

# Direct Participatory Model for Overcoming Bullying in Schools

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## Abstract

Bullying must be handled, especially in the school environment. Bullying can be minimized through various activities and creative programs for the entire school community. This study was conducted at SMP Negeri 7 Makassar to find out the model complemented by the school in dealing with bullying behavior. The research method used is qualitative with a grounded approach. The findings are on concepts that are applied in tackling bullying behavior. Bullying behavior is known in verbal and non-verbal forms. Verbal bullying is saying inappropriate words, namely mocking, insulting, and telling other people's disgrace. Non-verbal bullying is pushing, hitting, shouting, and isolating. The direct participatory model is applied to minimize bullying behavior with three main strategies: first, direct involvement of participants in anti-bullying programs. Students are directly involved in activities so that bullying can be avoided. Second: campaign. The campaign model aims to disseminate anti-bullying information in writing and orally to all students to avoid bullying. Third: empowerment model. This model provides opportunities for students to develop their creativity to create or carry out practical activities and then exhibit them. These three models have a positive effect on overcoming bullying behavior.

## 1. Introduction

### 1.1 Background

Education is an essential process in developing the quality of human resources. Through the education process, people are expected to develop the abilities that exist in themselves and form their personalities to the fullest so that they can become useful individuals.

Education itself can be obtained by learners when they are at home with their parents or when they are at school. School is an ideal place to organize education and develop the potential of learners. Learners can not only develop their cognitive potential, but they will also learn to develop their psychosocial, moral, and emotional abilities. Learners can learn to count, establish friendships with students of the same age, and learn to behave in accordance with the rules that apply at school. In addition, there are many other things that make schools an ideal place to support learners' development.

Schools can not only be a suitable place to develop students' potential, but they can also be a place where stressors arise that can interfere with students' self-development. One of the stressors that can interfere with learners' self-development is bullying behavior in schools. Most people such as schools and parents consider this behavior to be a common phenomenon in schools. In fact, this behavior can cause its own problems for students. One of the problems or obstacles in developing children's potential is violence in the world of education, or what

we commonly hear as bullying. These actions are actions that harm and even hurt other people both physically and psychologically.

Violence is the use of physical force, threats, or acts of aggression against another person or group with the intent to harm resulting in (or approaching) injury, death, psychological distress, and loss or maldevelopment. Violence between learners in schools is a phenomenon that is of great concern to psychologists, teachers and families in many countries. Violence can create an environment of threat and emotional distress that can hinder learning and achievement. Specifically, school violence can be defined as the use of weapons in schools. In general, school violence includes all misbehaviors committed in schools.

School violence is aggression behavior which takes the form of physical, sexual, or emotional violence (Agisyaputri et al., 2023). This aggressive behavior can be carried out individually or in groups to fight other people or other groups. Physical violence directly injures, injures, and can even kill others. Aggressive behavior itself can take the form of pushing, kicking, hitting, pressing, burning or damaging other people's property. Emotional violence includes insulting, threatening, denouncing, shaming, alienating, gossiping or slandering. Some of the definitions of violence above focus on forms of behavior that harm victims, both physically and psychologically. Violent behavior in schools can be grouped into physical, verbal, social violence, intimidation, destruction of property, sexual harassment, and violence related to weapons.

Bullying has become a phenomenon that occurs not only in social environments but also in schools. In fact, it often occurs and is carried out by school colleagues. As happened in several cases of violence against students which resulted in injuries to the student's body but also to the student's psychic who kept a sense of trauma and not infrequently would also affect the course of the education process in students. Often, this bullying behavior escapes the attention of parents and schools. Generally, parents and school authorities assume that mocking each other, fighting, or harassing other students is a common thing that happens to school students and is not a serious problem. Usually, the problem is considered serious and is said to be bullying behavior when the behavior has resulted in injury or physical problems for the learners who are victims of bullying. Yet the definition of bullying itself is not limited to acts of violence that cause physical injury. Therefore, it is very important to protect schools from bullying behavior (Wiyani, 2012)

The impacts caused by this act are far-reaching. Adolescents who are victims of bullying are more at risk of experiencing various health problems, both physically and mentally. Problems that are more likely to be suffered by students who are victims of bullying include the emergence of various mental problems such as depression, anxiety and sleep problems that may carry over into adulthood, physical health complaints, insecurity while in the school environment, and decreased enthusiasm for learning and academic achievement. Data from the 2018 Program for International Student Assessment (PISA) research shows that 41.1% of students in Indonesia have experienced bullying. Victims who experience bullying not only have a psychological impact but also a biological impact, such as research that states bullying cases can result in a reduction in the size of the victim's brain. The results of the study show that bullying causes biological changes in the brain of its victims, there is a part whose size shrinks significantly. This part of the brain is known as the putamen and caudate which contribute to a person's behavior (DAN & SADRA, n.d. 2020). These two parts affect sensitivity, attention span, and emotional processing.

