



Psychoeducation to Prevent Bullying of Teenagers in the Jember Muhammadiyah Student Association Community

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ABSTRACT

Adolescents have self-control patterns that still tend to be difficult in their development, so they are vulnerable to experiencing and committing violence in their social interactions. The violence in question can be any form of action such as bullying, emotional, psychological, physical or sexual violence experienced by teenagers. The findings of the problem of bullying in the form of violence also occurred among Muhammadiyah school students in Jember district. This problem of violence involves all elements starting from peers, teachers, parents, the school environment and the home environment. The IPM Jember community, which is an agent of change in the school environment, needs more in-depth education regarding the issue of youth violence through providing psychoeducation. The aim of the psychoeducation program is to increase IPM Jember students' awareness and knowledge about violence against teenagers. This research uses a quantitative experimental approach with a quasi-experimental type of experiment. The research design used is a pre-post test which will be given before and after intervention treatment in the form of psychoeducation. The subjects used in this research were 18 IPM Jember community administrators with samples taken using a purposive sampling technique. Data analysis used a paired t test which was used to compare the average measurements before and after the intervention was given. The research results based on the paired samples test have a significance value (2-tailed) of $0.000 < 0.05$, indicating that there is a significant difference between the pre-test variables and the post-test variables. This indicates that the intervention or psychoeducation provided is effective in improving outcomes.

Keywords: *Adolescents, Bullying, Psychoeducation*

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INTRODUCTION

During adolescence, a person will go through a process of acquaintance between two human persons which is sometimes in a series of stages of searching for compatibility and searching for identity (Hawa et al., 2022). Adolescents in their development tend to still have difficulty controlling themselves, so they are vulnerable to experiencing or committing violence in their social relationships. This violence can take the form of all

forms of actions such as bullying, emotional, psychological, physical or sexual violence experienced by teenagers. The Indonesian Child Protection Commission (KPAI) reported 26,000 cases of bullying among children from 2011-2017 (KPAI, 2017). KPAI told Tempo on Monday 23 July 2018, that apparently of the 161 cases that occurred among children, 41 of them were cases of violence and bullying (Yanti et al., 2022). SIMFONI PPA (Online Information System for the Protection of Women and Children, 2023) data from 2021 to 2023 shows that East Java province experienced an increase in child violence, peaking in 2023, which was ranked second after West Java province. Jember Regency is ranked fourth out of 38 cities/districts regarding cases of child violence in East Java with a total of 97 cases. All violence that occurs begins with aggressive behavior that is often seen, observed and ultimately carried out by teenagers.

For Astuti (in Nauli, 2017), bullying is part of aggressive actions carried out repeatedly by someone who has more power against children who are physically and psychologically weak. Bullying can be triggered by various factors, including seniority, religion, gender, disharmonious families, disharmonious and discriminatory school situations, bad character of friendship groups and many others. Several studies show that bullying behavior is an act of violence carried out with the aim of fulfilling the desire to hurt and cause suffering to individuals or groups (Amelia et al., 2022; Muhammad, 2009; Simbolon, 2012; Surilena, 2016; Zakiyah, E. Z., humaedi, S., & Santoso, 2017). At the age of 0-18 years, a person is going through a growth phase which is influenced by love, nurturing, and asah (Ministry of Health, 2011). However, the dynamics in the family and school environment provide a lot of room for violence to occur in children. The violence received can take the form of physical violence, sexual violence and neglect. These threatening conditions mean that children cannot receive guarantees of the fulfillment of their love, care and nurture.

The findings of the problem of bullying in the form of violence also occurred among Muhammadiyah school students in Jember district. Based on interviews, it was found that there was a lack of understanding and knowledge among students regarding the types of violence, impacts and appropriate handling methods. This can hamper efforts to effectively prevent and handle cases of student violence. Students have limited ability to handle cases of child violence independently. These limitations can be caused by a lack of understanding, skills and resources needed to effectively address the problem of youth violence. Youth violence still occurs due to students' lack of knowledge about this issue, thus normalizing acts of violence that occur around them.

This problem of violence involves all elements starting from peers, teachers, parents, the school environment and the home environment. One of the closest agents of change for students in the school environment is the Muhammadiyah Student Association (IPM) community. This organization is similar to the Muhammadiyah student community, where the members and administrators consist of Muhammadiyah students throughout Jember Regency. The task and authority is to be a pioneer and perfectionist for Muhammadiyah students so as to create a safe and comfortable space for students. The description of community problems is explained by considering several factors, namely student violence

as the main problem, including bullying and violence in dating relationships. The cases of youth violence that occur show that this community needs deeper awareness of this issue as well as effective treatment to prevent and overcome cases of violence.

