

## ANALYSIS OF KNOWLEDGE, PERCEPTIONS AND PRACTICES ON THE PREVENTION OF BULLYING BY TEACHERS IN PRIMARY AND JUNIOR HIGH SCHOOL EDUCATION UNITS

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### ABSTRAK : ANALISIS PENGETAHUAN, PERSEPSI DAN PRAKTEK TERHADAP PENCEGAHAN BULYING OLEH GURU DI SATUAN PENDIDIKAN SD DAN SMP

Indonesia sendiri merupakan salah satu negara dengan angka kekerasan di lingkungan sekolah yang tinggi, khususnya berupa perundungan. Perundungan ini tidak bisa dianggap sepele karena tanpa disadari dapat menimbulkan trauma pada korban dan adiktif pada pelaku perundungan, muaranya tentu berdampak pada kesehatan mental generasi bangsa Indonesia. Penelitian ini bertujuan untuk menganalisis terkait pengetahuan, persepsi dan praktik pencegahan perundungan yang dilakukan oleh guru di satuan pendidikan sekolah dasar dan sekolah menengah pertama yang dilakukan pada 228 guru wali kelas dan BK di Kabupaten Buleleng. Penelitian menggunakan rancangan crosssectional dengan instrument berupa kuisioer dan lembar obeservasi. Hasil penelitian menunjukkan bahwa lama bekerja lebih dari 5 tahun terbukti memiliki nilai OR 0.41 dengan nilai p value 0.01 dengan reference ada kategori baik dalam praktik pencegahan perundungan di satuan pendidikan. Makna secara statistic nilai OR 0,4 bahwa setiap peningkatan 1 - 5 tahun masa kerja guru dapat meningkatkan praktik baik terkait pencegahan perundungan hingga 60%. Hasil ini memberikan rekomendasi untuk penguatan program pencegahan perundungan di sekolah perlu dilakukan secara berkala dan terprogram dengan melibatkan semua guru. Pemberian informasi terkait regulasi dna program perundungan juga sebaiknya melibatkan juga para guru muda dengan masa kerja kurang dari 5 tahun.

Kata Kunci : Perundungan, Buleleng, Guru, Sekolah

### ABSTRACT

Indonesia itself is one of the countries with a high rate of violence in the school environment, especially in the form of bullying. This bullying cannot be considered trivial because without realizing it it can cause trauma to the victim and addiction to the perpetrator of the bullying, which of course has an impact on the mental health of the Indonesian generation. This research aims to analyze the knowledge, perceptions and practices of bullying prevention carried out by teachers in elementary school and junior high school education units which were carried out on 228 homeroom and guidance counselor teachers in Buleleng Regency. The research used a cross-sectional design with instruments in the form of questionnaires and observation sheets. The results of the study showed that working for more than 5 years was proven to have an OR value of 0.41 with a p value of 0.01 with a reference to being in a good category in the practice of preventing bullying in educational units. The statistical significance of the OR value of 0.4 is that for every 1 - 5 year increase in teacher service life, good practices related to bullying prevention can increase by up to 60%. These results provide recommendations for strengthening bullying prevention programs in schools that need to be carried out periodically and in a programmed manner involving all teachers. Providing information related to regulations and bullying programs should also involve young teachers with less than 5 years of work experience.

Key words: Bullying, Buleleng District, Teacher, School

### INTRODUCTION

This bullying cannot be considered trivial because without realizing it it can cause trauma to the victim and addiction to the perpetrator of the bullying, which of course has an impact on the mental health of the Indonesian generation. Of course, we cannot take this bullying lightly and be permissive

towards all forms of bullying that occur. Efforts to prevent bullying certainly require the involvement of many parties starting from the highest and technical sectors which can start from the school environment. Appropriate agreement and commitment to prevent bullying alone is not enough if it is not supported by

a good understanding of all elements of education, from students, teachers to school principals.

Indonesia itself is one of the countries with a high rate of violence in the school environment, especially in the form of bullying (Kemendikbud, 2021). According to an annual report from UNICEF Indonesia, as many as 40 percent of teenagers in Indonesia have experienced bullying at school. This figure is higher than the average level of bullying in the world, which is only around 30 percent (Yusuf, A., Habibie, A. N., Efendi, F., Kurnia, I. D., & Kurniati, 2019). In general, the form of bullying that occurs most frequently in Indonesia is verbal bullying, followed by physical bullying which is in second place. Schools and educational units are a second home for children and teenagers which are often the starting place for bullying. Many cases of bullying occur at the educational unit level (Kemendikbudristek, 2023).