At the State Junior High School 7 Makassar, there are still acts of bullying against students which are also carried out by students who are in the same location. Bullying committed by students, whether it is verbally such as deliberately tripping the feet of fellow students, bumping shoulders on fellow students, pushing heads while mocking, pulling hair, pushing the back of the body, or nonverbally such as mocking by calling parents' names (the last name of fellow students), making fun of body parts that are considered not good to see, or calling other students by name because of deficiencies such as scars, skin color, body size, and other physical deficiencies. This occurs due to a lack of understanding of their own behavior (Siswati & Saputra, 2023).

Other acts of bullying that occur at SMP Negeri 7 Makassar are in the form of social traumatic such as shunning students who are considered not to have the same tastes or desires as other student groups, other bullying is like physical violence such as fighting both individually and in groups. Even the call "stupid" in the local language that is thrown to fellow students. From the various cases above, there have been cases of bullying that often occur, such as students extorting money from other students to physical violence (beating) in groups. Therefore, the government program through the school mover also makes this incident a target to be eliminated in the world of education.

## 1.2 Problem Statement

Based on the background described above, the research paper formulates the problem as follows:

1. What forms of bullying occur among students at SMPN 07 Makassar?
2. What are the strategies to overcome bullying among students at SMPN 07 Makassar as a school mover?

## 2. Literature Review

### 2.1 Bullying

#### 2.1.1 Definition of Bullying

Bullying is generally understood as an unbalanced interaction between a person or group of people over a weaker person who cannot defend themselves. Bullying is the act of using power to harm a person or group of people, either verbally, physically, or psychologically, so that the victim feels depressed and helpless. Bullying is part of aggressive behavior, such as taunts, insults, and threats.

Based on several authors about bullying, the definition is as follows:

Ken Rigby (Rigby, 2002) defines bullying behavior as a form of repeated psychological or physical bullying of someone who has less strength or power by a stronger person or group.

Andrew Mellor (Mellor, 1997), a psychologist from the University of Edinburgh in the United Kingdom, defines bullying as occurring when a person feels persecuted by the actions of others and fears that the bad behavior will happen again, and feels powerless to prevent it.

Barbara Coloroso (Coloroso, 2003), defines bullying as a conscious and deliberate hostile act that aims to harm, such as frightening, threatening aggression and causing terror. It also includes planned and spontaneous actions that are real or almost invisible, in front of someone or behind someone, easy to identify or hidden behind friendship, carried out by a child or group of children.

So, based on some of the above definitions, bullying is basically a form of action or behavior, aggressive such as, disturbing, hurting or harassing which is done consciously, intentionally in a repetitive manner by a person or group of people.

#### 2.1.2 Types of Bullying and Their Mechanisms

Although there is still scientific debate about the nature and definition of bullying, most researchers agree that this aggression behavior is characterized as follows:

1. Deliberate intent to "hurt" the victim.
2. Repetition does not happen by chance. Or just once.
3. There is an imbalance of power between the perpetrator and the victim.

Thus, the longer a person is a victim of bullying, the deeper he or she is trapped in a negative dynamic and the more diverse the actions taken by the perpetrator towards the victim. To stop the bullying process as early as possible, it is very important for us to understand the mechanism of bullying behavior. The bullying mechanism can be divided into three parts, namely:

1. Individual level
2. Dyadic level (two people)
3. Group level

Oulwes identifies two types of bullying, namely direct behavior (Direct Bullying), such as physical assault, and indirect behavior (Indirect Bullying), such as social exclusion. According to Wien Ritola in his book entitled *Prevention of Violence Against Students in Educational Institutions*, forms of bullying include:

1. Physical, including hitting, kicking, and taking someone else's property.
2. Verbally, including making fun of other learners' names and saying offensive words.
3. Indirectly, such as spreading false stories, ostracizing, targeting particular learners with hurtful humor, and sending vicious short messages or letters.

Bullying can occur anywhere, in environments where there is social interaction between people, such as:

1. Schools, called school bullying.
2. The workplace, called workplace bullying.
3. Internet or digital technology called cyberbullying.
4. In hazing, that is called hazing.

Meanwhile, according to Abd. Rahman Assegaf, typology in education is divided into three groups, namely:

1. Mild violence, indicators of covert violence, defensive violence, demonstrations, humiliation, and suppression psychic.
2. Moderate level of violence; the indicators are overt violence, physically related, violation of school rules, and carrying the name and symbol of the school.