The IPM Jember community needs more in-depth education regarding the issue of youth violence, such as the definition of student violence, types of violence, the impact of violence, and effective handling methods. Paying attention to the problems above, steps that can be taken to increase awareness of the IPM Jember community are providing psychoeducation. According to previous research (Ahmad et al., 2021), it shows that psychoeducation by means of socialization using print media at a glance and electronic media, posters to prevent child violence, has an effect on increasing knowledge about violence among students. The psychoeducation that will be provided to the IPM Jember community will include lectures, forum group discussions (FGD), group presentations, and ending with singing along to a child violence prevention song. These methods are carried out to increase awareness and knowledge capacity in responding to the problem of youth violence, so that it becomes a provision in preventing child violence among teenagers throughout Jember district. The aim of the psychoeducation program is to increase IPM Jember students' awareness and knowledge about violence against teenagers.

Bully is literally defined in Indonesian as a bully and someone who likes to bully other weak people. Referring to these words, bullying behavior is often considered normal behavior in everyday life (Nauli et al., 2017). Incidents of bullying through actions or words from one person to another can cause feelings of fear, pain and depression both physically and mentally (Wibowo et al., 2021). Usually bullying events are planned by certain parties who have greater power and strength over parties who are considered weak. As a result of bullying incidents, a number of students become isolated, so they feel anxious because they are afraid of meeting other people.

There are various factors that cause bullying, namely differences in class or seniority, religion, economics, gender, families that are not harmonious, bad friendships, discriminatory and disharmonious school conditions and situations and the spirit of wanting to control the victim with physical strength (in Nauli et al., 2017). The aim of bullying behavior is to hurt or injure someone verbally, socially and physically, which is done repeatedly and repeatedly. For Masdin (Amelia et al., 2022) bullying includes actions such as threatening, spreading issues that are not yet valid, excluding or discriminating against people from certain groups because of unclear intentions and attacking someone verbally or physically. This means that bullying is part of aggressive or manipulative actions or a series of actions carried out by one or more people against other people repeatedly over a certain period of time and is based on an imbalance of power or strength (Astuti, 2008; Sullivan, K., Cleary, M., & Sullivan, 2005).

Meanwhile, violence itself is an action, word, attitude, various structures or systems that cause physical, mental, social or environmental damage, and/or prevent someone from reaching their full potential (Simon Fisher, 2000). Violence is an act of aggression using physical or psychological force that can harm and cause suffering or hurt other people, both physically and psychologically. According to Wandera (2017), adolescent

violence is defined as threatening acts in the form of physical, emotional or sexual violence experienced by school-age adolescents and has a negative impact on health, including injury, sexually transmitted infections, depression, drug abuse, self-harm and non-communicable diseases. According to Kempe (in Asy'ary, 2020) violence is the occurrence of extreme physical abuse towards children or in this case especially teenagers. Violence against children is all forms of actions that injure and cause physical, mental and sexual harm, including insults including neglect and ill-treatment, exploitation, including sexual exploitation, as well as trafficking/buying and selling of children.

Based on the various definitions above, it can be concluded that the definition of violence against teenagers is wrong behavior from parents, caregivers and the environment towards teenagers in the form of physical, psychological and mental violence, which includes abuse, neglect and exploitation, threats and so on against them. child. There are many other factors that influence such as how strong the child's mental status is, the child's ability to overcome problems and adjust (Asy'ary, 2020). It is possible that the child does not want to talk about his problem because he is afraid of being threatened, or even that he loves the person who abused him. In this context, children usually avoid legal action that would befall their loved ones, such as parents, friends, family members or caregivers.

Types of violence against adolescents are divided into five types, namely physical violence, emotional violence, psychological violence, sexual violence, and neglect or abandonment (Satriawan et al., 2017; Wulandari & Nurwati, 2018). First, physical violence is an actual act of violence against someone's body which results in physical damage or pain. This physical violence often leaves scars on victims of violence, so when you want to report this act of violence you will go through the post mortem process first. Examples of violence that physically injure other people or teenagers include hitting, slapping, kicking and pinching. The occurrence of physical violence against children or teenagers is generally caused by the behavior of the child or teenager who is not liked.

