



Effectivity of Information Services in Preventing Bullying at MTs Madinatussalam, Percut Sei Tuan District, Deli Serdang Regency

Abdurrahman¹, Pratiwi Suci Triadi²

^{1,2} State Islamic University of North Sumatra

Corresponding Author : ✉ pratiwi.suci.triadi@gmail.com

ABSTRACT

This study aims to explore in-depth data about the Effectiveness of Information Services in Bullying Prevention using qualitative research methods with data collection techniques through observation instruments, interviews, and documentation studies. The informants in this study were counseling teachers, the head of a madrasah, and students of MTs Madinatussalam. The results of this study explain that the implementation of information services at MTs Madinatussalam in terms of its implementation is coordinated, systematic, and has been determined through Service Units (Satlan) and Service Implementation Plans (RPL), in preventing bullying by counseling guidance teachers is not only information services. provided but also other services such as group guidance as a follow-up service that aims to achieve self-understanding for victims or students who are potential victims of bullying. Information services in the prevention of bullying at MTs Madinatussalam are already effective and have a good impact on students to create a complete understanding of the benefits of solidarity, mutual respect, and the negative impact of bullying for perpetrators and victims. In this case, it is also assisted by the existence of a special program of the mubaligh corps, mandatory ablution, dhuha prayer, and the participation or coordination of field teachers, homeroom teachers, and counseling guidance personnel in supervising students of MTs Madinatussalam

ARTICLE INFO

Article history:

Received

27 February 2021

Revised

03 March 2021

Accepted

15 March 2021

Keywords

Effectiveness, Information Services, Bullying

INTRODUCTION

Education is not limited to the understanding and mastery of scientific knowledge or substance of education that will be applied to the students, but also must be said that the development of psychological and personality of students. Talking about things that the expert study has suggested that a student is a man who always experienced growth since they were in the womb until he died. Developments are characterized by the presence of the changes that are constantly going on inside ourselves the students are reasonable, either on their own as well as to the direction of the adjustment to the environment. The changes are then grouped into phases of development in themselves students.

The prospective study looked at that every phase of the development has the peculiarities of each, then from it, every person is deemed unique and has

the potential of which is not to be equated. The phases are grouped into several times in those who are past adolescence. The period of adolescence is a period of transition from childhood to the aging adult. The period is referred to also as past searches identity themselves. The beginning of adolescence lasts roughly from three dozen years until six dozen or seven dozen years, and the end of the period of adolescence stems from the age of six-twelve to seven twelve years. Students are there in the school medium when it is during adolescence.

At the time of adolescence is, somebody usually wants after attempting things new in his life, appear various kinds of turmoil of emotions and many raised issues both in the family and neighborhood social. Students are in general still aged teens tend to do things at the outer alleged that allow them to harm themselves own and others, who are committing acts of violence. In psychological, factors which underlie doing acts of violence during adolescence because has characteristic that is aggressive, likes to dominate and have a view that is positive about violence, always obey the word heart and do not have the nature of empathy, so that arise attitude that is not supposed to do as well as the violence that is in within the scope of school which is also called *bullying*.

Victims also perceive themselves as a party that is weak, not helpless, and always felt threatened by a *bully* (Ariesto, 2009; Djuwita & Soesetio, 2005). According to Ken Rigby in (Ariesto, 2009; Astuti, 2008) *Bullying* is a desire to hurt. The desire is shown to the behavior that caused a person to suffer. The action is carried out directly by a person or a more powerful group, does not take responsibility, usually recurrent, and conducted by a feeling of pleasure. Cases of bullying in Indonesia increasingly rampant happen. A student of SMA origin of Lists named Elva Lestari, adolescent aged 16 years who attend school in SMAN I Bangkinang, Kampar, Riau, was found dead due to suicide himself. Elva allegedly desperate to throw themselves into the river because it does not hold always ridiculed " child people crazy " by his friends because his father suffered from disorders soul. Elva also experienced physical pressure that was also done by her school friends.

Several research results show that being a victim of bullying has a relationship with psychological deviations (Copeland et al., 2014; Kretschmer et al., 2017; Takizawa, R. & Arseneault, 2014). The research that is done in several countries showed that become victims of *bullying* is an issue that has an impact-term length and term short to the health of the psychic and the consequences of academic, including reduced *self-Estee* (Andreou, 2000; Boulton et al., 2010; Hampel et al., 2009; Lodge & Feldman, 2007; Ybrandt & Armelius, 2010) Later

symptoms of psychological are caused by *bullying* may be made the victim failed to master the task of development.