3. Severe violence, the indicators are offensive violence, handled by the authorities, pursued through legal channels, and outside the authority of the school.

Bullying can happen anywhere, regardless of the age or gender of the victim. Victims of violence are generally weak, shy, quiet, and special children (disabled, closed, beautiful, or have particular body characteristics) who can be the subject of ridicule. According to Andi Priyatna (2013), the types of bullying are categorized as follows:

1. Physical: hitting, kicking, pushing, damaging.
2. Verbal: making fun of nicknames, threatening, scaring.
3. Social: gossip, rumours, social exclusion, etc.
4. Cyber/electronic: embarrassing people by spreading gossip on internet social networks

### 2.1.3 Components of Bullying

#### a. Bullying Perpetrators

The perpetrators of bullying can be anyone: school leaders, teachers, staff, students, parents or guardians of students, and even the community. The perpetrator gets satisfaction after "suppressing" his victim who is in a state of fear, anxiety, and even a hostile look from his victim resulting in:

1. Arrogance is built into them.
2. The perpetrator will learn that there is no risk involved in committing violence.
3. Aggressive and threatening to other learners who are younger, or smaller, or helpless. Have greater potential to become thugs or criminals and will bring problems in social relationships.

#### b. Victims of Bullying

Learners who are victims of bullying are learners who are easily intimidated, have few friends, tend to be passive, smaller or younger victims, and have difficulty defending themselves. The characteristics of students who are victims of bullying include:

1. Physically, damaged clothes and belongings, loss of money, physical complaints, sleep disturbances, loss of appetite, and visible hunger as their provisions were taken away.
2. Socially, engaging in fights where they appear unable to defend themselves, are often bullied, isolated at times, have low contact with classmates, and have little acceptance of invitations from friends.
3. Emotionally, appearing anxious, weak, unhappy, sad, but unable to say why, mood and behavior changes, explosive anger, low self-esteem, fear of going to school and asking to leave the school environment.
4. Academically, sudden difficulty in asking or answering questions in class, decreased performance in school, decreased concentration, unwillingness to participate in class activities, and frequently leaving class.

#### c. Participant or Bystander

Sullivan states that bullying relies heavily on the surrounding people involved in it, often called observers or watchers, who do nothing to stop bullying or become actively involved in supporting bullying. According to Coloroso, four factors often become the reason why bystanders do nothing, including:

1. Bystanders are afraid they will hurt themselves.
2. Bystanders fear that they will become new targets by the perpetrator.
3. Bystanders fear that if they do something, it will make things worse.
4. Bystanders don't know what to do.

Learners who are involved in cases of violence, whether as perpetrators of bullying, victims of bullying, or mere bystanders, are all at risk. Left unchecked and unsupervised, bullies become insensitive to the suffering of others and increasingly unaware of the anti-social nature of their actions. The result will be a generation of criminals and criminals. At the same time, those who are victims are reluctant to open their mouths about their experiences because they feel ashamed and afraid. They will continue to consider themselves as subordinates of the bullies.

### 2.1.4 Factors Causing Bullying

The occurrence of bullying against students is caused by various factors that influence it. According to Suharto, bullying against students is caused by internal factors originating from the students themselves and external factors originating from family and community conditions, such as:

1. Learners have physical disabilities, mental disorders, behavioral disorders, and autism; learners are too naive, have a weak temperament, are ignorant of learners of their rights, and are too dependent on adults.
2. Economic disadvantage.
3. Broken home family.

4. Psychologically immature families, ignorance of educating students, students born out of wedlock.
5. Poor social environment conditions.

### 2.1.5 Impact or Dangers of Bullying

Bullying can have adverse effects on its victims, including:

1. Bullying causes depression and anxiety.
2. Bullying can cause social and emotional suffering.
3. Bullying can lead to feelings of insecurity, isolation, feelings of low self-esteem, and even suicide (Esquivel et al., 2023). Whereas psychologically, bullying can lead to a decrease in psychological well-being, poorer social adjustment, and negative emotions, such as anger, resentment, upset, depression, fear, embarrassment, sad, uncomfortable, threatened, and anxious (Abdelaziz & Harraz, 2021).

Victims of bullying are generally not brave and have anxiety and low self-esteem, which makes them victims of violence, so it is very necessary to be provided with counseling services (Asmul, 2019). As a result of this treatment, the victim also has a sense of resentment to one day retaliate against other individuals. So, the victim may become a perpetrator of other children.

### 2.1.6 Handling Bullying Cases for Victims and Perpetrators

Here are some efforts to deal with bullying cases, including:

- a) Handling bullying behavior for victims, including:

Equip children with the basic skills to defend themselves, especially when no adults/teachers/parents are around (Yuliani, 2019). Hens equip learners to deal with various unpleasant situations they may experience. strive for learners to have good socialization skills with peers or elders.