Second, emotional violence is attitudes or behavior that can disrupt a child's social development or mental health. Violence can take the form of words that aim to threaten, frighten, insult, insult and curse harshly and harshly. There are long-term effects of emotional violence which can have negative consequences for development in adolescence and adulthood and the child's behavior may become anti-social. Third, psychological violence is violence carried out with the aim of mentally injuring someone, so that it can cause children or teenagers to feel unsafe and comfortable. Psychological violence can make someone feel like their self-esteem and dignity are lowered. The general public is more familiar with this psychological violence by the name of psychological violence. Examples of psychological violence are hurtful remarks, making threats, insulting a person or group, and others. Apart from causing fear, psychological violence can also cause someone to experience psychological trauma.

Fourth, sexual violence is an act of violence that includes sexual activity towards teenagers such as indecent acts, sexual organ abuse, pornography and pornographic words. Sexual violence can take the form of pre-sexual contact (through words, touch and visual

images) between a child and an older person. Apart from that, it also involves direct contact (rape and sexual exploitation) between children and older people. Children who experience sexual violence will experience serious psychological impacts, resulting in trauma and other impacts such as fear, withdrawal, aggression, depression, emotional instability, anxiety and sleep disorders. Fifth, neglect and abandonment are the attitudes and treatment of people around the child who ignore their existence and do not give proper attention to the child's growth and development process. This is a form of negligence that violates children's rights in fulfilling nutrition and education, such as not providing children with adequate food and shelter.

According to Hawa (2022), there are four factors that influence the incidence of violence in adolescents, namely the influence of knowledge, the influence of peers, the influence of social media and the influence of the family. Knowledge is the result of sensing a certain object by someone, knowledge is obtained from the experience of other people. If teenagers often see acts of violence occurring in the environment around them, then over time these acts of violence will develop into normalcy, so that teenagers subconsciously think these actions are normal and end up carrying out these actions. Peers are one of the factors that influence violence to occur. During adolescence, people tend to want to gain acceptance from their peers, for example teenage boys are required by their peers to commit violence as a sign of masculinity. Adolescents do not use the experience of violence in teenage relationships by their peers as a valuable lesson, but instead they get used to it and consider it a normal thing in teenage relationships.

Social media is a medium that cannot be separated from teenagers' lives. Teenagers are often exposed to information from mass media or online. Curiosity and wanting to try and imitate what is seen in the mass media becomes an internal drive for teenagers. In general, teenagers do not yet know about sexual problems in full from their parents, teachers or caregivers. Therefore, exposure to social media information has a huge influence on violence in adolescent relationships. Family is the first place of residence for teenagers. Parental parenting styles can influence the development and social patterns of teenagers, thus having an impact on acts of violence. It should be noted that not always someone who is used to an authoritarian parenting style will develop violent behavior, but excessively democratic parenting will unconsciously shape a person's attitude to commit violent acts against someone.

Violence in adolescents can cause various kinds of impacts, namely impacts on physical, psychological and social health problems (Anggraeni & Sama'i, 2013). In terms of physical problems, physical violence experienced by teenagers can result in someone experiencing physical pain, namely injuries, headaches, fatigue, stomach ache, dizziness, lumps on their body, bruises, so that sometimes people are embarrassed to meet other people. The psychological problem that is felt is that when someone has experienced this violence, they withdraw from the environment where they experienced psychological violence. Harsh words that are always received will become a habit so that it is ingrained in oneself to speak like that. Other psychological problems include low self-esteem, feelings of depression, social anxiety, sleep disorders, low self-efficacy, loneliness,

hopelessness and suicidal ideation. Lastly, social problems in the youth environment. Adolescents who experience social violence, including neglect and abandonment, will experience various kinds of problems such as educational problems, learning difficulties, difficulties in social interactions, behavioral deviations and others.

Providing support facilities is important to prevent bullying in the form of acts of violence. Provide a support center or hotline for youth experiencing violence so they can seek help. Collaboration with non-governmental organizations (NGOs) that focus on the issue of violence against youth can strengthen available support and provide more comprehensive resources for those in need.

Training and education can also be part of efforts to prevent violence against teenagers. Provide training for communities on how to recognize signs of violence and how to provide appropriate intervention. This education will equip them with the knowledge and skills needed to help teenagers who experience violence. In addition, hold workshops for teenagers on life skills, emotional management, and conflict resolution. These workshops can help teens develop the skills needed to overcome difficult situations and avoid violence. By involving all parties in this prevention effort, we can create a safer and more supportive environment for teenagers, so that they can grow and develop well without the threat of violence.

RESEARCH METHODOLOGY

This research uses a quantitative experimental approach with a quasi-experimental type of experiment. Experimental research is research that uses controlled procedures and provides treatment to research participants (Yusainy, 2019). The research design used is a pre-post test which will be given before and after intervention treatment in the form of psychoeducation. The research location is at the Jember Regency Muhammadiyah Regional Leadership office. Data analysis used the paired t test which was used to compare the average measurements before and after the intervention was given and see the significance of the difference between the pre-test and post-test scores for the subjects.

