



Students' Level of Understanding of SDN Rejosari Towards Bullying in School

Abdur Rohman Zidane Fikri^{1*}, Nanda Nurul Aulia Tivani², Nur Ufairah³, Lusiana Maulida⁴, Amalia Zulfa⁵, Rita Ariyana Nur Khasanah⁶

¹⁻⁶Universitas Islam Negeri Walisongo Semarang, Indonesia

2103046129@student.walisongo.ac.id^{1*}

Address: Jl. Prof. Dr. Hamka, Ngaliyan, Semarang, Central Java

Author correspondence: 2103046129@student.walisongo.ac.id

Abstract. *This study aims to analyze the level of understanding of the students of SDN Rejosari about bullying through direct socialization or counseling and measurement using interviews and questionnaires. The type of research used is qualitative research, which focuses on data acquisition through open communication and conversation. The research was conducted on students in grades 4, 5, and 6 through a socialization or counseling method about bullying. The results showed that 97.6% of students (82 students) understand the concept of bullying thoroughly, while 2.4% (2 students) were included in the category of not understanding. Students' answers during the seminar that are relevant and appropriate show that most students understand the material that has been presented. This data indicates the success of the counseling program in increasing student awareness about bullying. However, additional attempts are needed to improve the understanding of students who do not understand the material well.*

Keywords: *Bullying, Counseling, Socialization, Students' Understanding*

Abstrak. Penelitian ini bertujuan untuk menganalisis tingkat pemahaman siswa SDN Rejosari tentang bullying melalui sosialisasi langsung dan pengukuran menggunakan wawancara serta angket. Jenis penelitian yang digunakan adalah penelitian kualitatif, yang berfokus pada perolehan data melalui komunikasi terbuka dan percakapan. Penelitian dilakukan pada siswa kelas 4, 5, dan 6 dengan metode sosialisasi mengenai bullying. Hasil penelitian menunjukkan bahwa 97,6% dari siswa (82 siswa) memahami konsep bullying dengan baik, sementara 2,4% (2 siswa) termasuk dalam kategori tidak paham. Jawaban siswa saat seminar yang relevan dan sesuai menunjukkan bahwa sebagian besar siswa memahami materi yang telah disampaikan. Data ini mengindikasikan keberhasilan program sosialisasi dalam meningkatkan kesadaran siswa mengenai bullying, namun diperlukan upaya tambahan untuk meningkatkan pemahaman siswa yang belum memahami materi dengan baik.

Kata kunci: Bullying, Pemahaman Siswa, Penyuluhan, Sosialisasi

1. BACKGROUND

The term "bullying" appears a lot in educational literature and discourse, with significant contributions from Dan Olweus, a prominent figure in the study of bullying. Olweus defines bullying as a situation where a student is subjected repeatedly and over time to negative actions by one or more other students. These negative actions can be intentional and may manifest as physical contact, verbal comments, offensive gestures, or social exclusion (Dake, 2003). This broad definition underscores that bullying encompasses various forms of aggression, including physical, verbal, and exclusion.

Meanwhile, understanding is a crucial cognitive aspect in the process of learning and knowledge development. It can be defined as the ability of an individual to interpret, connect, and explain the information received, enabling its application in problem-solving, decision-

making, or further knowledge expansion. In the educational context, understanding goes beyond mere recall of information; it involves connecting concepts, identifying patterns, and applying knowledge in new situations.

According to Bloom (Bloom, 1956) in his taxonomy, understanding is positioned at the second level after knowledge in the cognitive hierarchy. Bloom defines understanding as the ability to construct meaning from the material studied, including the ability to interpret, classify, and infer information. This taxonomy was later revised by Anderson and Krathwohl (Anderson & Krathwohl, 2001), who emphasized understanding as a critical dimension in the learning process, involving cognitive processes such as identifying, classifying, and comparing information.