Bullying behavior can hurt other people and lead to aggressive attitudes. The perpetrator of bullying is usually not just an individual but can be in the form of a group or structured and massive. The current problem is that bullying often occurs among teenagers and even at the schools where they study. Adolescence is also a time of playing with friends and a time of searching for identity so that they seek self-actualization by leading bullying against those who are weaker than themselves. Adolescence is a transition period from childhood to adulthood, where this part will cause changes in various aspects including physical, cognitive and emotional aspects. Bullying is very common and continues to haunt Indonesian children from time to time. Cases of bullying that are often encountered are related to intimidation, seniority, both physical and psychological. Most cases of bullying occur in the school environment where teenagers spend more time at school. Bullying at school is a priority mental health problem that must be resolved immediately.

Sustainable Development Goals (SDGs) require that violence against children is expected to decrease by 2030 so that it can improve the mental health of teenagers. Bullying is a global phenomenon and the whole world is worried about the future of teenagers who are perpetrators and victims of bullying. Bullying behavior today is not only carried out verbally and physically but also through cyber. Bullying behavior consists of the perpetrator and the victim of the act. However, a bully is a victim of bullying who carries out intimidation with a previous history. Other factors that trigger indications of bullying are school, community, friends, family, individuals and the media. Bali in particular is a province with a high number of teenagers, namely

around 343,714 people, which is the second highest number after reproductive age. As many as 1 teenager per 100,000 population is at risk of having a tendency to commit suicide due to bullying. Apart from that, there is no model for bullying prevention programs, especially in Bali.

This research aims to analyze the knowledge, perceptions and practices of bullying prevention carried out by teachers in primary and junior high school education units. This analysis is important to carry out as an initial overview and basis for recommendations for the next program that will be developed, namely the anti-bullying information system program (SIAP).

## RESEARCH METHODS

### *Research Plan/Design*

This research uses a quantitative design. A descriptive quantitative cross-sectional research design using primary data is a quantitative design. This research design is used to answer the objective, namely to look at cross-sectional descriptively. Variables will be studied using primary data through questionnaires given to 228 teachers in elementary schools and junior high schools in Buleleng Regency.

### *Data source*

Primary data was taken from data from teachers in elementary and middle schools in the period August 2024 who were included in the SIAP (anti-bullying information system) preparatory training activities and visits to schools. Primary data was obtained from distributing questionnaires, observations and structured interviews regarding knowledge, attitudes and practices towards preventing bullying in schools.

### *Research Targets*

The target population in this research is teachers in 228 elementary and middle school education units in Buleleng Regency in August 2024, a total of 228 respondents.

### *Research Sample*

The sample in this research were teachers selected to implement the SIAP program in 228 elementary and middle school education units in Buleleng Regency. A total of 228 respondents who were included in the inclusion criteria for this research were homeroom teachers for grade 5 or 6.

### *Sampling Technique*

The sampling technique in this research uses a non-probability technique, namely saturated

sampling or often called total sampling. The total sampling technique is a sample determination technique by taking all members of the population as respondents or samples. Total sampling was taken because the population was less than 100, so the entire population was sampled in the research (Sugiyono, 2017).

#### Development of Instruments and Data Collection Techniques

This research instrument uses a questionnaire with an observation sheet. This observation sheet will be copied into a Google form to make data collection easier. Google Form is used to collect data related to existing knowledge, attitudes and practices towards preventing bullying so as to help in the analysis process

#### Type of data collected

The type of data collected is primary data. Primary data includes respondents' identity data (length of work, education, type of school where they teach, gender, knowledge, perceptions and practices of bullying prevention).

#### Data Collection Procedures

Data collection carried out in this research was as follows:

- a. Manage ethical clearance through KEPK STIKes Buleleng with ethical clearance letter number, namely Number: 796/EC-KEPK-SB/IX/2024

- b. Coordination with the Department of Education, Youth and Sports for preparation of the SIAP program and surveys in 228 schools at elementary and middle school levels.
- c. Approaching research samples in SIAP training activities and workshops, as well as surveys to schools
- d. The researcher recorded and collected the data using a Google form according to the characteristics of the respondents and made a recapitulation

#### Data Analysis Techniques

Quantitative data was analyzed using univariate analysis aimed at explaining or describing the characteristics of each research variable. After the data is analyzed, it is then entered into a dummy table (master table) and the percentage is calculated. The processed data will be presented in the form of a frequency distribution table and in narrative form. The variable characteristics described in this research are gender, type of school, length of time working as a teacher, knowledge, perceptions and practices related to bullying prevention in educational units.