Briefly, *Bullying* is behavior beyond the limits of the code of ethics and rules in education also acts were dangerous to themselves alone and impacting the bad state of the others. Then no measures must be appropriate to prevent it all. Measures of prevention of the terms of the law since the first government already contributes its attention to the acts of violence that exist in the form of legislation, namely in the Act of 1945 on Rights Rights of Man Article 28B (paragraph 2) which states: " Every child has the right on the continuity of life, growing, and develop and are entitled to protection from violence and discrimination ".

(Tohirin, 2007) Confirms that service information is intended to be an individual or a participant students know and master the information that is subsequently used for life every day and the development itself. Related terms are, (Prayitno & Amti, 2007) explains there are three reasons major why the provision of services the information needs to be organized. *First*, to equip individuals with a wide range of knowledge about the environment that is required to solve the problem that is faced concerning the environment around, education, job title, and social culture. *Second*, it allows the individual to determine the direction of his life " where he wants to go ". Based on the information that is given the individual model can make plans and decisions about the future before him and be responsible for the plan and decision who created it. And *third*, each individual is unique. With the three reasons mentioned, the service information is a requirement that a very high level then the goods who do not obtain the information he will lose the future ahead. By this can be explained that the service information is a service that is given to presenting various terms of information to be able to open a view new to the target service.

Of course, teacher counseling guidance to provide information to the participants of learners should be selectively sought and convey information related to *bullying*. the importance of the role of the teacher counseling guidance in efforts to prevent and treatment of behavior bullying. (Prayitno & Amti, 2007)state that one of the information that can be provided in information services is information " about socio-culture, especially on the discussion of " intercultural " humans are destined to be tribes and nations ". They made it not to mutually competing and hostile, precisely to mutually recognize each other to give and receive to create conditions of dynamic that are pushing to change that is getting better. It the need to be informed to the students because as

expressed by (Astuti, 2008) that "one of the causes of *bullying* are differences of ethnic/racial ". Through the provision of information on socio-culture, it is hoped that students will be able to understand these differences as a force to be able to give and share, not an excuse for mutual hostility.

Kurniati in (Prayitno & Amti, 2007) states things that can be done to overcome *bullying*, namely: " Providing understanding to students about the dangers of *bullying* behavior and providing information to students about the consequences they will receive from school (punishment) if they take action. *bullying* ". By giving information that is clear about the behavior of *bullying* and as a result that will they receive if involved in *bullying*, it is expected to prevent the students involved in the behavior of *bullying* at school.

Related terms are contained research earlier were performed about the Effect of Service Information In Guidance Group Against Behavior *Bullying* Class VIII SMP H Isriati Semarang Year 2009/2010, in research, it can be analyzed that there is the influence of the positive and significant of service information in the guidance of the group against the behavior of bullying students class VIII SMP H Isriati Semarang year lesson 2009/2010. It means more teachers able to carry out the activities of the service information guidance in the group with both the behavior of bullying students will further decline.

By this can be concluded that *bullying* is a behavior negative that can make a person exposed to impact badly on the behavior of bullying that is done, not only for the victim's behavior *bullying* also negative for the perpetrators of *bullying* its own. Then of the behavior, it should be stopped or at least able to be reduced, and the service information effectively as a business present teacher Guidance Counseling in reducing the behaviors of *bullying* as that occurs in MTs Madinatussalam which has a background rate which varies as Javanese, Batak, Malay, Mandailings, Aceh, and others. In everyday student and the student's activity according to the schedule that is set by the madrassa. On the outside of the schedule of learning in the classroom, the students and the students hang out, play with friends classmates, younger classes and sister class situation is spawned problems such as mock, ridicule, calling the name of a friend with a degree that is not good, and so forth.

RESEARCH METHODE

The approach that is used in research is the approach qualitative. The approach in the study of qualitative an approach that looked at the symptoms empirically which is a fact of observation that is performed by the researcher to the respondents directly and brings the results of the observation that the theory that there is. (Quinn, 2009) States that a qualitative approach to data collection is: (1) in-depth interviews, interviews with an open-ended question

format ; (2) direct observation; and (3) use of written documents from the results of open interviews on questionnaires, a person's diary, and program notes. The main sources in qualitative research are words and actions, the rest is additional data such as documents and others (Lexy Moleong, 2014). The data collection method is done through observation, interview, and documentation study. Meanwhile, to perform data analysis using the stages of data reduction, data presentation, and concluding.

RESULT AND DISCUSSION

Gathering around the data that is useful in the study of this, used to be processed by the analysis of the comparison between the informant research or the notes field and documentation that finally obtained the conclusion of the service information in the prevention of *bullying* in junior Madinatussalam.

