

TRAINING TO UNDERSTAND BULLYING MATERIAL FOR TEENAGE GROUPS

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Abstract

Bullying is a harmful phenomenon of oppression, where individuals or groups with more power commit acts of violence against others with the intent to hurt. These actions can occur continuously and manifest in several forms, including physical, verbal, and relational bullying, as well as cyberbullying or bullying that occurs on social media. This phenomenon can occur in various environments, including schools, homes, and communities. In order to address this issue, community service activities aim to provide education and health training, especially to teenagers. This aims to enhance their understanding of the dangers of bullying as well as empower them to avoid such behavior so they can grow into responsible individuals and exhibit positive behavior in social interactions within the community. Implementation method: This community service activity was carried out in November 2024 in Mujur, Praya Timur District, Central Lombok Regency. FIPP-UNDIKMA lecturers acting as coordinators collaborated with the local village head to reach the target consisting of 30 teenagers and several elderly people. This activity includes providing educational training on understanding bullying material for the youth group using PowerPoint, followed by discussions and word-guessing games with the elderly. The results of this activity demonstrate the importance of nutrition education for the elderly, not only in increasing knowledge but also in changing behaviors that can reduce the risk of chronic diseases. Thus, this community service activity is considered very appropriate to meet the community's needs to prevent bullying issues in both community and school environments. In addition, the survey results show that 91% of the participants have understood the concept of bullying, which includes its definition, types, impacts, prevention methods, and reporting procedures. Thus, it can be concluded that this community service activity has successfully achieved its objectives and received positive responses from the participants, indicating that this activity is indeed a societal need to prevent bullying.

Keywords: Education, Bullying Material, Adolescents.

INTRODUCTION.

With growth and the transition to adolescence, individuals begin to experience significant shifts in their social interactions, which are no longer limited to the family environment but also extend into larger communities. At this stage, individual socialization becomes more diverse and complex as they begin to form relationships with peers and other social environments. These increasingly extensive interactions contribute to the enhancement of social skills, where the ability to communicate, collaborate, and build relationships with others becomes increasingly important. If the values and norms instilled by parents are well absorbed by the child, it is highly likely that their social skills will develop significantly; this is because each phase of development carries knowledge and experience from the previous phase, creating a solid foundation for future growth.

On the other hand, if the process of socializing these values is hindered or if communication within the family is ineffective, individuals may face difficulties in developing healthy social behaviors. In such situations, adolescents may exhibit pathological symptoms, such as delinquency, and concerning risky behaviors, including bullying. Bullying itself is a form of aggressive behavior that involves the abuse of power or authority, which can be carried out by individuals or groups against others, causing detrimental physical, psychological, and social impacts. This behavior often occurs in school environments, but it can also extend to social media, where the dynamics of interaction can become more complex and potentially dangerous. Therefore, it is important to implement effective character education and socialization so that the younger generation can avoid negative behavior and lead a healthy and productive social life (Daniel, K. R., 2014).

Indonesia, as a country rich in cultural and social diversity, is not free from serious problems that often disrupt the well-being of its youth, namely cases of bullying. In this context, the most prevalent type of violence among students is psychological violence, commonly known as ostracism, followed by verbal violence in the form of mockery, and finally physical violence. The impact of this bullying is very wide and multifaceted, disrupting not only the physical health but also the mental health of the victims. Physically, they can suffer serious injuries as well as various diseases, including sexual health issues. On the psychological side, the impact of bullying can cause anxiety disorders, depression, and even the development of antisocial personality disorder.

On the other hand, perpetrators of bullying often get involved in illegal behaviors, such as lying, frequent fighting, stealing, and even engaging in drug abuse and deviant sexual behavior. Additionally, bullying also contributes to educational problems, where victims often feel compelled to drop out of school and fail to continue their education, resulting in a decline in socioeconomic status (Ananiadou, K., & Smith, P. K., 2002). This further triggers problems in the workforce, where they may struggle to maintain employment or leave without adequate financial preparation, leading to other financial issues such as difficulty in repaying debts and poor financial management. Not only that, bullying also disrupts social relationships, where victims often face violent behavior in social interactions, such as in romantic relationships, as well as tension with parents, friends, and other close individuals, all of which can disturb the social networks that should be sources of support for them. In other words, bullying is not a trivial

issue but rather a complex problem that requires serious attention and handling from various parties, including the government, educational institutions, and society at large (Williams, C., et al., 2023).