#### RESEARCH RESULTS

The characteristics of the teacher respondents involved in this research are presented in the following distribution table:

**Table 1**  
**Characteristic distribution of teacher in Elementary School and First Middle School in 2024**

Characteristics	Frequency	Precentage (%)
Jenis Sekolah		
Elementary School	172	75.44
First Middle School	56	24.56
Gender		
Female	134	58.77
Male	94	41.23
Long Worked as a Teacher	9.8 Tahun	CI 8.96- 10.72
Long Working in Criterion		
< = 5 years	70	30.70
>5 years	158	69.3
Last Education		
Bachelor of Elementary Teaching	84	36.84
Bachelor of Education/Psychology	131	57.46
Bachelor of Religion/other	6	2.63
Masters	7	3.07

Table 1 shows that the characteristics of teachers in educational units are that the distribution

of teachers in elementary school is 172 people (75.44%), the gender is 134 people (58.77%), the

average length of work is more than 5 years, namely 9.8 years with the last education being a Bachelor's

degree. BK/psychologists amounted to 131 people (57.46%).

**Table 2**  
**Distribution of Knowledge, Perceptions and Practices of Bullying Prevention by Teachers in Elementary and Middle School Education Units in Buleleng Regency**

Component	Frequency	Percentage (%)
Knowledge		
Good	195	85.53
Not enough	33	14.47
Perception		
Good	205	89.91
Not enough	23	10.09
Bullying Prevention Practices		
Not enough	195	85.53
Good	33	14.47

Table 2 shows that teachers have good knowledge regarding bullying, namely 195 people (85.53%), good perceptions about bullying, namely 205 people (89.91%), and have good practices regarding bullying prevention, namely 33 people (14.47%), and 195 people (85.53%) have poor practices regarding bullying prevention.

Table 3 above shows the relationship between two variables and the multivariate relationship between variables. Statistically, through bivariate tests, it shows that the OR value is 4.98 with a p value of 0.02 between junior high school level and teacher knowledge regarding bullying, the OR value is 22.8 with a p value of 0.01 between teacher perceptions about bullying and junior high school level, the OR value is 12.56 with a p value of 0.01 between practical prevention of bullying at junior high

school level, and the OR value is 5.7 with a p value of 0.01 between working as a teacher for more than 5 years and bullying prevention practices.

Multivariate testing was carried out using logistic regression with the condition that the test was carried out on variables with a p value <0.25, then analysis was carried out simultaneously on variables that had a risk value of more than 1 with a significant p value. The results show that working for more than 5 years is proven to have an OR value of 0.41 with a p value of 0.01 with a reference to being in a good category in bullying prevention practices in educational units. The statistical significance of the OR value of 0.4 is that for every 1 - 5 year increase in teacher service life, good practices related to bullying prevention can increase by up to 60%.

Table 3  
Bivariate and Multivariate Analysis of Knowledge, Perceptions and Practices of Bullying Prevention by Teachers in Buleleng Regency Education Units

