

## Implementation of Anti-Bullying Module Through Child-Friendly Schools in Primary School

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### ABSTRACT

Child Friendly Schools are schools that are responsible for fulfilling and guaranteeing children's rights in a planned manner in life aspects. Based on child protection law article 4 of Law No.23 of 2002 states that children have the right to live, grow, develop, and participate appropriately according to human dignity, standards and values to get protection from violence and discrimination or bullying. Bullying is increasingly happening in the community, for example in children, adolescents and adults. Bullying behavior involves power and power that is not balanced so that the victim is in a state of helplessness to oppose the act of bullying that he receives. Therefore, researchers are interested in conducting research on bullying cases that occur in primary schools. This study uses the Anti-bullying module which aims to prevent, reduce, introduce and teach the occurrence of bullying through child-friendly schools in SD Wonokromo District, Surabaya.

Keywords: Child friendly school, Anti bullying module

## INTRODUCTION

### 1. Definition of child-friendly school

Child Friendly Schools are educational units that are able to guarantee, fulfill, respect the rights of children, and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policy, learning, and complaints mechanisms (Deputy, Rights, & Children, 2014). Child Friendly Schools are also safe, clean, healthy, green, inclusive and comfortable schools for the physical, cognitive, psychosocial development of girls and boys. Based on Article 4 of Law No.23 of 2002 concerning child protection, it states that children have the right to be able to live to grow, develop and participate appropriately according to human dignity and dignity, as well as get protection from violence and discrimination. Child Friendly Schools are schools that openly involve children to participate in all activities, social life, and encourage the development and welfare of children.

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## 2. Definition of Bullying

Bullying comes from the word bully which means someone who annoys a weak person. Some terms in Indonesian that are often used by people to describe the phenomenon of bullying include oppression, bullying, hazing, bullying, exclusion, or intimidation (Susanti, 2006). Rigby (2003: 51) outlines the elements contained in the notion of bullying, including the desire to hurt, negative actions, power imbalances, repetition or repetition, not just the use of force, pleasure felt by the perpetrators and feeling depressed on the part of the victim. Coloroso (2006: 44-45) also suggested that bullying would always involve three elements, mainly imbalance power, desire to hurt, and terror.

Bullying can have negative effects, Olweus (1993) shows that Bullying can consist of any action that is used to hurt another child repeatedly and without cause. Bullying is behavior aimed at hurting other students continuously and without cause. Rigby (2005; in Anesty, 2009) formulated that "bullying" was a desire to hurt. This desire is shown in action, causing a person to suffer. This action is carried out directly by someone or a group of people who are more powerful, irresponsible, usually repeated and carried out with feelings of pleasure (Retno Astuti, 2008: 3). According to Law No. 23/2002 article 4 concerning child protection: "it states that children have the right to be able to live to grow, develop, and participate appropriately according to human dignity and dignity, and to get protection from violence and discrimination. One of the things mentioned above is participating, which is described as the right to opinion and to be heard by his voice. "

## 3. Anti Bullying Learning

Anti Bullying Learning Module (Modulab) is a learning module to reduce the occurrence of bullying in primary schools. This module is a teaching material that is arranged systematically so that they can learn independently with guidance from the teacher (Andi Prastowo, 2012: 106). Beside that, Sukiman's (2011: 131) also give opinion that modules are part of a planned learning unit designed to help individual students achieve their learning goals. Students who have high speed in learning will more quickly master the material. Meanwhile, students who have low speed in learning can learn again by repeating the parts that are not understood until they understand. According to Rudi Susilana and Cepi Riyana (2008: 14) the module is a package of programs that are arranged and designed in such a way as to benefit student learning. The approach in learning this module involves teachers and students, the teacher gets psycho education training and provides assertive training to students in this case teacher empowerment is needed to provide guidance to students understanding about anticipating bullying behavior towards themselves, primary schools do not have a guidance and counseling program (BK) but it has a class teacher. By learning the anti-bullying module, it is expected to be able to create a child-friendly school.

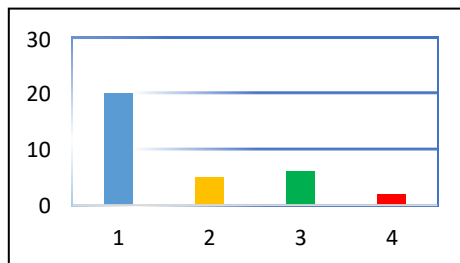
## METHOD

The method in this study uses descriptive qualitative methods through data collection obtained from surveys, subject of interaction, through identifying information submitted by students, teachers. Interaction can take the form of in-depth interviews, discussions, surveys, conducted in person or with technology media. Furthermore, the subject of this research are 68 students in class 5a and 33 students in class 5b were 35 students.

## RESULTS

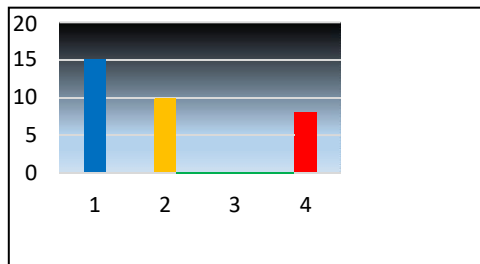
Child-friendly schools are indicated by the comfort and satisfaction of students towards the school environment for grade 5a: from 33 students as many as 20 students feel comfortable and satisfied at school. This is indicated by a blue bar graph. As for students who were dissatisfied with the school environment as many as 5 students were shown an orange bar image. Not satisfied with the behavior of classmates as many as 6 students. Students who are bullied by classmates are 2 students. Look at the bar graph below

**Table 1:** School environment, classroom environment and cases of bullying in SDN III Class 5a Wonokromo District, Surabaya



Further research in class 5b gets findings in the field as follows: Student comfort and satisfaction with the school environment for students in class 5b, which consists of 35 students. From these students as many as 16 students were satisfied and comfortable with the school environment, students who were dissatisfied with the school environment were 9 students, while students who were dissatisfied with the behavior of schoolmates were 2 students and students who felt that they were getting bully behavior from their classmates were 6 students while those who received bullying from their seniors were 2 students.

**Tabel 2:** School environment, classroom environment and cases of bullying in SDN III Class 5b Wonokromo District, Surabaya



Bullying victims always occur to students and the community but sometimes victims of bullying do not feel that they are targeted by bullying, especially for elementary school children who do not understand what bullying is so bullying that occurs to them gives the effect that they are not aware of.

## DISCUSSION

By using surveys from outside the school many times and question and answer to students and to teachers, to security guards and of course communicating directly with the principal. Research in the field shows that students who feel satisfaction and comfort at school are students who are not victims of bullying but there are few shortcomings in the school there is no adequate library and classrooms are still crowded and dust in the yard is very disturbing for students but basically students feel proud and glad to study at SDN III Wonokromo Sub-district Surabaya, so that in the future hopefully this school will add facilities in the school.

## CONCLUSION

From the results of this study, it was concluded that students in primary school apparently did not understand what bullying was after an explanation and learning and understanding of bullying were held, so students began to understand that what was done by their friends who liked to ridicule the names of parents, and always bothered him even there were up to beating and pulling her hair from her senior that this is a bullying behavior that causes discomfort at school.

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