From these concepts, understanding of bullying can be defined as the ability to interpret, classify, and infer the idea of bullying. Understanding of bullying is multifaceted and varies significantly among individuals. The conceptualization of bullying extends beyond mere physical aggression to include psychological and social dimensions. Research highlights that bullying can be classified into several types: physical bullying, verbal bullying, relational or social bullying, and cyberbullying. Physical bullying involves direct harm through hitting, kicking, or other forms of physical assault. Verbal bullying includes name-calling, taunting, and threats. Relational bullying involves harming someone's social relationships or reputation through exclusion or gossip, while cyberbullying occurs through digital platforms and includes harassment via social media, texts, or emails (Smith et al., 2004; Kowalski et al., 2014).

Studies have shown that there is a diverse range of interpretations of what constitutes bullying. Some individuals limit their understanding to direct physical acts of aggression such as hitting or teasing, while others include social exclusion and emotional harm as part of the definition. For instance, research indicates that many students may not fully recognize the subtler forms of bullying, such as relational aggression or cyberbullying, which can have equally damaging effects (Brank, 2012). This limited perspective suggests a need for increased awareness and understanding of the comprehensive nature of bullying and its effects.

The variations in students' perceptions of bullying can significantly impact their ability to identify and respond to bullying situations effectively. The lack of awareness about the broader implications of bullying may contribute to insufficient preventive measures and interventions within school environments. To address this issue, educational interventions, such as counseling sessions, have been implemented to enhance students' understanding of bullying. At SDN Rejosari, a counseling program was conducted to educate students about the

concept of bullying, including its definitions, types, and appropriate responses to bullying incidents.

This study aims to evaluate the effectiveness of this counseling intervention by assessing the level of understanding of bullying among 4th, 5th, and 6th grade students at SDN Rejosari after the counseling session. By analyzing the changes in students' perceptions and awareness post-counseling, this research seeks to explore the level of understanding of students from 4th, 5th, and 6th grade of SDN Rejosari towards bullying at school after the counseling session.

2. THEORETICAL STUDY

This research is connected to numerous earlier research. The research conducted by Fitroh reports on a community service activity aimed at preventing bullying among students at Prasetya State High School 7 Gorontalo. The activity involved educating students about bullying through lectures, Q&A sessions, and discussions. The outcomes included improved student understanding of bullying types, causes, impacts, and prevention strategies. The program effectively promoted self-control and positive behavior among students, benefiting their interactions within their family, school, and community environments. (Fitroh et al., 2023)

The other similar research was conducted by Rahmatullah and Azhar. To address this issue, a community service project focused on early education about bullying awareness was conducted at MTS Plus Nururrohmah Tambaksari in Kebumen. This initiative, which targeted approximately 30 teachers and 600 students from grades VII to IX, involved counseling, training, and awareness activities. Key outcomes included raising awareness among teachers, educating students about bullying, organizing focus group discussions, initiating an anti-bullying movement, and creating anti-bullying slogans for students. The project aimed to implement early preventive measures and promote an anti-bullying culture within the school. (Rahmatullah & Azhar, 2020)

Another earlier study was conducted by Ade Novera Prahardika. This study aimed to enhance eighth-grade students' understanding of the dangers of bullying through classroom guidance at SMP Muhammadiyah 3 Yogyakarta. After receiving classical guidance services, a significant portion of students (71.88%) achieved a "very high" understanding of bullying's dangers. The remaining students showed varying levels of understanding, with no students falling into the "low" or "very low" categories. The study concluded that classical guidance is an effective method for improving students' awareness of bullying, and its results can help guide future counseling practices in schools. (Prahardika, 2014)

The latest research found is conducted by Ningtyas and Sumarsono. The study is about attempt to prevent bullying through socialization. A community service initiating a program aimed at improving elementary school children's awareness of bullying was conducted at Sawojajar 3 State Elementary School in Malang City. In partnership with Malang State University, the program involved 163 students and 8 teachers. The socialization program focused on understanding bullying, its types, impacts, and prevention strategies. Post-program assessments showed that 50 students achieved a high level of knowledge about bullying. The results indicate that such educational programs effectively enhance students' awareness and understanding of bullying, suggesting their value in preventing and reducing bullying in schools. (Ningtyas & Sumarsono, 2023).