Characteristics	Knowledge		OR p value	Perception		OR (CI)-p	Preventive Practices		OR (CI)-p	Adjusted OR ( CI-p)
	Good	Not enough		Good	Not enough		Not enough	Good		
	f(%)	f(%)		f(%)	f(%)					
Jenis Sekolah										
Elementary School	142 (72.82)	30 (90.91)		164 ( 80)	8 (34.78)		139 (71.28)	33 (100)		
First Middle School	53 ( 27.18)	3 (9.09)	<b>4.98</b> <b>(0.02)*</b>	41 (20)	15 (65.22)	<b>22.8</b> <b>(0.01)*</b>	56 (28.72)	0 (0)	<b>12.56</b> <b>(0.01)*</b>	-
Gender										
Female	112 (57.44)	22 (66.67)		120 (58,54)	14 (60,87)		114 (58.46)	20 (60.61)		
Long Working in Criterion < = 5 years	83 (42.56)	11 (33.33)	0.99 ( 0.31)	85 (41,46)	9 (39,13)	0.04 (0.82)	81 (41.54)	13 ( 39.39)	0.05 ( 0.817)	-
>5 years	59 (30.26)	11 (33.33)		61 (29.76)	9 (39.13)		54 (27.69)	16 (48.48)		
Last Education	136 (69.74)	22 (66.67)	0.12 (0.72)	144 (70.24)	14 (60.87)	0.85 (0.35)	141 (72.31)	17 (51.52)	<b>5.7</b> <b>(0.01)*</b>	<b>0.41</b> <b>(0.01)*</b>
Bachelor of Elementary Teaching	72 (36.92)	12 (36.36)	1.27 (0.73)	79 (38,54)	5 (21,74)	4.77 (0.18)	70 (35.9)	14 (42.42)	4.14 (0.24)	-
Bachelor of Education/Psychology	111 (56.92)	20 (60.61)		116 (56.59)	15 (65.22)		116 (59.49)	15 (45.45)		
Bachelor of Religion/other	5 (3.59)	1 (3.03)		5 (2,44)	1 (4,35)		4 (2.05)	2 (6.06)		
Masters	7 (3.59)	0 (0)		5 (2,44)	2 (8.70)		5 (2.56)	2 (6.06)		

## DISCUSSIONS

Bullying among school children and educational units still occurs and has even increased. The moral emergency and mental health of students needs to be an important discourse and issue that can be raised and reviewed. This rationale is what designed this research to be carried out as a basic and initial result for further program development. It has been proven that bullying prevention can be done using various aspects such as the formation of design thinking, involvement of the government and private sectors, counseling approaches and psychological assistance for victims and perpetrators (Ekonomi et al., 2022; Ministry of Education and Culture, 2023; Kurniawati & Lestari, 2021; Megaputri et al., 2021; Widiarta & Megaputri, 2021; Yubilia Keysinaya, 2022). Teachers as one of the actors who participate in preventing bullying at school are very important to have cognitive, affective and psychomotor skills or good practices in preventing bullying in educational units.

This bullying certainly cannot be considered a small problem because the impact it causes can disrupt a person's mental health (Yubilia Keysinaya, 2022). In fact, many cases of suicide occur as a result of verbal bullying and other forms of bullying experienced (Benítez-Sillero et al., 2021; Glassner, 2020).

The results of this study show that the length of time working as a teacher will greatly reflect the teacher's experience in providing learning and exposure to problems at school. Good practices related to bullying prevention in educational units increase by up to 60% for every 1-5 year increase in teacher work experience. Apart from that, the school levels in elementary and middle school also provide differences in knowledge, attitudes and practices. The number of bullying cases and awareness regarding these cases often increases as the age of students increases, so that bullying cases at junior high school level are certainly more at risk of occurring.

One that is implemented, for example, is the guidance and counseling pocket book for preventing bullying in Senior High Schools (SMA) which is very effective for students' knowledge and can increase students' knowledge about preventing bullying (Widdya Elsa Pratiwi1), 2019). The approach to bullying cases will of course be different at each level of education, as rightly there are research results that provide innovation related to the effective influence of reproductive health education on bullying behavior in elementary school units (Tjahjono et al., 2019). Preventing bullying in the school environment cannot be done only from the teacher but needs support from the entire school supporting environment, including family and parents. Of course, this is also in line with previous research which obtained results of the relationship between individual factors (P-value = 0.000), family factors (P-value = 0.000), peer factors (P-value = 0.003), school factors (P-value = 0.048), media factor (P-value = 0.042) with bullying in school-age children (Hidayah, 2017; Sari, 2017). Preventing bullying at the educational unit level requires building commitment, shared understanding, consistent attitudes and socialization to prevent bullying. Communication between teachers, schools and parents is also the key to good practices for preventing bullying.

## CONCLUSION

The results of this study concluded that working for more than 5 years was proven to have an OR value of 0.41 with a p value of 0.01 with the reference being a good category in bullying prevention practices in educational units. The statistical significance of the OR value of 0.4 is that for every 1 - 5 year increase in a teacher's work period, good practices related to bullying prevention can increase by up to 60%.

## SUGGESTION

For strengthening bullying prevention programs in schools that need to be carried out periodically and in a programmed manner involving all Teacher. Providing information related to regulations and bullying programs should also involve young teachers with less than 5 years of work experience.

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