The phenomenon of bullying is one of the social issues that often arises in interactions among peers, both among children and adolescents, who spend most of their time at school. This interaction not only involves relationships among students but also interactions with teachers, making it an integral part of daily life in the educational environment. Currently, incidents of bullying, especially those affecting school-aged children, have become a serious problem plaguing many educational institutions. However, this bullying behavior is often tolerated and considered normal by many people, even though these incidents should not be regarded as a normal part of a child's growth and development phase (Limo, S., 2015). Therefore, it is important to realize that bullying can bring significant harm not only to the child who is the victim but also to the perpetrator and those who witness the act. Based on the phenomenon of bullying that occurs among adolescents, such actions need to be addressed seriously, considering that at this age, the role of peers is very influential on emotional development, self-image formation, and the self-esteem of the adolescents themselves. Healthy interactions among peers when facing maladaptive behaviors such as bullying are very important to maintain emotional functioning and prevent the development of symptoms of depression and social anxiety in individuals (Cahyanto, N., 2020). Therefore, anti-bullying education in schools must be implemented intensively as an effort to eradicate bullying behavior that can cause feelings of insecurity and unrest among students. In this context, providing education to teenagers is very important, especially in Mujur village, Praya Timur sub-district, and Central Lombok district, with a focus on the program "Training on Understanding Bullying Material for Teen Groups." This program aims to raise awareness and understanding among participants about the negative impacts of bullying, as well as to provide strategies for preventing and effectively addressing this issue in the community.

METHOD

The implementation of the service is carried out in three stages, where the first stage is the preparation stage. At this stage, the community service conducted a preliminary survey to observe the conditions in the field regarding the extension activities that had been carried out in Mujur village, Praya Timur. At this stage, several issues that could occur in the community environment, both among teenagers and other members of society, were identified. The next stage is the implementation phase of the community service activities. In this stage, the community service conducts health counseling activities on various topics, including counseling on "Training to Understand Bullying Material for Adolescent Groups" at the village head's house. The final stage is the evaluation phase. At this stage, an evaluation is conducted on the results achieved by the participating teenagers. Further input and improvements can be made at this stage. Data was collected by summarizing the understanding of the group of adolescents when given the material presented through a lecture method followed by a question and answer/discussion session (Fauziah, L. N. E., et al., 2024). The indicator of the

achievement of the service objectives is that 85% of teenagers already understand what bullying is, the types of bullying, the impact of bullying on victims, perpetrators, and also witnesses who see the bullying incident, as well as the steps to take when experiencing bullying (reporting procedures when becoming a bullying victim). The implementation of this community service activity is packaged using methods such as lectures, discussions, question and answer sessions, and various other methods to adapt to the needs and conditions of the community.

The steps in the implementation of this community service activity are as follows:

Step 1 is to administer a pretest before delivering the material "Training on Understanding Bullying Material for Adolescent Groups" to assess the participants' initial understanding.

Step 2 is to provide material on Understanding Bullying for Teen Groups Training to enhance the participants' knowledge.

Step 3 is to give participants the opportunity to discuss the material that has been provided with their deskmates to understand it more deeply.

Step 4 is to provide a Q&A opportunity to clarify any remaining doubts.

Step 5 is to administer a posttest after the material has been delivered to assess the participants' knowledge level after attending the service activity.

RESULTS AND DISCUSSION.

Regarding the community service activities conducted by FIPP-Undikma lecturers, which took place in November in Mujur village, Praya Timur, it is important to mention that these community service activities are one form of dedication by the lecturers to contribute to the community. In this context, the community service activities carried out by the FIPP-Undikma lecturers aim to raise awareness and knowledge among the community, especially teenagers, about the importance of preventing bullying.

This is evident from the bullying prevention outreach activities that have been conducted at youth meetings. This activity is conducted with the aim of providing an overview and knowledge to the group of teenagers about what bullying is and its dangers. In conducting the outreach activity, the lecturers conducted a survey in Mujur village to better understand the profile and needs of the local community. After a joint discussion, it was agreed to choose the youth group as the target for the outreach (Chao-Yu, F., 2016). This consideration is based on the awareness that young men and women who are still in the learning and developing stage find it easier to understand and comprehend the extension material if it is conducted in their own meetings.

In preparing for the outreach activities, the lecturers conducted meticulous preparations to create the materials used. They chose to create the material in the form of a PowerPoint presentation so that it would be more understandable to the local youth group and easy to make. In creating the material, the lecturers search for and select interesting content relevant to the outreach material, then compile it into good and engaging material so that it is hoped that the youth can grasp the messages conveyed during the outreach implementation (Ramos, I. T., et al., 2022).

In the implementation of outreach on training to understand bullying material for adolescent groups, the first stage is to ask participants to complete a pretest, which aims to measure their initial understanding of the discussed issue. After the completion of the pretest, the outreach activity began with a student greeting the local group of teenagers (Kirom, S., & Rosyida, D. A., 2024). This was done to create a friendly atmosphere and stimulate their interest to be more active and interactive during the delivery of the material. Meanwhile, the other participants were busy preparing the tools that would be used, such as laptops and projectors, to ensure the presentation could run smoothly and effectively (Craig, W. M., & Pepler, D. J., 2007). When all the preparations were complete, the students then proceeded to explain the counseling material to the group of teenagers with great enthusiasm. In the middle of the explanation, we actively encouraged participant engagement by asking questions about the newly presented material. This not only aimed to maintain interaction but also to reward the teenagers who dared to answer. After the session on Understanding Bullying Material Training for Teen Groups was concluded, all participants were then asked to complete a post-test to assess how much their understanding had developed after being provided with the material.

