

Strengthening of Learning Motivation to Bullying Victims by Using Family and School Character Based

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Abstract : *The rising of bullying phenomenon in education, especially in Indonesia, shows that bullying is still a severe problem in education. Bullying seems not to have preventive measures effectively and efficiently. In a psychological perspective, bullying behavior can affect various negative impacts for victims experienced, such as decreased learning motivation, an act of revenge against the bullying perpetrators, and loss of victim's confidence and learning interest so that the learning process at school is disrupted. Therefore, in this study, researchers tried to analyze bullying behavior by using several theoretical perspectives. As a result, conceptually, a critical analysis of bullying can be found, and a character-based approach is applied to foster confidence and learning motivation in bullying victims.*

Keywords: *Bullying*, Learning Motivation, Character.

INTRODUCTION

A school environment is a place where a child learns new knowledge and skills. Learn to control emotions and train mentality in everyday life. School is an educational environment that plays an essential role in shaping the children's character. Children will be educated to have positive characters and maximize their potential under the talents and interests of each individual.

Aside from being a good educational environment, schools can also provide a sense of students' safety and comfort ¹. As an educational organization, in order to facilitate the process of learning objectives, schools are expected to be able to build good behavior, morality, learning outcomes and an exciting learning ecosystem and environment ². With the creation of a conducive environment, students will be more comfortable to receive learning and material taught by the teacher.

However, the facts is contradicted with the ambitions. At present, many educational institutions have various kinds of problems both internal and external. One example is the case of bullying, negative behavior that is done intentionally to make other people distress. This behavior is not a new thing that occurs in the scope of

¹ Imam Nur Aziz And Yuli Ani Setyo Dewi, "The Concept Of Language Environment: A Descriptive Study At Madrasah Aliah Keagamaan Gresik," *Edukasi: Jurnal Pendidikan Islam* 7, no. 2 (2019): 1–23.

² Imam Nur Aziz, "Curriculum Development of KKNi at English Education Department of INKAFA Gresik," *Jalie* 2 (2017): 3, Jalie.com.

education both formal and informal, even in some places, it has become a culture in every generation to bullying their classmates. This behavior continues to develop without preventive supervision until it can cause a person to have stress experienced and profound depression.

In Europe, there are bullying frequent cases in schools that caused the severe depression to victims experienced. In 1970, scientists and education experts in Europe began to conduct research related to bullying. This is based on the number of bullying cases that occurred in schools at that time. Since the research on bullying is carried out, this case then caused quite complex problems in the educational institutions' areas. In fact, since the commencement of the research up to now, the case of bullying remains a problem that has never found a bright spot as an effort to prevent it.

The bullying cases in Indonesia shows a high graph. Tempo monitors ³ based on data from KPAI, as of May 30, 2018, out of 161 cases that occurred in children, 47% of them are bullying acts. Of course, this data shows that children do bullying; students in Indonesia are still a severe problem that demands comprehensive and preventive resolution efforts. This kind of action will undoubtedly cause various psychological problems for the victims, especially if the victims are still children.

From a psychological perspective, a very significant phase of human development and growth occurs in childhood. At this time, a child will experience rapid physical, psychological, and thought development. Like the growth of height and weight, the mature thought and mentality of children, and the start of a child to act like an adult human. The child's growth and development phase is seen as a foundation phase that will give the direction and purpose of a child's personality in the future.

According to Piaget, children tend to imitate, learn and identify influences from their external environment, as well as from their parents and social environment. However, in the process, it is the child who has the power to form his new knowledge ⁴. From Piaget's thoughts, it can be explicitly understood that the children's social environment has a significant influence on the formation of character and personality. Bullying, which is seen as an adverse action, is feared to have a negative psychological impact on the child. Therefore, it is necessary to have preventive, persuasive and educative actions to prevent children from the danger of *bullying* that can happen anywhere.

If we analyze from several studies that discuss bullying, one reason and the root of bullying is the lack of children's education character inculcation. Schools, in this case, have an essential role to be able to provide educational programs that emphasize the children's self-character cultivation, given one of the factors forming one's character, one of which is influenced by environmental conditions. The environment contributes significantly to shaping one's character. A child can have a different character from his

³ <https://nasional.tempo.co/read/1109584/hari-anak-nasional-kpai-catat-kasus-bullying-paling-banyak/full&view=ok> (Diakses pada Kamis, 21 Maret 2019).

⁴ William Crain, *Teori Perkembangan Konsep dan Aplikasi*, (Yogyakarta : Pustaka Pelajar, 2014), hlm. 175.

parents because he is more often hanging out with friends or people around the environment than hanging out and interacting with his parents.