Implementation of Information Services in the prevention of *bullying* at MTs Madinatussalam

The implementation of information services is expected to affect increasing students' understanding of the impact of *bullying*. (Prayitno & Amti, 2007) explains that various service information which includes service information development self, information inter-personal relationships, social, values and morals, Information education, activity learning, and science technologist, information jobs/careers and the economy, the information social culture, politics, and citizenship, information on family life, information on family life.

Given information services in schools by teachers BK directed at efforts to provide understanding as well as information related to the impact of *bullying* for students, for students to understand that this behavior is dangerous, both for perpetrators and victims of *bullying* themselves. So between information services and *bullying* behavior has a relationship with students' understanding of new insights and knowledge, one of which is related to providing understanding to students about the impact of *bullying*. Furthermore, (Yususf, 2009) States that material information services that can be provided to students related to reducing the impact of *bullying* in schools, among others: 1) Development of *Self-esteem*; 2) Development of achievement motivation; 3) Decision-making skills; 4) Problem-solving skills; 5) Interpersonal or communication skills; 6) Understanding cross-cultural diversity; 7) Responsible behavior.

(Wiyani, 2012) Also asserted that other effects experienced by victims of *bullying* are experience variety of disorders that include psychological well-being is low (*low psychological well-being*) where the victim will feel

uncomfortable, fear, inferiority and worthlessness, adjustments social bad where the victim was afraid to school, do not even go to school, glances themselves from the association, declining academic achievement, but also wants to commit suicide than have to face the pressure in the form of insults and punishments.

It can be concluded that the result of *bullying* cannot be said to be playful. *Bullying* does not only interfere with children's social and emotional development but also has an impact on student learning outcomes so that they miss lessons and find it difficult to concentrate on learning as well as having an impact on their psychological condition. If it is allowed to happen on an ongoing basis, it will also have an impact on interpersonal relationships with other people, and students also experience difficulties in building social relationships.

Associated with the implementation of the service information is, teachers, BK also coordinate with the guardian class and or teachers field of study in preventing the occurrence of *bullying* among students MTs Madinatussalam. Coordination has the aim of directing the implementation of an activity so that it can be directed, integrated, and participatory even though there are various individuals with different duties or functions to achieve common goals. Coordination of counseling guidance with teachers in the field of study is very much needed in overcoming students having learning difficulties, especially here, students who experience *bullying*. Students who experience bullying need special attention because if it is allowed it cause students to have difficulty solving problems in their daily lives. Students like this usually need figures who protect them so they don't act as if they don't care about their limitations.

Forms of *Bullying* Behavior at MTs Madinatussalam

Forms of *bullying* that have been described previously there are three, namely: 1) *Bullying* verbal; 2) Physical *bullying*, and 3) psychological *bullying*. If associated with MTs Madinatussalam. As for the kinds of forms of behavior of *bullying* in junior Madinatussalam is in the form of verbal which is characterized by the presence of students who name the students another to berate, mock, to give the title that bad and there is also a form of designation names the elderly victim.

The findings above indicate that shape the behavior of *bullying* that occurs is categorized in the form of non-physical that is hurt by psychic victims by way of mocking, deriding, gossiping. As has been noted previously that according to (Chakrawati, 2015) Forms of *bullying* in the line of great differentiated into three, namely: 1) Physical; *Bullying* like this aims to hurt someone's body. For

example hitting, pushing, slapping, ganging, kicking, tickling, teasing, and so on. Forms of *bullying* utilizing this resulted in the former wound is physically on the body of the victim. *Bullying* with how this allows easy to be identified directly by BK teachers in the field, 2) verbal, *bullying is* verbal means hurt by the remark, for example, mock, revile, gossip, scold, yell, and so on. Forms of *bullying* by the way it allows the offender to hurt his victims with a remark such as calling the victim by title or name which is not good. It's resulted in a victim's hurt the liver and can lead to the interference to the victim's mentally. Follow-up of the form of *bullying* by the way it usually requires a report from the victim directly or friends of victims was abused, and 3) Psychic, *Bullying* like this hurt the victims are psychic. For example, isolate, intimidate or suppress, ignore, and discriminate. shape *bullying* with how it allows the actors to not perform communication normally to look indifferent, not indifferent to the victims. It is causing interference to the victim's mind so that victims feel low self and not worth it in front of their friends.