- b) Handling bullying behavior for the perpetrator, namely:

Invite the learner to talk about what he/she did. Seek help from experts so that the problem is handled well and resolved entirely. Look for the cause of the learner's actions to determine the treatment. Position yourself to help the learner and not judge the learner.

## 3. Research Method

### 3.1 Type of Research

- a) Types of Research

This research is descriptive qualitative research. Qualitative research is data collection in a natural setting to interpret phenomena where the researcher is the key instrument.

- b) Research Approach

The approach in this study uses a phenomenological approach. That approach does not use hypotheses or temporary conjectures in the analysis process, although phenomenology can also produce a hypothesis for further testing. In addition, phenomenology does not begin and does not have the aim of testing a theory through a hypothesis.

### 3.2 Location and Time of Research

The research location is the place where research will be conducted to obtain data or information related to the problem to be studied. The research location is at SMPN 07 Makassar, and the research time is 1 year.

### 3.3 Research Focus

The research focuses on two things, namely bullying behavior or violent behavior (verbal and/or physical) and the implementation of the driving school program in the aspect of bullying behavior in schools. Bullying behavior here can be in the form of verbal or actions of students or all components of subjects in schools. The second aspect is the implementation of the driving school program as an effort to minimize bullying behavior in schools.

## 4. Data Analysis Technique

This research uses qualitative analysis, namely the preparation of data to be explained, analyzed, and carried out simultaneously with data collection. This qualitative analysis is intended to find and describe the forms of student behavior related to bullies. This research describes and interprets factually and accurately about the facts.

The data processing process follows the theory of Miles and Huberman, as cited by Sugiyono (2013) that the data processing process goes through three stages: data reduction, data presentation (data display), and data verification or conclusion drawing. The data collected was then processed and analyzed with the following steps:

#### 4.1 Data Reduction

Data reduction is the process of selecting and focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field, which takes place continuously since the data is collected, classified, and integrated to find specific patterns so that a narrative, conceptual framework is built. The data reduction is carried out by reducing the data obtained from observations, interviews, documentation, and tests by simplifying and connecting various facts and data in a descriptive phenomenological narrative.

#### 4.2 Data Presentation

The data presentation in question is the presentation of data that has been filtered and organized in the form of tabulation, categorization, and interpretation. The presentation of data in this study is carried out by interpretation of the results of the data found so that the conclusions formulated become more objective. After the data is reduced, the next step is to display the data. In qualitative research, data presentation is usually done in brief descriptions, charts, relationships between categories, and the like.

According to Miles and Huberman in Sugiyono, narrative text is most often used to present data in qualitative research. Qualitative data such as attitudes, behaviors, and statements are presented in descriptive narrative form.

#### 4.3 Conclusion and Data Verification

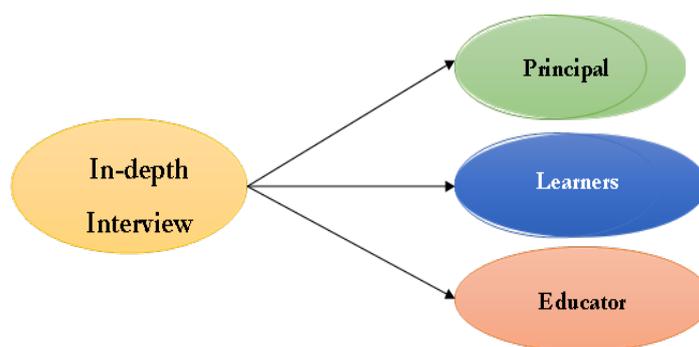
The third step in data analysis for this study is drawing and verifying the conclusion. However, suppose the findings are supported early by valid and consistent evidence when researchers return to the field to collect data. In that case, the conclusions put forward are credible. This means that the author proves the truth of the data that can be measured through informants to understand the issues raised in depth to avoid elements of subjectivity that can reduce the weight of this research.

#### 4.4 Data Validity Testing

In qualitative research, it is necessary to establish data validity to avoid ordinary or invalid data. This is intended to prevent dishonest answers and informants. Testing the validity of the data in this study using triangulation techniques, namely data validity testing techniques by utilizing something other than existing data to test the validity of the data or as a comparison material against existing data. Triangulation is carried out to check data validity, including sources, methods, and time. Three kinds of data validity testing are used in this research: source triangulation, technique triangulation, and time triangulation.

##### a) Source Triangulation

Source triangulation is done by comparing and checking data that has been obtained from the research field through several sources. This means getting data from different sources with the same technique. The sources in question include the Principal, Educators, and students. The data obtained from these sources are described which views are the same or specific and which views are different.