From the two perspectives above, the researcher focuses on the problem of bullying and the adverse effects caused when the victim is still a child. In addition, the author will also discuss matters relating to bullying, the psychological impact experienced by children who are victims, and how the best steps for the family to accompany victims of bullying.

RESEARCH METHODS

To be able to well a description of the focus problem, the researcher uses descriptive qualitative research methods to interpret and explain the possibilities of solving problems that arise after the data collection.

The method of writing this journal article uses library research, namely by studying and understanding a variety of literature relating to the discussion material about bullying.

In addition, the author also discusses the problem of bullying in the international arena by examining several scientific journals published and relevant theme articles.

In this study, the researcher uses “*field research*” data collection techniques. The researcher conducts interviews with several respondents who had been bullying victims, to be able to explore various information — and supported by the literature.

RESULTS AND DISCUSSION

Bullying is indeed a case in education which until now continues to occur in every generation, at every school and even at the university though. The existence of a group of students who committed bullying to their classmates, their colleagues, do not seem to have received special attention from the school environment.

Facts on the ground are found that bullying behavior tends to be done without the knowledge of the teacher or the school. As if this behavior is indeed structured and systematic, and is carried out when there is no supervision from the teacher. The perpetrators of bullying will aggressively carry out their actions when the victim escapes from teacher supervision. Nevertheless, the fact the bullying problem does not face in the simple field.

To have complete data, the researcher conducts interviews with one of the bullying victims. She is a woman who happened to be in elementary school always get bullying from her friends. The following are the results of the interview

1. Interview result

In this study, the researcher interviews three respondents who had previously been bullying victims when they are in elementary to secondary school level.

These three respondents respond well to the questions raised by the researcher, among them, related to the caused to get bullying treatment from his friends, to the roles of family members and those closest to the assisting bullying victims.

The first respondent informed that he had bullying experienced since attending elementary school. The act of bullying is done physically or verbally. The first physical

treatment obtained the burning of shoes, the tearing of school books, as well as the efforts to hurt victims with violence.

The family and school then know the treatment of the bullying perpetrators. The response given by the victims' families was to assist each respondent after school. They always encourage and always motivate respondents to always have high morale. In addition, the response from the school is to assign one of the teachers to assist the respondent when attending learning in school. The teacher also motivates so that they always have a high enthusiasm for learning.

This second respondent is a bullying victim since attending elementary to middle school. Some of the causes that can be mapped by researchers are arising from bullying acts due to economic factors, lifestyle factors to relationships.

In this case, the school does not know that one of the students who get bullying experience. The lack of supervision and cleverness of the bullying perpetrators in hiding their actions, resulted in the school being unable to provide good action and assistance to respondents.

However, the respondent's family always monitors developments and problems experienced by the respondent. Related to this, the family also accompanied and motivated well, so that respondents do not have experience depression and a decrease in learning enthusiasm.

The third respondent in this study acts like a victim and bullying perpetrators. The cause of this respondent is like the first and second respondents. However, this third respondent tends to have a sense of revenge. So, besides being a bullying victim, he also vented his anger by becoming a bullying offender.

The researcher also give questions about the role of families and schools in assisting bullying victims. The respondent explained that, in this case, his family and school do not know that he had bullying experienced. In addition, this is also influenced by the nature of respondents who tend to be closed. Thus, the problem of bullying is unknown to families and schools.

After knowing the results of conducted interview data, the researcher analyzes the results of the interview using the perspective of character-based Islamic religious education.

2. Analysis of Interview Results

Bullying in a psychological perspective is divided into two types, namely verbal and physical bullying. Verbal bullying is an act of intimidation by a group of people or individuals intentionally injure, hurt and so on in the form of speech. The difference with bullying in physical form is physical bullying using violence or acts that injure the victim.

If we revisit the results of interviews with several respondents, they experienced two forms of bullying behavior ranging from verbal to physical. Respondents experience verbal bullying in the form of ridicule or ridicule to the victim and the people around him. Moreover, respondents also experienced physical bullying as indicated by the

burning of the shoes worn, the hair pulled by the perpetrators, and also the actions to hurt or injure the victim's limbs.

First, researchers will use the Collins Conflict Theory to divide the background and causes of verbal and physical bullying respondents experiencing.

Collins as a sociologist figure, trying to analyze conflicts that occur in the individuals' social environment. He uses several principles and references to divide the conflict, one of which is the view of the authority or power of large groups.

