly used by teacher (50%)

Table 2. Self-Reported of perceived ability and method to dealing with bullying (n=16)

Item	n	(%)
Perceived ability to identify a bully		
Not sure	2	12.5
Enough	13	81.3
Very well	1	6.3
Perceived ability to identify a victim		
Not sure	1	6.3
Enough	15	93.8
Very well	0	0.0
Method to dealing with a bully		
Involving student only	1	6.3
Involving student and parents	8	50.0
Involving student and school staffs	2	12.5
Involving student, parents and school staffs	5	31.3
Method to dealing with a victim		
Involving student only	4	25.0
Involving student and parents	5	31.3
Involving student and school staffs	1	6.3
Involving student, parents and school staffs	6	37.5

.While 6 teachers (37.5%) chose the method for handling the victim involving students, parents and school. In this case, the school parts are headmaster, vice principal, administrator, homeroom teacher or other school officials.

Perception of counseling teacher on dealing with School bullying

The table below described teacher counseling perception on dealing school bullying.

Table 3 showed mean score and standard deviation prior intervention was 71.50 (6.11) with range score 57 to 78. School teachers's perception after being given intervention had mean score and standard deviation of 73.00 (4.07) with score range 66 to 79. The p-value was 0.032 which indicated there was difference significant on counseling teacher's perception before and after intervention. It can be interpreted giving information related to school bullying identification and intervention can increase counseling teachers's perception on handling bullying.

Discussion

Respondents in this research were counseling teacher with age range of 23 years until 60 years which divided according to the age category by Ministry of Health of Indonesia. People in this age range is in peak of productivity on work which affects the way they think, knowledge and experience and some of teachers as government officer are still in the age range for duty. Bachelor's degree is the highest level of education being obtained by teacher of middle school. Earning a Bachelor's degree is the minimum qualification to be a teacher on the level of middle school in accordance with

Government regulation number 19 in 2005 about national education standards and Act number 14 in 2005 about the minimum education level qualification of teacher and lecturer (17). The range of years work as counseling teacher can affect on teacher's experiences in handling student's various problem at school.

The previous studies about the perception of cyber bullying mentioned majority teachers was confident enough being able to identify the incident of cyber bullying (21.7%) while the presents results showed 83.1 % counseling teachers feel fairly certain in identifying bullying (18). This difference can be seen from the subject of study in the present were counseling teachers having more experiences in dealing with bullying cases than teacher or homeroom teacher. Meanwhile, most of teachers chose to involving student and their parents to solve the problem of the bully. Thus were different from previous studies that most of teachers involving students only. Teacher's intervention of bullying was focus on students which 60% teachers implemented giving sanction to the bully yet not involving the students who were the victim at the same time while 3 % teachers cared for victim without giving sanction to the bully (19). Giving sanction directly was the most common method used by the teacher (20). In addition, some common interventions to deal with bullying situation were having consultation to counselor or counseling teacher, interviewing the victim, collecting information from witnesses, inviting both parents of victim and perpetrator (21).

Homeroom teacher and counseling teacher play important role on efforts to prevent and handling the incident of bullying and other violences in school considering teacher spent

Table 3. Different Perception of Counseling teacher pre and post intervention

	Mean (SD)	Min-Max	MD (SD)	CI 95%	p-value
Perception before intervention (n=16)	71.50 (6.11)	57-78	1.5 (2.53)	0.15 – 2.85	0.032
Perception after intervention (n=16)	73.00 (4.07)	66-79			

enough time with students in school (22). Therefore, to construct bullying prevention strategy, teachers in particular counseling teacher is the key who has important role (23). One factor that determine the current effectiveness of the strategy is the ability of counseling teacher which involved education background and training of anti-bullying competencies (24).

Although in this study we did not provide training, the result also showed significantly differences on perception of counseling teachers before and after being given information about the identification and intervention bullying at school (p value 0.032). It is supported by previous study by Zinan Nora, which gave intervention for handling bullying for school nurse which the results were significant that indicated increased knowledge after being given intervention and identification signs of students students who are victims also bullies as well as how to handle the victims (24). In Indonesia, previous study on kindergarten teachers were given training about anti-bullying had differences in knowledge of the handling of bullying before and after training ($t=2,723$; $\alpha=0,05$) (26). Meanwhile, the effectiveness of training program of anti-bullying were good and showed that participants felt satisfied on joining the training. This study also developed anti-bullying program guideline (25). Another study implemented "Guru Peduli" or "Teacher Care" training program for elementary school's teachers which resulted increasing on teacher's knowledge of bullying ($t=-6,779$, $p<0,05$), and improving on attitude and behaviour toward bullying ($t=-2,994$, $p<0,05$) (26). A review of teacher perception, knowledge and training on bullying proved that teachers are in need and willingly to participate in further training or seminars about school bullying including preventive actions and effective strategies to deal with bullying (27). A qualitative study mentioned teacher's respons on having sufficient knowledge and skill of prevention and intervention of bullying

by participating a training program of bullying awareness (28). This is supported by qualitative results of another research that teachers felt to have knowledge and skills sufficient to prevent and deal with bullying after training camp. It can be concluded that giving education, seminars and training program can improve individual ability and knowledge to apprehend a problem. Giving information and training program can be one of key point to improve teacher's knowledge and skill also attitude, behavior and concern on bullying phenomenon.

CONCLUSION AND RECOMMENDATION

Giving information of identification and intervention on bullying could increase counseling teacher's perception on dealing with bullying. This research can be used as springboard to develop a guideline of school bullying introduction and bullying awarness for students, teachers, school staffs, parents even community surrounding. Furthermore, this results can be used as the data to school authority to proceed the needs of regulation or policy that concern on bullying in order to create safe environment for students.

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