Based on the results of the pretest and posttest conducted as part of this service, we can conclude several important matters that require further attention, categorized as follows:

- a) The pretest results show that the participants' level of knowledge before the counseling was conducted was quite concerning, with only 9% of students categorized as good, while the majority, 85%, were classified as poor, indicating an urgent need to improve their understanding of the material being taught.
- b) On the other hand, the posttest results conducted after the counseling showed a significant increase in the participants' knowledge levels, where now 91% of them have successfully reached the good category, while only 8% remain in the poor category, reflecting the effectiveness of the counseling method applied in this program.

In the context of bullying, the perpetrators of bullying are those who are the main actors as well as their followers. The main actors of bullying are considered the leaders of their group. They become important figures who are respected and followed by their peers as followers. They are the ones who lead, command, and instruct specific actions that must be carried out by their followers. Indirectly, the leaders are regenerating their successors (Vessey, J. A., & O'Neill, K. M., 2011). Thus, the chain of bullying behavior proliferates and is difficult to break. In various cases, it has been found that the perpetrators of bullying are individuals who previously learned and imulated from their seniors or those who had engaged in bullying before. The influence of peers can also be a cause of bullying cases (Gaffney, H., et al., 2021). This is because they spend more time with their peers, which eventually leads to the formation of groups (gangs). Therefore, the factor caused by peers can have a negative influence by giving the idea that bullying will have no impact and is a normal thing to do. The search for self-identity in adolescents can occur through merging themselves into peer groups or groups they idolize. For teenagers, group acceptance is important because they can share feelings and experiences with their peers and group (Setiawan, A. I. B., et al., 2022, April). Problematic peer groups at school will have

negative impacts such as violence, truancy, and a lack of respect towards fellow students and teachers. This can illustrate that teenagers who are victims of bullying will feel uncomfortable and feel out of place at school. Thus, they may lose motivation in studying and experience a decline in academic performance. In the end, this situation can cause the teenager to experience stress and difficulty in determining their self-identity (Hikmat, R., et al., 2024). Therefore, it is very important for schools to take preventive measures to prevent the emergence of bullying cases, such as through educational programs that convey the importance of respect and togetherness, as well as protecting students from bullying actions. Friends in the school environment ideally play the role of "partners" for students in the process of achieving educational programs.

The forms of bullying most frequently perpetrated by the offenders are very varied, but the two most commonly found types are verbal (or oral) bullying and non-verbal bullying, which often take place through social media platforms such as WhatsApp, Facebook, and Instagram. In many cases, these bullying perpetrators use harsh words or insulting language to intimidate the victims, which can cause deep emotional pain and even prolonged fear for the victims (Hughes, J., et al., 2019). On the other hand, bullying victims usually do not have many friends, tend to be passive, and are often considered unpopular students among their peers. They often feel uncomfortable joining large groups and prefer to interact in smaller circles, where their conversations are more focused on hobbies or activities they enjoy, rather than coming from a family background with high social status or being widely known. In this context, bullying behavior can be categorized into four types, namely:

- 1) Verbal bullying, which includes all forms of verbal harassment, such as derogatory expressions or writings that include insinuations, mockery, inappropriate sexual comments, and threats aimed at causing harm.
- 2) Social bullying, which is bullying that focuses on damaging someone's reputation or disrupting social relationships, including practices such as leaving someone out of a group, pressuring other students not to befriend certain individuals, and spreading embarrassing rumors in public.
- 3) Physical bullying, which includes acts of physical violence, such as hitting, kicking, pinching, spitting, pushing, stealing, or damaging someone else's belongings, and making aggressive gestures that indicate an intention to harm.
- 4) Cyberbullying, defined as actions that use information and communication technology to support hostile behavior in a deliberate and repeated manner by individuals or groups, with the intention of hurting or harming others.

The definition of bullying in schools includes several key elements, such as physical, verbal, or psychological attacks designed to instill fear, pressure, or harm on the victim, as well as the power imbalance that exists among children, where the stronger tend to bully the weaker, which is repeated over a certain period of time (Tellie, B., & Dracup, J., 2016).

CONCLUSION

The volunteers conducted community service activities with the youth group in Mujur village, Praya Timur, Central Lombok. One of the activities is counseling about the dangers of bullying targeted at local teenagers. This activity

is intended so that the participants can understand and comprehend what bullying is, as well as the dangers it can cause, so that they can build harmonious social relationships with their friends. In its implementation, we applied a dynamic and engaging interactive lecture method so that participants could more easily understand the material presented. The presenters explained the material using engaging and easy-to-understand electronic media in the form of PowerPoint, which was well received by the participants, who were mostly teenagers. In addition, the volunteers also posed questions that were directly answered by the participants, thereby reinforcing their knowledge and awareness of the dangers of bullying. This can also facilitate interaction and discussion between the volunteers and the participants, allowing the volunteers to understand the needs and expectations of the participants. With this material, it is hoped that participants can understand what bullying is, its negative impact on community life, and the ways that can be taken to avoid and address bullying.

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