The three respondents bullying experienced behavior not only from one person but from groups of students in their class, who then both used respondents to be bullying targeted.

If related to the problems experienced by the three respondents, according to Collins's theory, a person or a group of bullying perpetrators will tend to commit acts of discrimination and intimidation because they have the authority feeling⁵. In this context, a group of students who carry out bullying in the case of respondents is known to be caused by the desire to attract the attention of other friends, and feel proud and arrogant when their friends left behind. In addition, the form of power from the groups of students formed also triggers a person to frequently carry out acts of bullying to those who do not have a sociable group yet. These groups of students then form a community, and with the existence that they want to show, they will increase the number of members they associate within their groups.

Of the three cases experienced by respondents, researchers found a pattern of similarities related to the cause of bullying. This act of bullying is influenced by the strength or the existence of certain groups of students. The more they exist and are influential in their environment, the higher the risk of bullying. In addition, one case experienced by respondents. The existence of one of the families of students who are officials in the school makes it as if - mastering the environment at school. Thus, the perpetrators will tend to carry out acts of bullying along with the families of officials in their schools.

As far as research conducted by researchers on these three respondents, researchers have not found a preventive effort undertaken by schools. Based on their acknowledgment, the school tends to be closed in dealing with bullying issues. This can also be triggered by family factors that influence the school. Thus, the council of teachers and counseling guidance does not dare to give decisions and crackdown on students who are perpetrators of bullying.

The hegemony and ignorance of the school towards bullying cases experienced by respondents showed a deplorable and detrimental act to the victim. If someone is constrained by the power of hegemony and great power, they will tend to prioritize their security and interests. This as expressed by Collins. According to Collins, humans will tend to be concerned with their own status, and their abilities depend on their human

⁵ George Ritzer, *Teori Sosiologi : Perkembangan Sosiologi Klasik hingga Sosiologi Post – Modern Edisi Terjemahan ...* hlm. 462.

resources (themselves and others who interact with each other). Furthermore, humans will consider other individuals as human beings who are always selfish ⁶.

In other aspects, the verbal bullying experienced by the respondent can have an impact on the psychological condition of the respondent. From the review of conflict theory, it is explained that the more a person receives an order, the more he will submit and tend to behave negatively, such as lack of self-confidence and always suspicious of others.⁷ Based on the analysis of this conflict theory, it can be understood that forms of intimidation, both in the form of orders or banter, can result in loss of confidence in bullying victims, and this can also cause victims to have a negative perspective on others. This is also experienced by respondents when they often get bullying behavior. The loss of the respondent's confidence and the emergence of a negative perspective in him is shown by the emergence of a sense of revenge for respondents to the perpetrators of bullying. Respondents had the thought to be able to complete their revenge on the perpetrators of bullying. In terms of self-confidence, respondents felt less confident when attending learning in class. He felt pressured and constrained by the environment that always gives negative actions to him.

Based on the study of personality psychology theory, some of the problems arising from bullying are caused by several factors, including cultural and social class conditions. In this case, the culture in the respondent's environment tends to underestimate friends who have below-average abilities. They will tend to underestimate their friends who have abilities left behind. In addition, the form of hegemonic power that exists in the scope of educational institutions, making victims of bullying increasingly depressed. There are no limits that can limit and direct the culture that is not good.

The existence of family becomes an official or a council of teachers in schools, resulting in students tending to be selfish, powerful and arrogant. This shows that there is a social gap between student children from teachers/school officials and ordinary students. Indeed, this cannot be generalized. However, the sample cases experienced by respondents indicate that students of children from teachers/officials in schools may tend to commit acts of bullying.

On the other hand, peers are conceptually seen as a concession that is capable of giving birth to a process of social interaction and social regulation. According to Haris, peers can provide new experiences other than at home.⁸ In this concept, interaction with peers can give birth to decisions and regulations that have been mutually agreed upon, and then they will force socialization to other peers.

In the case of the three respondents, based on the interview results obtained, the bullying group is trying to socialize a regulation they agreed to in one group.⁹ To be able to show their identity, the bullying perpetrators then commit acts of discrimination

⁶ Ibid. Page. 462

⁷ Ibid, page. 464

⁸ Daniel Cervone dan Lawrence A. Pervin, *Kepribadian Teori dan Penelitian Edisi 10 Buku 1 ...* hlm. 21.

⁹ Ibid, page. 21.

and intimidation to one of their classmates. Imposing the rules that they have built, and then they choose to be involved in a condition which is a bullying case.