3. METHOD

This study used a qualitative research approach. Qualitative research is a research method that focuses on data acquisition through open communication and conversation or discussion (Hasan, et al. 2022). The research method used was by socializing directly to students in grades 4, 5, and 6 of SDN Rejosari and using interviews, questions and answers, and questionnaires to measure the percentage and level of understanding of students about bullying.

4. RESULT AND DISCUSSION

Students' Level of Understanding about Bullying

Table 1. Percentage of Students' Level of Understanding

| Interval | Category | Frequency (f) | Percentage (%) |
|-----------------|-------------------|----------------------|-----------------------|
| 5-10 | Do not understand | 2 | 2,4% |
| 11-15 | Understand | 82 | 97,6% |
| Total | | 84 Students | 100% |

School-age children have diverse characteristics. They may enjoy playing, moving, working in groups, and experiencing things directly (Desmita, 2009). Among these characteristics, some children can understand a concept well, while others may not. For example, understanding the different types of bullying and whether the actions children take towards their peers is considered as bullying or not. One of the common issues among elementary school-age children is bullying. The percentage of understanding of bullying among the 4th, 5th, and 6th grade students at SDN Rejosari is 97.6%. This indicates a very

high level of understanding of bullying among these students. The 4th, 5th, and 6th grade students at SDN Rejosari are able to recognize and identify bullying actions precisely. This is shown by their ability to answer questions accurately during the stop bullying counseling session.

The Analysis of Understanding Level of Students of SDN Rejosari towards the Questions about Bullying

Most students are able to identify that bullying is an act of harming others, both physically and verbally. However, some students still perceive bullying only as physical violence, without understanding that verbal and social exclusion are also considered as the category of bullying. This can be seen from the responses of some SDN Rejosari students to questions about the definition of bullying, showing variation in their levels of understanding. Some students show a deeper understanding by defining bullying in detail, including various aspects such as verbal and social bullying. For example, they mentioned actions like mocking someone's parents, insulting someone's appearance, and excluding a friend from the group as forms of bullying. However, there are also students with a more limited level of understanding, associating bullying only with physical actions such as hitting or kicking someone. This narrow understanding indicates that some students may not fully recognize the various forms of behavior that can be considered as bullying, especially those not involving physical violence. Coloroso (Coloroso, 2008) defines bullying as intentional and repeated violence, whether physical, verbal, emotional, or cyberbullying, aimed at harming, intimidating, or isolating the victim. Coloroso also emphasizes that bullying is a learned behavior and can be prevented with appropriate education. Meanwhile, Rigby (Rigby, 2002) defines bullying as intentional actions meant to harm others, either physically or psychologically, carried out repeatedly by individuals or groups with greater power or strength. According to Rigby, bullying involves elements of intimidation and an imbalance of power between the perpetrator and the victim.

The responses of SDN Rejosari students when asked to provide three examples of bullying indicate that the majority of students have a fairly good basic understanding of various forms of bullying. Most students were able to provide correct and accurate examples, such as hitting, mocking, using derogatory names, insulting someone's appearance, avoiding, ignoring, or excluding someone from the group. The students' ability to identify these forms of bullying reflects their understanding of the basic concept of bullying commonly encountered in school environments. This understanding is crucial as it shows that students can recognize bullying behaviors in various forms, whether physical, verbal, or social. These responses align with the

theory of physical and verbal bullying by Hinduja & Patchin (Hinduja & Patchin, 2010), which explains that physical bullying includes actions such as punching, pushing, or damaging property, while verbal bullying involves using words to insult, mock, or intimidate the victim. Social bullying includes behaviors such as social isolation, exclusion, or spreading rumors to damage the victim's reputation. Additionally, Hinduja & Patchin describe cyberbullying, which involves using digital technology, including social media, email, or text messages, to spread hatred or embarrass others.

