

Socialization of the Crime of Bullying in SMP 3 Bandar Lampung: Creating a Bullying-Free School

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ABSTRACT

The specific purpose and target of this community service activity are to explain how criminal policies deal with bullying against children and provide legal assistance to victims of bullying. Community service activities use presentation, discussion, and question-and-answer methods. This activity was carried out on Monday, May 22, 2023, at 8:00 a.m. WIB until finished. Based on the results of the implementation of activities, the forms of bullying that occur at school are disturbing friends when studying, calling them by nicknames or titles, borrowing things without permission, calling parents' names, bullying friends by throwing paper in the form of toy airplanes, and physically, among others, hitting, holding shoulders and bodies, and stomping feet. Efforts to overcome bullying in schools are carried out through penal and non-penal efforts.

INTRODUCTION

Particularly in Indonesia's sphere of children's education, we hear about bullying a lot. When considering the definition of bullying, it is best to understand that it refers to actions that, due to the aggressive character of the perpetrators who physically and verbally assault victims without realising it, produce tension and depression in the targets, which may lead to psychological problems and mental strain. With this knowledge, bullying has permeated the classroom setting without the educational institution realising it (Widyastuti, 2020).

In Indonesia, high schools are where bullying most frequently manifests itself in the form of physical harm. Bullying is a topic that frequently appears in our nation's print and electronic media. Since bullying is a sort of deviant and risky activity that harms future stages of child development, it can have long-term impacts on the victim in the form of trauma (Arumsari, 2017).

At the elementary school level, Junior High School (SMP) has the most impact on forming children's character traits that are distant from bullying behaviours, allowing for the earliest possible avoidance of various types. A harsh student's history of bullying may be traced if we examine his character. The atmosphere of society and the state will subsequently suffer as a result of this. Many students at school experience bullying because of their unusual physical types (too thin, too tall, etc.) or because their classmates call them funny names. In reality, this activity has a significant negative impact on the child's mental health and even their academic performance (Tumon, 2014).

Bullying has become ingrained in society because it has only ever been seen as a kind of violent repression, such as striking, kicking, or other physical harm. A youngster who has experienced bullying will likely feel inferior, uneasy, and terrified (Rejeki, 2016). Bullying that can only be observed physically makes everyone around the sufferer more sensitive to their pain. If the teacher or parents fail to see these tendencies, it is quite concerning since it will have an influence on the child's life as an adult (J.M. Bollmer, dan Harris, 2006).

According to the findings of earlier study, bullying incidents involving children continue to be common in Bandar Lampung. According to information gathered by the National Commission for Child Protection (Komnas PA) Bandar Lampung, there were 4 (four) instances of bullying in Bandar Lampung throughout the course of 2022 (Rhaisa, 2023). Based on this situation, to create a bullying-free school, researchers will disseminate the results of previous research entitled "Socialization of The Crime of Bullying in SMP 3 Bandar Lampung: Creating A Bullying-Free School".

IMPLEMENTATION AND METHODS

This activity was carried out on Monday, May 22, 2023, at 08.00 WIB until finished. Community service activities occur at SMPN 3 Bandar Lampung, located at Gedong Pakuon, Kec. South Betung Bay, Bandar Lampung City. This activity was carried out by a team of lecturers consisting of Rini Fathonah, S.H., M.H. as chairman, Prof. Dr Nikmah Rosidah, S.H., M.H., as a member and Dr

Erna Dewi, S.H., M.H., as a member. The activity was attended by 61 (sixty-one) students of SMPN 3 Bandar Lampung.

The activity begins with the registration of participants while still implementing health protocols. After all the participants were conditioned in the room, the event began with the opening and singing of the national anthem Indonesia Raya. Furthermore, the remarks were given by Rini Fathonah, the chief executive of the activity. The event continued with prayer readings and material presentation by Rini Fathonah, S.H., Prof. Dr Nikmah Rosidah, S.H., M.H., and Dr. Erna Dewi, S.H., M.H.



Figure 1. Greetings from the Chief Executive and Remarks from the Principal

This community service event featured presentations on the topic of "Creating a bullying-free school through socialisation and assistance in solving bullying." Bullying or bullying is defined as a deliberate act of oppression or violence committed against another individual or group of people who are weaker in order to cause ongoing harm (Pranoto, 2023). Bullying at school is aggressive behaviour by powerful individuals or groups of students, carried out repeatedly against other, weaker students to hurt that person (Riauskina, Djuwita. R dan Soesetio, 2005). Article 54 of Law Number 35 of 2014 Concerning Amendments to Law Number 23 of 2002 Concerning Child Protection regulates bullying or child abuse and states that kids must be given legal protection from physical violence committed by educators and other school staff.