The target of this intervention program is the IPM Jember community as agents of change because they have a large role in interacting with Muhammadiyah students throughout Jember district. Meanwhile, the intervention target refers to the knowledge aspect, namely providing knowledge and understanding about the issue of student violence in Jember district to increase awareness of the importance of preventing acts of violence against teenagers. The research subjects were members of the Jember IPM community consisting of male and female teenagers aged 17 - 20 years who were Muhammadiyah school students in Jember district. The subjects used in this research were 18 people with samples taken using a purposive sample technique.

This psychoeducational intervention activity consists of 4 stages, namely the needs analysis or problem assessment stage, planning the psychoeducational intervention program, implementing the psychoeducational intervention, and evaluation. The needs analysis stage is the stage for collecting information about problems that occur in the

student community (IPM). This problem is also based on reports of cases of violence from the SIMFONI PPA data base. The next stage of planning a psychoeducational intervention program is the stage of designing intervention activities in an effort to answer existing problems. At this stage, the researcher used lecture methods, forum group discussions (FGD), mindmapping, group presentations, and ended with singing together a child violence prevention song. Apart from that, researchers also prepared materials that will be provided during the implementation of psychoeducation.

The next stage is the implementation of psychoeducational interventions regarding cases of youth violence. Researchers will give participants a pre-test regarding violence against teenagers before starting to provide the material. Delivery of material uses the lecture method with related materials via power point. After delivering the material, the researcher will provide question and answer time for further discussion with the psychoeducation participants. The final stage is the evaluation stage. At this stage the researcher conducted questions and answers with the participants to provide an evaluation of the psychoeducation activities and gave a post test to measure the participants' knowledge about youth violence.

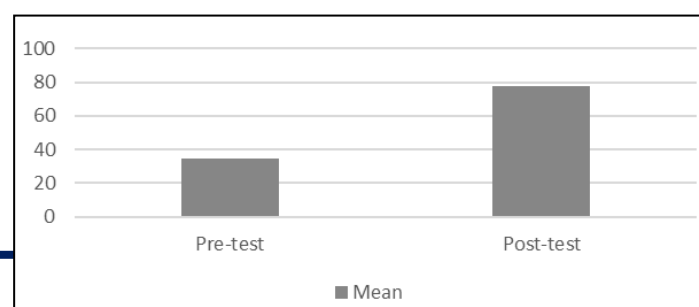
RESULT AND DISCUSSION

Table 1. Subject Demographic Data

Category		Total (N=52)	Percentage
Age	17	11	61%
	18	3	17%
	20	4	22%
Gender	Male	8	44%
	Female	10	56%
Level of education	Senior High School	14	78%
	College	4	22%

Based on the results of the subject demographic data in table 1, it is known that the total number of subjects was 18 people, dominated by 17 year olds with a percentage of 61%, 11 people. Gender data for men gets 44% of the space, namely 8 people, and 56% more for women, namely 10 people. At the education level there are two categories, namely high school level with 14 people and college level with 4 people.

Figure 1. Average score of pre-test and post-test



Based on the results of the intervention that was carried out, the results showed that there were changes between before the intervention was given and after the intervention was given. Students (IPM) who have been given psychoeducation can better understand violence against teenagers, from understanding it to preventing it. This can be seen from the increase in scores from pre-test to post-test given to students (IPM).

Table 2. Statistical Description of Pretest and Posttest Scores

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	34.5000	18	9.24344	2.17870
	Post-test	77.4444	18	10.20509	2.40536

There are two variables measured, namely pre-test and post-test, each involving 18 participants (N = 18). The average value (mean) for the pre-test variable was 34.50, while the average for the post-test variable increased to 77.44. This shows a change in students' understanding (IPM) regarding violence against teenagers, after providing psychoeducation. The standard deviation for the pre-test variable is 9.24, which indicates that there is moderate variation among the pre-test scores. For the post-test variable, the standard deviation was 10.20, indicating slightly more variation than the pre-test.

Table 3. Hypothesis Testing

	Paired Differences			Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	
Pre-test – Post-test	-42.94444	15.25652	3.59600	.000

In the analysis of paired sample tests between pre-test and post-test variables, a mean difference value of 42.94 was obtained, which shows an average increase of 42.94 points from pre-test to post-test. Based on the paired sample test table, the significance value (2 tailed) $0.000 < 0.05$ indicates that there is a significant difference between the pre-test variable and the post-test variable. This shows that there is a significant influence on the differences in treatment given to each variable. In conclusion, there was a significant increase in the post-test results compared to the pre-test, indicating that the intervention or psychoeducation provided was effective in improving the results. This data shows that there is a significant difference between the results before and after the intervention or psychoeducation provided.