Additionally, the responses from SDN Rejosari students regarding the impact of bullying behaviors show a fairly good understanding of the emotional consequences caused by bullying. They were able to describe immediate effects such as feeling hurt, sad, stressed, losing self-confidence, damaging friendships, and making the school environment unpleasant. Although the understanding of these immediate effects is good, some students may not fully grasp the more serious long-term consequences, such as depression, anxiety disorders, trauma, and even tendencies to self-harm. Bullying can also affect academic performance, whereby victims feeling less motivated to learn or even afraid of going to school. Moreover, bullying can make it difficult for victims to build interpersonal relationships in the future, including in work or social environments. According to research by Austin and Joseph (Austin & Joseph, 1996), the long-term effects of bullying on victims include various psychological and behavioral issues. Victims often experience prolonged anxiety and depression, as well as significant decreases in self-esteem. Additionally, they may face difficulties in concentrating and exhibit avoidance behaviors, such as avoiding social situations or activities related to their bullying experiences. These impacts can affect the emotional well-being and daily functioning of the victims.

In terms of preventing or avoiding bullying behavior, students mentioned treating friends well and respecting them, speaking politely without hurting others' feelings, and providing help to friends who experienced bullying. Additionally, they committed to report bullying incidents to teachers or adults who can address the situation. These responses reflect the cultural values of the Bugis people in South Sulawesi, particularly the principle of *Sipakalebbi*. *Sipakalebbi* is a cultural value that emphasizes the importance of mutual respect and honor in community life. According to Abdullah (Abdullah, 2015), mutual respect fosters closer relationships between individuals and helps avoid hostility and hatred. This value is highly relevant in the context of bullying prevention, as it promotes a respectful and supportive attitude. Integrating cultural and religious values such as *Sipakalebbi* can be an effective strategy for promoting positive behavior and preventing bullying in school environments.

Subsequently, regarding the actions to be taken when witnessing bullying, students said they would try to help the victim by reporting the incident to teachers or adults. Some students also mentioned their intention to encourage their peers to assist the victim. However, some students feel hesitant and afraid to get involved in such situations. To address these concerns, it is important to encourage and support students who feel reluctant, helping them become more confident and courageous in taking action when witnessing bullying. Education and training on the appropriate ways to handle bullying can enhance their courage and strengthen their commitment to creating a safer school environment. One type of training that can be implemented is assertiveness training.

According to Lioyd (Lioyd, 1991), assertive behavior is active, direct, and honest. This behavior allows individuals to communicate respect for both themselves and others, acknowledging that personal desires, needs, and rights are as important as those of others. Assertive behavior can also be defined as a natural, honest, and respectful attitude in interactions with others. Assertiveness promotes open and healthy communication and helps foster mutually respectful relationships. Research by Novalia and Dayakisni (Novalia & Dayakisni, 2013) indicates that lower levels of assertive behavior are associated with a higher tendency to become a victim of bullying. This study found that assertive behavior contributes 18.5% to the likelihood of being a bullying victim, while the remaining 81.5% is influenced by other unexamined variables. These results suggest that assertiveness, involving the ability to communicate directly, honestly, and respectfully, plays a crucial role in protecting individuals from becoming victims of bullying.

Based on the analysis of the responses from SDN Rejosari students, it can be seen that most of them have a good understanding of the concept of bullying and can explain its various forms and impacts. They demonstrate a strong awareness of the actions to take if they or others become victims of bullying, as well as how to avoid it. However, some students still struggle with resisting the urge to participate in bullying and feel uncertain when witnessing bullying. This highlights the need for further efforts to build moral courage and enhance awareness and understanding of different forms of bullying. The counseling program that has been implemented has proven effective in improving students' basic understanding, but continued support and reinforcement are necessary to ensure that all students feel confident and capable of taking appropriate action when facing bullying situations.

5. CONCLUSION

Most students of SDN Rejosari have a good understanding of bullying, with 97.6% of students understanding the concept of bullying. This was supported by the results of the students' answers during the seminar, where many of them gave accurate and appropriate responses, such as committing to reporting bullying incidents to teachers and treating friends well and respecting each other. This shows that the counseling material that has been provided has been successfully understood by most students. However, there were 2 students (2.4%) who were included in the category of not understanding.

Although this number is relatively small, it is important for schools to pay more attention to these students, by providing additional education about bullying. Thus, all students can have the same level of understanding and can participate in bullying prevention efforts in schools. This small gap can be overcome through a more inclusive and interactive learning approach, so that every student truly understands the importance of avoiding and preventing bullying. Therefore, a safe and free school environment can be created and achieved.