Bullying is divided into two forms namely the behavior of *bullying* is physical and non-physical. It is described as follows: Physical *bullying*, for example by biting, pulling hair, hitting, kicking, locking, and intimidating the victim in the room or by circling, twisting, punching, pushing, scratching, spitting on, threatening, and destroying the victim's possession. Physical *bullying* is easy to see, if excessive, it will make the perpetrator a killer. Non-physical *bullying* is divided into two, namely verbal and non-verbal *bullying*. *Bullying* verbal example, a call that teasing, bullying, extortion, threatening or intimidation, instigating, saying obscene on the victim, said pressing, bears ugliness korban. Then *bullying* Non-verbal divided again into direct and not direct. *Bullying* non-verbal directly, for example, movement (hands, feet, or members of other bodies) rude or threatening, stare, face-threatening, growling, pounding threaten, or frighten. *Bullying* non-verbal is not direct, for example, manipulation friendship, alienate, not engage, send messages inciting, underhand, surreptitious. On the whole, *bullying* is physical or non-physical can make people depressed.

Whatever form of *bullying* that is experienced by the students, should have to be anticipated early. The impact experienced by victims of bullying does not only impact the physical but also the impact of the psychic. Even in cases that extreme as incidents that occur, the impact of physical this can lead to death. The *bullying* does not only impact the victims but also against perpetrators, individuals who witness, and the climate of society which in the end will have

an impact on the reputation of a community. There is a lot of evidence about the effects of the negative run length of follow- bullying on victims and perpetrators. Involvement in *bullying* school is empirically identified as a factor that contributes to the denial of a friend of the same age, the behavior deviant, mischief juvenile, crime, a disorder of psychological, violence is more advanced in school, depression, and ideation kill themselves. These effects have been found to persist in adulthood for both.

Bullying also influential in the school and community. School, where bullying occurs frequently characterized by 1,) The students who feel not safe at school, 2) The taste did not have and the absence of a relationship with the public schools, 3) Distrust in among the students, 4) Establishment of alleys formal and informal as a tool to instigate act of bullying or protect groups of acts of bullying, 5) actions of law are taken against schools that performed by the students and the parents of students, 6) the fall in the reputation of the school in the community, 7) low spirit fighting staff and heightened stress jobs, and climate education that bad.

Revealed that the students will be trapped in the role of perpetrator of bullying, is not able to develop a relationship that is healthy, less capable to look at from the perspective of others, do not have empathy, and assume that he was strong and preferably to affect the pattern of relationships social in the future will come. By doing the bullying, the perpetrator will assume that they have the power of the state. If allowed to continue without intervention, this *bullying* behavior can lead to the formation of other behaviors in the form of violence against children and other criminal behavior.

Bullying is not the activity of normal in children who will pass by itself as they mature. The behavior of bullying that is not dealt with either at the time of the children can cause disruption of behavior that is more serious in the teens and adults, such as harassment sexual, delinquency juvenile, involvement in gang crime, violence against the girlfriend/friend dating, harassment or bullying in place work, violence in the home ladder, harassment/violence against children, violence against the elderly themselves. Based on the opinion on the above can be concluded that the behavior of bullying can have an impact on the physical and psychic of the victim, impact physical like sore head, sore chest, injuries on the body even be able to cause death. Meanwhile, psychological effects such as low self-esteem, difficulty concentrating so it affects decreased academic grades, trauma, difficulty socializing, and depression.

Similarities between the forms of *bullying* most often perpetrated by perpetrators and experienced by victims, namely verbal *bullying*. For both the perpetrator and the victim, this form was found in 43% respectively. Verbal bullying is direct bullying, which includes behaviors such as calling bad calls/nicknames, taunting, teasing, or threatening. The forms of verbal behavior as mentioned, are the behavior that most often arises, it could be because the behavior is considered ordinary behavior that is not considered *bullying* behavior.

Effectiveness of Information Services in Prevention of *Bullying* at MTs Madinatussalam

As for its implementation, the information service in preventing *bullying* at MTs Madinatussalam has been said to be effective. The effectiveness was proven with the passage of the follow-up services are more intense and supportive in terms of the prevention of *bullying*. At the same time, guidance and counseling teachers can handle cases in alleviating *bullying* problems. The service is said to be effective, marked by the participation of students to continue to strive to maintain solidarity between students so that it has a positive impact on the relationship between students of MTs Madinatussalam. It is can be proved from the opinion of the students themselves about *bullying* which argued that the low levels of *bullying* that occurs in MTs Madinatussalam because efforts were made by personnel guidance and counseling are already good.