There are more reports of child abuse in educational settings. Media outlets including newspapers, radio, and television frequently discuss issues like child violence in schools. The level of violence or bullying in the school environment can lead to psychological problems in children, from gangs among students to bullying to even incidences of physical violence between students. According to information from the Indonesian Child Protection Commission (KPAI), bullying was one of 226 instances of physical and psychological abuse that occurred in 2022 (Indonesia, n.d.). According to KPAI data from 2011 to 2019, 425 females and 574 boys, respectively, experienced bullying at school. Bullying in schools is perpetrated by 440 males and 326 girls. At least 17 incidents of bullying took place in the education unit at various levels throughout 2021.

Overall, everything about this dedication – from planning to execution – went easily and smartly. The audience members listened to the presentation of the topic with great interest and seriousness. The participants thought that this exercise was really beneficial. At SMPN 3 Bandar Lampung, there has never been a significant outreach campaign against bullying. Socialisation had only ever taken the form of an appeal prior to this activity. While this rigorous socialisation was taking place, individuals were allowed to talk and ask questions. so that the participants may comprehend the offered information more simply.

RESULTS AND DISCUSSION

1. Causes and Impacts of Bullying in Schools

Children make up the younger generation and are one of the human resources that could carry on the ideals of the country's struggle. They play a strategic role, have unique traits, and need protection and guidance to ensure their overall physical, mental, and social development. Whole, equanimous, equable, and balanced (Muhammad Tofik Makarao, 2014).

Bullying occurs in schools for a variety of reasons, including peer pressure, family dynamics, and social media impact. The family dynamic in issue shows signs of physical and verbal abuse; as a result, kids copy and think that acting violently is normal since they are accustomed to it. The influence of peers is another factor; in this case, associations made at school have a significant impact on kids' behaviour. If a kid grows up in a violent atmosphere, their behaviour will likely follow suit. Many kids harbour grudges, which can escalate into physical abuse and social exclusion. On the other side, bullying may also be impacted by media, such as television; as kids often copy what they see, if they watch fights or other forms of violence, it can lead to bullying (Sulisrudatin, 2015).

Bullying damages those who are targeted, but the major effects are the decline in children's academic success and their propensity to communicate passively. After being bullied, victims of bullying at home or school feel more self-conscious. Violence and bullying will leave a lasting impression on their subconscious mind (T. A Hopeman dan K. Suarni, 2020).



Figure 2. Submission of material

2. Ideal Effort in Solving Bullying In Schools

According to the findings of community service projects, bullying at school takes the form of interrupting friends while they are studying, calling them nicknames or titles, stealing items without permission, calling parents' names, and tormenting friends by tossing paper in the shape of toy planes. Physically speaking, they also involve punching, grasping shoulders and bodies, and stamping feet. The outcomes of earlier study by Field (2007) support the findings of this service. Physical (physical) abuse includes hitting, kicking, grabbing, pushing, disturbing and damaging the victim's belongings, teasing (innuendo), exclusion (expenditure), such as socially isolating the victim and excluding them from peer groups, disturbing the victim through communication tools, and harassment (disorders) are offensive and disruptive about (Hidayat, 2022).

Bullying and harassment are frequently described as adorable or normal behaviour. Children grow up in households where they are rejected or see abuse of a family member. They regarded combat as their instrument because they thought the world was hostile. For his survival, family members may make fun of and criticise him, or they may utilise media images and words to shape how he views bullying (Firdaus, 2019).

The Child Protection Act mandates that "children in and around the school must be protected from acts of violence committed by teachers, school administrators, or their friends in the school concerned.", or other educational institutions, despite the fact that there is no law requiring schools to have an anti-bullying programme policy. In other words, children have a right to an atmosphere that is safe and free from fear while they are in school. Students must be protected against intimidation, abuse, violence, and harassment by school officials and other parties with responsibility for education.

According on the outcomes of the community service projects, the instructor is taking many steps to address bullying behaviour, including isolating the offending pupils. Students are asked to leave class and use the restroom. Once everyone has calmed down, the instructor requests an explanation from both sides, asks the offender to own their error, and apologises to the offended friend. If the bullying situation has already reached a critical stage, it will be properly addressed by the counselling instructor and brought to the attention of the school's counselling department.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015, which aims to prevent and combat acts of violence in the school environment, guidance and counselling services must be provided at every school. In accordance with Indonesian law, the article describes how to prevent and address acts of violence against students that occur in the context of educational units by fostering collaboration with student parents/guardians, educators, education staff, educational units, school committees, and the community. Based on the activity's outcomes, the solutions to bullying in schools that were developed include:

- a) Teaches assertive skills, or the capacity to communicate ideas and opinions to others in a way that is suitable. This involves the capacity to refuse pressures brought on by bullying.
- b) Schools raise awareness of bullying behaviour (not all kids know what bullying is), and they have anti-bullying rules in place and put them into practise. The learner must be able to have faith that, should he become a victim, assistance would be provided. On the other hand, if he starts acting out, the school will also collaborate with his parents to assist them find a solution.
- c) Breaking the cycle of conflict and fostering a cooperative attitude among all members of the school community, including interactions not just between pupils at the same level but also those from various levels.