REFERENCES

- Abdullah. (2015). Falsafah Hidup Orang Bugis Makassar Yang Sarat Nilai-Nilai Pembelajaran. <https://www.kompasiana.com/171717/54F341D4745513A32B6C6DB2/Falsafah-Hidup-Orang-Bugis-Makassar-Yang-Sarat-Nilainilai-Pembelajaran>
- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy For Learning, Teaching, And Assessing: A Revision Of Bloom's Taxonomy Of Educational Objectives*. Longman.
- Austin, S., & Joseph, S. (1996). Assessment Of Bully/Victims Problem In 8 To 11 Year-Olds. *British Journal Of Educational Psychology*, 66, 447-456.
- Bloom, B. S. (1956). *Taxonomy Of Educational Objectives: The Classification Of Educational Goals*. Longman.
- Brank, E. M. (2012). Understanding Bullying: Perspectives From Students. *Journal Of School Violence*, 11(2), 174-189. [Doi: 10.1080/15388220.2012.674326]
- Coloroso, B. (2008). *The Bully, The Bullied, And The Bystander: From Preschool To High School—How Parents And Teachers Can Help Break The Cycle Of Violence*. Harper Collins.
- Dake, J. A. (2003). The Olweus Bullying Prevention Program: A Review Of Its Effectiveness. *Educational Psychology Review*, 15(4), 225-244. [Doi: 10.1023/A:1023638712229]
- Desmita. (2009). *Psikologi Perkembangan*. Bandung: Pt Remaja Rosdakarya.

- Fitroh, I. ., Rosidi, M. I. ., Tasnur, I. ., Hotimah, I. H. ., & Arrazaq, N. R. . (2023). Sosialisasi Upaya Pencegahan Bullying Di Sma Negeri 7 Prasetya Gorontalo. *Journal Of Human And Education (Jahe)*, 3(2), 122–126. <https://doi.org/10.31004/jh.v3i2.166>
- Hasan, M. (2022). *Metode Penelitian Kualitatif*. Tahta Media Group.
- Hermi, Dkk. (2023). Sosialisasi Anti-Bullying: Ayo Saling Menolong. *Madaniya*, 4(1).
- Hinduja, S., & Patchin, J. W. (2010). *Bullying Beyond The Schoolyard: Preventing And Responding To Cyberbullying*. Corwin Press.
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying In The Digital Age: A Critical Review And Meta-Analysis Of Cyberbullying Research Among Youth. *Psychological Bulletin*, 140(4), 1073-1137. [Doi: 10.1037/A0035618]
- Lloyd, S. (1991). *Mengembangkan Perilaku Asertif Yang Positif*. Jakarta: Binarupa Aksara.
- Ningtyas, P. V., & Sumarsono, R. B. (2023). Upaya Mencegah Bullying Anak Usia Sekolah Dasar Melalui Sosialisasi. *Jumat Pendidikan: Jurnal Pengabdian Masyarakat*, 4(2), 104–108. <https://doi.org/10.32764/abdimaspen.v4i2.3706>
- Novalia Dan Dayakisni. (2013). Perilaku Asertif Dan Kecenderungan Menjadi Korban Bullying. *Jurnal Ilmiah Psikologi Terapan*, 1(1), 172-178.
- Olweus, D. (1993). *Bullying At School: What We Know And What We Can Do*. Blackwell Publishing.
- Rahmatullah, A. S., & Azhar, M. (2020). Pendidikan Dini Sadar Virus Bullying Di Sekolah Atau Madrasah. *Jurnal Abdidas*, 1(4), 261-276. <https://doi.org/10.31004/abdidas.v1i4.56>
- Rigby, K. (2002). *New Perspectives On Bullying*. Jessica Kingsley Publishers.
- Smith, P. K., Pepler, D., & Rigby, K. (2004). *Bullying In Schools: How Successful Can Interventions Be?* Cambridge University Press.
- Sugiyono, S. (2019). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)*