The psychoeducation carried out has provided an increase in students' understanding (IPM) about acts of violence against teenagers and efforts to prevent it. This change can occur because psychoeducation participants are able to absorb the material well so they can answer post-test questions better than pre-test questions. Psychoeducation activities can increase children or adolescents' knowledge about violence such as sexual harassment, psychological violence, physical violence in the form of verbal and non-verbal and efforts to prevent it (Yanti et al., 2022). Apart from that, the psychoeducational intervention that has been carried out contains several materials that are given comprehensively to participants. The material presented starts from the definition of acts of violence against adolescents, types of violence against adolescents, the factors that cause adolescent violence, the impacts of acts of violence, and finally regarding efforts to prevent acts of adolescent violence. Other research that uses psychoeducation as an intervention also supports that psychoeducation to prevent violence against children is able to have a positive influence on a person's level of understanding. Psychoeducational activities have been categorized as support for children through interventions that promote efforts to prevent acts of violence against children (Pundir et al., 2020).

There are several criteria that can be used as a reference for the success of an intervention, namely the existence of subjects, actions, results, criteria, and time (Lingga, 2019). In the psychoeducational intervention that was carried out there were 18 participants present. This shows the participants' willingness to participate in the intervention until the end of the session. Next is action in the form of providing material. The success of psychoeducation can be seen from direct observation or observation of participants during the material session. The observation or observation in question is a technique for collecting data by making direct observations in the field of objects, namely psychoeducation participants (Apriyanti et al., 2019). Through direct observations, psychoeducation participants showed an enthusiastic response by immediately taking notes on the speaker's explanations and being active in discussion and question and answer sessions regarding the material that had been provided. When the presenter asked the participants a simple question in the middle of providing the material, several participants immediately answered the questions in unison or took turns.

Then there are actions given after providing the material, namely forum group discussion (FGD) sessions and presentations. In this session, participants were instructed to create a case analysis mind map and then present it. The group discussion forum method and mind map assignments help students (IPM) to better understand and learn how to identify cases of violence that occur. This can be seen using qualitative analysis, namely the participants' explanations when presenting the results of discussions to large forums. All groups were able to explain accurately starting from the type of case being analyzed, the factors causing cases of violence, the impacts that occurred, to the solutions or actions that had to be taken.

Other qualitative data was also obtained from the results of an interview with one of the participants after the FGD session. Participants said that the methods used during psychoeducation could help them understand the material more deeply. Making a mind

map is a creative way to utilize the whole brain to remember information in the form of images, symbols, sounds, shapes and feelings in written form. Mind maps help students overcome difficulties, come up with ideas to write about, and organize ideas so that students can plan writing in a fun and creative way (Rosmiati et al., 2020; Shoimin, 2014).

Apart from that, the success of psychoeducation can also be seen from the results of changes in pretest and posttest scores which aim to measure student knowledge (IPM). Initially, students (IPM) were not able to explain clearly the meaning, types, factors, impacts and efforts to prevent violence against teenagers. Then, after being given material presentation by the resource person about violence against teenagers, participants were able to answer posttest questions more complexly. This is proven by the average (mean) pre-test score being 34.50, while the post-test average increased significantly to 77.44. These results indicate a change in students' understanding (IPM) regarding violence against teenagers, after providing psychoeducation.

CONCLUSION

Based on the explanation above, it can be concluded that this community problem can be overcome by providing effective psychoeducation. In addition, there are effective methods such as providing forum group discussion (FGD) and assigning mindmaps to psychoeducation participants and a program for creating a special service hotline for students who experience violence by the PD IPM Jember organization in collaboration with related institutions. The limitation of this intervention is that the implementation time coincides with the student's school exam schedule. The school schedule initially made it difficult for students to fully participate in psychoeducation sessions, so there were changes to the implementation time to accommodate students' time. Students also cannot participate in psychoeducation for too long, because in the evening they have to study to prepare for the exam material the next day. Limited time to carry out interventions can affect the depth and completeness of the material presented.

Recommendations for students and PD IPM Jember administrators to look for relevant sources to develop conflict management and stress management skills to prevent conflict from escalating through acts of violence. In addition, further psychoeducational activities can also involve collaboration with parents and teachers to ensure complex support for students. Suggestions for the use of psychoeducation are expected to pay attention to the use of time so that participants are able to participate in activities consistently and the material presented is more in-depth and complete.

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