Strict legal enforcement is required to pursue those responsible for child abuse or bullying, especially when it results in fatalities. The idea of protecting children shouldn't shield him from making apologies. Being exposed to homicidal behaviour at an early age continues to alter a child's personality. Therefore, in accordance with the provisions of Law No. 11 of 2012 Concerning the Juvenile Criminal Justice System, bullies must be punished in a way that serves as a deterrence to the principles (Sulisrudatin, 2018).

Individual, intellectual, cultural, and societal considerations must all be taken into account while handling bullying of students in schools. Bullying in schools may be resolved in the same way that other discipline-related issues can be resolved in schools. Bullying in schools must be the responsibility of all stakeholders, including teachers, parents, and students. Bullying shall not be tolerated, allowed, or ignored in any educational setting, which is harmful to the student body. This fosters the impression that minorities and children are not taken seriously by the school community. Such a school would not value treating one another with respect.

The victim's current requirements must be determined before offering legal aid. What is required by victims immediately as a result of the violent acts they have witnessed? The beginning stages depend on the sort of violence the victim experienced since psychological aid is initially given if the victim has a psychological issue. A police complaint must be filed against the person responsible for the victim's experience of violence if the victim feels the need or desire to do so.

The next stage of legal help is taking victims to court with them, starting with the police and prosecutors. Assistance is crucial for juvenile cases since the juvenile criminal justice system is very different from the judiciary. youngsters have a different mentality than adults; they are readily affected by things they find attractive, but things that draw youngsters, such promiscuity and drinking (alcohol), can hinder their personal development.

The fact that the offence is a regular offence rather than a complaint offence makes it simpler for adults who are accompanying children who are bullied. This makes it simpler to report violent offenders to the police for additional investigation. The client (victim) must decide whether to file a lawsuit on his own. Assistance must also offer an alternative or a summary of

the dangers if you decide not to pursue legal action; the client (a youngster who has been the victim of violence) makes the final decision. Additionally, a mediator is required between the offender and the victim.

The outcomes of the programme also demonstrate that youngsters who are the targets of bullying frequently opt to settle their differences with the offenders rather than seek legal recourse. Most of the time, students are unable to discriminate between bullying and other behaviours. The majority of students believe that jokes are commonplace, while the majority of their peers believe that jokes are unusual. Some pupils are offended by things that are meant as jokes, which constitutes bullying. This will have an indirect impact on students' academic performance and personal and mental growth at school.

The methods for stopping bullying are the same as those for stopping crimes in general. Criminal law-related efforts are often split into two categories: penal crime prevention and non-penal crime prevention. While non-criminal attempts are made if bullying has not happened, penal countermeasures are taken in response to instances of bullying and are subject to legal action in court.

efforts to stop bullying without resorting to punishment, such as educating kids about the issue, offering school-based counselling services, conducting outreach programmes, and offering legal advice. Criminal law is not the only tool used to combat bullying. Bullying in the classroom can also be dealt with via academic procedures or consequences (Bakhtiar, 2017).

A number of indicators make up the supporting elements, which are based on the evaluation of how activities have been implemented. First off, the funding provided by LPPM University of Lampung allows for the holding of this activity. Second, SMPN 3 Bandar Lampung provided the assistance and made the time and location available for this activity. Third, the students that took part in the activity were willing to skip classwork and take their time to complete community service projects.

The successful execution of service operations does not imply the absence of challenges. A tiny number of the community service participants required to completely comprehend the content offered since time restrictions was one of several things that were noted as hindering factors throughout the community service activities.

CONCLUSIONS AND RECOMMENDATIONS

Bullying harms its targets. The true effects are the decline in children's academic performance and their propensity to communicate passively with others. Following the completion of the service projects, bullying took place both inside and outside of the classroom. At school, bullying can take many different forms. Verbally, it can take the form of hitting, holding shoulders and bodies, and stepping on someone's foot. Physically, it can take the form of robbing someone of something or disturbing them while they are studying.

The requirements of Law No. 11 of 2012 regulating the Juvenile Criminal Justice System require that those who bully others get sanctions that serve as deterrents to the laws. The Child Protection Act mandates that children in and

around schools must be safeguarded from acts of violence done by instructors, school officials, or their friends who attend the school in question. This is true even if there is no law mandating schools to have an anti-bullying programme policy. or other academic establishments. Teaching assertiveness skills, raising public awareness of bullying behaviour and dispute resolution, and encouraging cooperative behaviour among school community members are all ideal ways to address bullying in schools. Both punitive and non-punitive measures are used to combat bullying in schools.

The school is supposed to establish written policies that are followed with regard to stopping bullying of kids and taking stern action against offenders. Since bullying behaviour may result in legal repercussions, the school must also prioritise continuous socialisation and education programmes both within and outside the school setting.

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