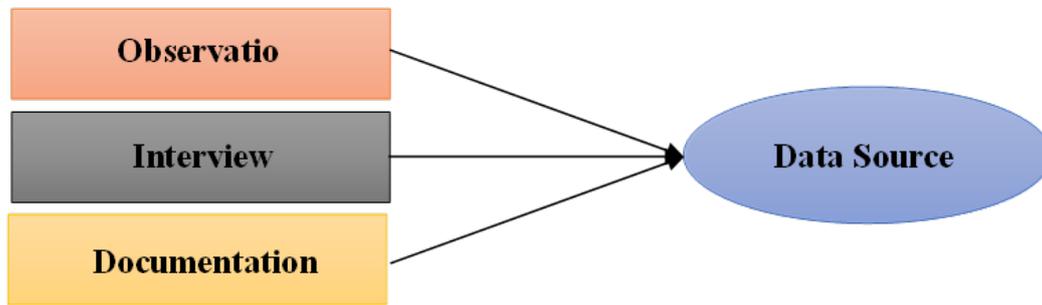


(a)

Fig. 1 (a) Source triangulation

##### b) Triangulation Technique

Triangulation of techniques is carried out to test the credibility of data by checking data from the same source using different techniques. For example, data obtained by interview is then checked by observation or documentation. Suppose the data credibility testing technique produces different data. In that case, the researcher conducts further discussions with the data source concerned or others to ensure which data is considered correct so that it can be concluded again to obtain authentic final data by the problems in this study. Techniques are triangulated if the researcher's data or informants are doubtful. Triangulation techniques are used both at and outside the research location. In simple terms, the triangulation of this research technique can be seen in the figure below.



(a)

Fig. 1 (a) Triangulation technique

### c) Time Triangulation

Time triangulation is done by checking interviews and observations at different times and situations to produce valid data on the problems in the research. Time often affects the credibility of data. Data collected by interview techniques in the morning when the source is still fresh will provide more valid data to be more credible. For this reason, testing data credibility can be done by checking with interviews, observations, or other techniques at different times or situations. If the test results produce different data, they are repeated until the data is confirmed. Of the three data validity testing techniques stated above, researchers use triangulation techniques, namely comparing observation data with interview results and then drawing a conclusion.

## 5. Research Results and Conclusions

### 5.1 Bullying

Bullying can happen anywhere by anyone and in many forms. Bullying at school, in this case, the research location is SMP Negeri 7 Makassar, with the starting factor of this behavior during elementary or early junior high school. The results of interviews conducted with bullying perpetrators who have previously recorded that the action has been carried out at the elementary school level, even this has been confirmed to the parents of the students concerned when invited to school because there are several school records regarding bullying behavior by their children. Some of the informants had been victims of the same behavior from their previous seniors. The following will explain bullying behavior at SMP Negeri 7 Makassar.

#### 5.1.1 Verbal Bullying

##### a. Mockery

Mocking is a behavior that is done intentionally and repeatedly. Mockery is given to fellow students in the form of making fun of parents' nicknames, and it is done to students who are certainly considered weaker. This form of bullying is the easiest to do and the most common in schools. (Smith, P. K. (2014). It is included in non-physical bullying it is often the beginning of other bullying behaviors. This behavior is, in fact, not only carried out by students who do have experience of being bullies from elementary school or by their seniors in the past but is also done by students who are considered reasonable and do not even know the gender of male students and female students, do not have a bad record. After being confirmed, there are still students who do not understand and recognize that even these actions fall into the category of verbal bullying. This incident certainly impacts the victim's psychology, and there is a sense of being cornered and unhappy in him. Another impact is that there will be an impact on the victim's family environment because he is mocked through things that are inherent in him. They do it by insinuating and looking openly at the student concerned; this informant with the initials AT is a female student without any intention of giving physical pain but giving the impact of trauma.

After receiving information from the perpetrator of bullying, namely student AT, it turns out that the factor that causes it is being accustomed to hearing in the family and community environment without any excessive

reaction. So, it is considered an everyday thing. Hence, one factor in children committing acts of bullying is the family environment, experiences such as witnessing and hearing from the surrounding environment, especially from the closest environment such as the family environment. Informants from the school, namely the guidance and counseling teacher Mr. Muhammad Fahmi, M. Pd., stated that this action occurs most often and most easily but usually triggers a disharmonious relationship between students who mock and become victims. So usually, there are quarrels, fights, debates, and cursing each other on social media, both individually and in groups.

#### b. Body Shaming

Bullying in the form of reproach is a common form of bullying because it is done quickly. Individuals and groups can do it. However, it has a tremendous psychological impact on the victims of bullying. There are many victims and perpetrators of bullying in this case, both those recorded in the guidance and counseling archive documents and those that are not recorded because they do not cause quarrels or fights. Statements from the perpetrators of bullying from MA students used to ridicule their friends, such as calling them black, pug, fat, and short. It is used as a nickname even though it is not permanent; it is always said every day to other students and does not get angry; that is what makes these calls/ridicule sometimes done. The treatment is sometimes given to familiar friends who do not take offense if called with these taunts. However, this behavior (bullying) is not justified because not everyone accepts it both within the same school and outside the school. Confirming students (victims) of bullying who usually get ridiculed, battala (fat) responds when someone calls by mocking their physique by saying that it feels bad to hear but considers the call only in joking standards and even though there is a sense of inferiority with the physique they have. On the other hand, he also worries that if he gets angry, other students/friends will avoid him and not want to be friends anymore. The statement from teacher Syahriani, M.Pd, the teacher/homeroom teacher, and the mover teacher stated that the fear of being ostracized is socially traumatic, therefore accepting ridicule. However, there is a sense of displeasure and low self-confidence that arise from victims of bullying.

The same incident had occurred, but the impact was more fatal than the previous case, where the bullying act of body shaming by students to other students resulted in fights and beatings that were carried out outside the area and during school hours. The perpetrator was recorded as a student named RR, along with several classmates and seniors. Taunting the student victim named DMI with the nickname rat (tall skinny). This is a form of bullying, including body shaming. The DMI victim's irritation occurred because the taunts were made in front of friends or other students and physically linked to the parents, so the victim became angry. From this, a fight is inevitable and even continues outside the school area outside of school hours. The statement from Mr. Muhammad Fahmi, M.Pd., the guidance and counseling teacher, expressed his statement regarding these cases if they occur outside of school, then this is what is very worrying because there are no mediators such as teachers, even other students usually only become spectators who even add to the heat of the atmosphere of the fight, what's more, if it is done in groups, it will be related to the police.

The reasons why someone commits body shaming usually vary, ranging from wanting to get a laugh just for fun to wanting to insult. This act of wishing to insult is generally given to students considered weak. The impact on the victim is very bad both in terms of mental and sense of trauma until a sense of resentment is embedded. This incident led to a fight involving their respective families, although it did not reach the realm of criminal acts at the discretion of both parties. The matter was resolved in a family manner.

Other body shaming, which is another case of bullying at the research location, namely at SMP Negeri 7 Makassar, is mocking (insulting) by calling stupid (stupid), students who are victims are students who are not included in students who excel and tend to be quiet inside, this bullying is included in body shaming, it results in decreased student self-confidence and psychological well-being to result in social traumatic, a bad image is spread among fellow students at SMP Negeri 7 Makassar; as a result, it is difficult to adjust, and the emergence of psychological disorders is often alone until they dare not talk in class. From the teacher's statement as homeroom teacher Mrs. Maryam, S. Pd., there is a student with the initials AR who is very afraid and hesitant if she wants to speak, even though sometimes what she says is the right thing according to the questions from the material given, it turns out that this is influenced by low self-confidence and feeling that she is not wise because she is often made fun of by her classmates and even some friends from other class students. Therefore, the incident of the student once did not go to school to study for 2 (two) weeks because she was afraid and did not have friends because it gave a negative stigma as a student who was not smart enough.

In implementing learning at SMP Negeri 7 Makassar, incidents like this are not contained in the rules and regulations and the formulation of sanctions regarding matters like this. Even though this attacks students mentally on their psychological aspects and, of course, affects their learning achievement.

#### c. Telling/Satirizing

Pouting or telling others what they have is verbal bullying. Among students, this is common and trivial but has a fatal psychological impact. Because of the lack of empathy for fellow students, there is no longer trust in fellow students. This can be the beginning of cracking relationships between peers at SMP Negeri 7 Makassar until other problems arise.

#### d. Extortion

Extortion is the act of forcing someone to give money, goods, or something of value with the threat of violence or intimidation. It is perpetrated by individuals or groups seeking unlawful gain and is often done by frightening or threatening the victim.

Bullying in schools occurs in various forms, involving intimidation or pressure to obtain money, goods, or other benefits from students. The forms of extortion that occur are as follows:

i. Money extortion

Money extortion is carried out directly and periodically. The perpetrator asks the victim for money directly with threats or intimidation. Money extortion aims to buy snacks and pay for photocopies, books, and pens.

ii. Pickpocketing

Pickpocketing also occurs in schools. The items the perpetrators extorted were ties, hats, socks, books, pens, and bags.

iii. Food or Drink: Sometimes, extortion can be a request for food or drink from the victim, with threats of violence or other adverse actions if the request is not met.

iv. Access or Privilege Scaling:

- Seating or Facilities: Bullies may threaten victims by prohibiting them from using certain facilities, such as classroom seating or access to certain areas, unless they meet the bullies' demands.
- Participation in Activities: Perpetrators may pressure victims to provide rewards to participate in certain activities, such as study groups or clubs, that should be accessible to all students.

v. Extortion with Social Threats:

- Social Isolation: The perpetrator may threaten to isolate the victim from their friends or damage their social reputation at school. For example, the perpetrator may spread negative rumors or gossip about the victim if they do not meet the extortion demands.
- Photo or Video Dissemination: Threats to disseminate embarrassing photos or videos of the victim can also be a form of extortion, where the victim is asked to hand over goods or money to prevent the dissemination of the material.

vi. Emotional or Psychological Scamming:

Psychological Pressure: Perpetrators may use psychological manipulation techniques to pressure victims, such as capitalizing on fear or anxiety to gain an advantage. For example, they may threaten to harm the victim or people close to them if they do not meet their demands.

Bullying in schools can have a profound impact on the victim's well-being, including stress, anxiety, and reduced academic performance. Schools and parents need to work together to create a safe and supportive environment for all students and promptly address bullying cases with an appropriate approach.

## 5.1.2 Non-Verbal Bullying

a. Deliberate Pushing

Bullying in the form of physical or relational acts of aggression in which a child or adolescent negatively affects not only other students but also educators, school administrators, and parents. In many discussions, many impacts can result from bullying committed on victims. Such as the victim and the perpetrator can drop out of school, a bully in the future may be able to commit other criminal acts, the victim of bullying can become a bully, the victim's self-esteem feels harassed, and it is possible that the victim can be depressed and experience mental disorders. Although bullying does not always leave only physical scars on the victim of bullying. Other bullying that occurs that involves the physical aspect is deliberately pushing the victim's body even though it does not cause injury, but it is one of the actions (bullying). Similar to other actions, this behavior is carried out by students at SMP Negeri 7 Makassar. A student with the initials MJH stated that sometimes, when walking with his friend to the canteen, mosque, and other places, friends or seniors deliberately push from behind. Even though he did not fall, it made him embarrassed and uncomfortable. The reason that motivates his senior or friend like that is unclear, but he thinks it's just a joke because they know each other, and it's not a problem. The number of bullying behaviors around the educational environment, namely in schools, is not realized by various parties, and it causes harm to victims and even to the perpetrators.

b. Beating

Psychological violence is invisible even though it causes significant trauma. This is not the case with bullying using physical violence. This incident can be carried out as individuals with individuals—even groups with groups. When the victim's self-esteem feels harassed, it is possible that the victim can be depressed and experience mental disorders. This incident can arise because of irritation, as some of the cases described above are factors in the occurrence of bullying in the form of violence in students at school. Usually, the perpetrator considers the victim to be a weak individual or is carried out in groups (together) with different goals. Intimidation that occurs in the form of violence at SMP Negeri 7 Makassar has happened as a result of irritation and students who feel strong among other students, such as grabbing a student's hair even though it was in a joking context and did not cause bruises. This incident has also occurred outside the school area and after school hours. The environment where

students live in the middle of a densely populated city with bustling activities for 24 hours, coupled with other associations in a negative context and weak parental supervision, are undoubtedly external factors in bullying in students at SMP Negeri 7 Makassar.

### 5.1.3 Policies to Combat Bullying in Students through the Mobilizing School Program

Bullying behavior is a primary concern for educators in schools because this behavior several years earlier (2007-2021 period) triggered continuous violent behavior. As a driving school principal, the Principal of SMP Negeri 7 seeks to carry out various strategies to minimize bullying behavior in schools. Driving school programs are one program that increases learner participation in different school activities by involving learners in activities that support learner academics.

#### a. School Mover Program at School

Behavior that harms others in physical and non-physical forms (bullying) at school certainly affects student academic achievement both in terms of victims and perpetrators.

As a driving school, SMP Negeri 7 Makassar has implemented an anti-bullying program by involving students in every activity and campaign at school and conducting various school activities. This is done because all teachers are committed to minimizing bullying behavior at school, in this case, led directly by the principal. Principals and teachers can carry out various activities that have minimized bullying behavior. In the statement of the principal, Mr. Muhammad Nasir, S.Pd, M.Pd, said that the school mover is a national program summarized in Merdeka Belajar. Therefore, I, as a driving teacher, am obliged to carry out student empowerment to create a comfortable, peaceful, and friendly learning atmosphere. Furthermore, we direct the teachers at SMP Negeri 7 Makassar to become mover teachers with the aim of developing teaching skills and empowering students in the context of improving teacher professionalism. SMP Negeri 7 Makassar has 3 teachers who qualify to become teacher activists, although not all teachers pass this program. But it is perfect in terms of career development and quality of education at school. Starting from changing the paradigm of thinking to students, as well as ways, methods, and techniques of learning and achieving learning objectives. As a driving school from many public schools in Makassar City, SMP 7 Makassar was chosen as a pilot in antibullying prevention.

This anti-bullying program was pioneered by UNICEF (United Nations International Children's Emergency Fund) as an institution that helps children. Through the Indonesian Institute, it has created an anti-bullying program called Roots Indonesia. Roots is a showcase of information and creations to prevent bullying. The goal is to show the results of the creation and learning of Agents of Change in implementing the Roots program.

SMP Negeri 7 Makassar has 3 (three) teachers who have become national facilitators in the anti-bullying program. As a driving teacher tasked with developing holistic student learning outcomes that include literacy and numeracy competencies and character. So as teachers who become superior human resources. Becoming a driving school begins with the principal and teachers realizing the vision of Indonesian education with character and a strong foundation of knowledge and skills.

#### b. Strategies for Overcoming Bullying at SMP Negeri 7 Makassar

Overcoming bullying among students, especially at SMP Negeri 7 Makassar, is undoubtedly an urgent thing to do immediately. As a driving school chosen by UNICEF through the Indonesia Mengabdi Institute in collaboration with the Ministry of Education and Culture, there are three main strategies carried out, namely:

##### a. Direct engagement.

This strategy has been implemented by involving students directly in anti-bullying activities. This model is the first step taken by the school by appointing students who are considered to influence them. Teachers nominate students with a dominant nature toward their friends to be directly involved in all anti-bullying activities at school. Direct involvement also means that students conduct activities that reflect togetherness, equality, involvement, and meaningfulness. This is to the concept of a driving school that every student must be directly involved to make changes.

Direct student involvement by taking students who influence their group from each class. Involving them in every anti-bullying activity programmed by the school. The teacher's role is only as a guide in anti-bullying activities. The selected students approached all members of their group not to bully. Words of ridicule are replaced with praise, calling friends by name, and not giving hostile body gestures.

##### b. Campaign

The campaign strategy is carried out by delivering anti-bullying messages orally and in writing. Orally, it is carried out by delivering anti-bullying messages in all classes. While in writing, making anti-bullying banners carried by change agent students at the school entrance every day. Campaign activities carried out by change agent students orally and in writing are constructed by students themselves. Sentences in written form and oral utterances are built by students themselves so that they seem very familiar, both from the aspect of accent and from the aspect of dialect.

### c. Empowerment

This strategy is implemented to open the students' thinking horizons, that in addition to learning, we must also be empowered. The form of this strategy is the existence of skill development activities and the existence of exhibited work.

The results are very satisfactory based on the three strategies implemented in schools to tackle bullying behavior. Students are actively involved (participatory), and campaign strategies and empowering (empowering) are essential to the driving school program.

The strategy has been implemented by following a series of activities carried out at SMP Negeri 7 Makassar:

- a. Forming an Anti-bullying Committee in the Roots Indonesia Program.
- b. Conducting Socialization to Students about Anti-bullying.
- c. Selecting Students to Become Anti-bullying Change Agents.
- d. Forming a Student Team of Anti-bullying Agents of Change.
- e. Conducting Teacher Training.
- f. Conduct training for students.
- g. Conducting an Anti-bullying Exhibition for Students at SMP Negeri 7 Makassar.
- h. Taking Action Against Bullying by Students and Teachers of SMP Negeri 7 Makassar.
- i. Activate School Committee Meetings.
- j. Changing the Learning Paradigm Between Teachers and Students.

## 6. Conclusions and Suggestions

### 6.1 Summary

Based on the results of the research that has been carried out concerning the formulation of the problems that have been set, the conclusions of this study are:

- a. The forms of bullying that occur in schools are verbal bullying: teasing, body shaming, telling, bullying, and ostracizing. Non-verbal bullying: pushing, hitting.
- b. The strategies implemented to tackle bullying in schools are direct student engagement, campaigning, and empowerment activities.

### 6.2 Suggestion

This research is limited to describing school phenomena related to overcoming bullying behavior. Although wrapped in the driving school program, it is still necessary to follow up with research on aspects of evaluating the achievements of the driving school program and assess student involvement in the Change Agent Team.

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## Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

## Author Contribution

*All authors confirm contribution to the paper. All authors reviewed the results and approved the final version of the manuscript.*

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