According to the confession of respondents, the group of perpetrators imposed a rule, "if anyone in the class does not take part in bullying Rani, he will be shunned and ostracized". This shows that there are patterns of drafting agreed upon among group members, and they try to socialize the rules to other peers. The consequence of socialized rules is to stay away and exclude friends who do not bully respondents.

Case analysis experienced by respondents shows that there are several relationships between groups of actors, respondents, and the environment around them. This relationship pattern is directly proportional to the wishes of the perpetrators. Therefore, the pattern of treatment experienced by the respondent seems sturdy, and there is no good assistance for victims of bullying. As a result, respondents felt that they do not have any friends in their school environment. As a result, this condition triggers the psychological respondent to take revenge against those who have done bullying him. Bullying treatment that is obtained by the victim, both physical and verbal, gives great mental pressure. Thus, victims will quickly lose their confidence and enthusiasm for learning. This is also exacerbated by the lack of attention from the school related to victims of bullying. The most important is when the victim gets bullying. Forms of prevention and defense from the teacher, as well as other friends, will provide a strong foundation for bullying victims.

Furthermore, after analyzing the concept of the problem experienced by the respondent using conflict and personality psychology theory, the researcher analyzes to get a concept of problem-solving experienced by the respondent.

In the concept of personality psychology, four factors of the environment can influence the formation of one's personality, namely the cultural environment, social class, family environment, and peer environment.¹⁰ In the analysis of the problems in the previous discussion, it is known that the condition of culture, social class, and peer environment shows a negative role in the pattern of respondent's personality development.

Based on interviews that researchers had previously conducted, it is found that there is a very dominant family role in this case. The family of the three respondents in this study played an active role always to provide assistance, provide moral support and motivate always to have a vision of a successful life. The family always gives advising to respondents about the case.

In this case, researchers found the effective role of the family in assisting their children. The family is conceptually seen as the first place of learning since children are born into the world. From a psychological perspective, the role and influence of the family have a significant contribution to the formation of a person's character. Someone will tend to have the same character as his family and bring the potential of the learning outcomes in the family environment to the outside world.

¹⁰ Ibid, page. 21

In this case, the respondent's family provided outstanding assistance to the respondent. Parents of respondents tried to provide moral assistance, motivation, and support appropriately. They give direction and purpose to where their child must go and move. The pattern of direction given by the family makes the bullying case a reference to be able to move forward and be motivated to succeed.

Based on the acknowledgment of respondents, the assistance provided by the family made the respondent highly motivated for success. He sees friends who carry out bullying acts as a reference for positive actions, such as reading books and studying hard.

Aside from the family, there is also motivation that comes from one of the teacher councils in the school that is respected by respondents. The teacher always gives confidence to respondents to be able to process better and always listen to complaints about the problems they face.

When we analyze the role of family and favorite teachers of bullying victims, there is a pattern of learning and education that is carried out, namely efforts to emphasize the character carried out. This can be seen from the role of the family when giving advice and motivation so that the respondent is always patient with the problems faced. In addition, the emphasis of character taught by families and teachers is in the form of motivation for learning enthusiasm. These two characters are then very dominant in the three respondents, and based on the learning patterns and character stresses, the various adverse effects of bullying can be overcome properly.

CONCLUSION

Bullying is a behavior that is done to harm, injure and hurt the victim deliberately. Since the 1970s until now, bullying has continued to occur at every level of educational institutions and in every level of society.

The high rate of bullying in Indonesia is a benchmark for the absence of a good solution among education academics. Bullying remains a significant problem faced by an individual amid his environment.

From the analysis of interviews conducted by researchers, it can be seen that the mapping of the problem of bullying is caused by several factors, starting from the perpetrators themselves, to the environmental factors of the victims of bullying. In this case, some points indicate the influence of the power of individuality on the majority of groups. That is what causes the lack of attention of the school towards victims of bullying.

Efforts to overcome the impact of bullying experienced by respondents in the form of mentoring by families and teachers in schools showed an emphasis on character education of respondents. Right character education is a fundamental concept of implementing behavior, thoughts and actions carried out by someone. So, the primary purpose of character education is to instill positive characters that can be attached to a person.

The concept of character education that is very relevant and effective to apply to perpetrators and victims of bullying is character education that targets someone's

emotional state. When education can reach someone's emotional, then the family and teacher can instill positive characters easily.

As academics, we should participate in reducing bullying actions that occur in the environment around us. One way is to give full trust to the victim. Manifests of trust can vary, depending on the situation and conditions experienced by the victim.

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