The study's findings above in line also with the results of the study were information services effective in tackling verbal *bullying* in Taman Pendidikan Al-Qur'an Batam. Based on the results of the study, information services are effective in tackling student verbal bullying behavior, this can be seen from the pretest and posttest. And service. This information has a significant effect on overcoming student verbal bullying, this can be seen from the very low questionnaire given before being given information services and after being given increased treatment.

CONCLUSION

Implementation of the service information in the prevention of *bullying* in junior Madinatussalam is the service and its implementation coordinated, systematic, and has been assigned to the Unit of Service (Satlan) and the Plan of Implementation Services (RPL), the act of prevention of *bullying* by teachers BK is not just solely the service information that is given but also services another such guidance group as a follow -up service that aims to achieve an

understanding of self for the victims or students who could potentially become a victim of *bullying*. The forms of *bullying* that exist in MTs Madinatussalam in the form of verbal. In the form of verbal characterized by the presence of students who name the students other to a degree that is bad, berate, mock, and there is also a form of designation names the elderly victim, things that are things that are often encountered among students MTs Madinatussalam. Service information in the prevention of *bullying* in junior Madinatussalam has been effective and have an impact both for the students to generate understanding of the whole of the benefits of solidarity, mutual respect, to impact negatively *bullying* for the perpetrator and the victim.

REFERENCES

- Andreou, E. (2000). *Bully/victim problems and their association with psychological construct in 8 to 12 year-old Greek school children*. *Aggressive Behavior*.
- Ariesto. (2009). *Pelaksanaan Program Antibullying Teacher Empowerment*. Dikutip pada tanggal 12 Juni 2017.
- Astuti. (2008). *Meredam Bullying: 3 Cara Efektif Mengatasi Kekerasan Pada Anak*. Grasindo.
- Boulton, M. J., Smith, P. K., & Cowie, H. (2010). Short-Term Longitudinal Relationships Between Children's Peer Victimization/Bullying Experiences and Self-Perceptions. *School Psychology International*, 31(3), 296-311. <https://doi.org/10.1177/0143034310362329>
- Chakrawati, F. (2015). *Bullying Siapa Takut? Tiga Serangkai*.
- Copeland, W. E., Wolke, Lereya, Shanahan, Worthman, & Costello. (2014). Childhood bullying involvement predicts low-grade systemic inflammation into adulthood. *Proceedings of the National Academy of Sciences*, 7570-7575.
- Djuwita, R., & Soesetio. (2005). Gencet-gencetan" dimata siswa-siswi kelas 1 SMA: naskah kognitif skenario & dampak "gencet-gencetan". *Jurnal Psikologi Sosial*, 3(1).
- Hampel, P., Manhal, S., & Hayer, T. (2009). Direct and Relational Bullying Among Children and Adolescents: Coping and Psychological Adjustment. *School Psychology International*, 30(5), 474-490. <https://doi.org/10.1177/0143034309107066>
- Kretschmer, T., Veenstra, R., Deković, M., & Oldehinkel, A. J. (2017). Bullying development across adolescence, its antecedents, outcomes, and gender-specific patterns. *Development and Psychopathology*, 29(3), 941-955. <https://doi.org/10.1017/S0954579416000596>
- Lexy Moleong. (2014). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.

- Lodge, J., & Feldman, S. S. (2007). Avoidant coping as a mediator between appearance-related victimization and self-esteem in young Australian adolescents. *British Journal of Developmental Psychology*, 25(4), 633–642. <https://doi.org/10.1348/026151007X185310>
- Prayitno, & Amti, E. (2007). *Dasar-Dasar Bimbingan dan Konseling*. Rineka Cipta.
- Quinn, M. P. (2009). *Metode Evaluasi Kualitatif*. Pustaka Pelajar.
- Takizawa, R., M., & Arseneault. (2014). Adult health out-comes of childhood bullying victimization: Evidence from a five-decade longitudinal British birth cohort. *American Journal of Psychiatry*, 7(1), 777–784.
- Tohirin. (2007). *Bimbingan dan Konseling di Sekolah dan Madrasah (Berbasis Integrasi)*. Raja Grafindo Persada.
- Wiyani, N. A. (2012). *Save our Children From Scool Bullying*. Ar-Ruzza Media.
- Ybrandt, H., & Armelius, K. (2010). Peer Aggression and Mental Health Problems. *School Psychology International*, 31(2), 146–163. <https://doi.org/10.1177/0143034309352267>
- Yususf, S. (2009). *Program Bimbingan dan Konseling di Sekolah*. Rizqi Press.

Copyright Holder :

© Name. (2021).

First Publication Right :

© International Journal of Education, Social Studies,
and Management (IJESSM)

This article is under:

