

INCREASING THE ROLE OF COMMUNITY GUARDIANS IN OVERCOMING BULLYING BEHAVIOR AMONG GUIDED CHILDREN IN SPECIAL DEVELOPMENT INSTITUTIONS FOR CLASS I CHILDREN IN MEDAN

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Abstract

Bullying in Special Child Development Institutions has become a serious concern in education and psychology. This study aims to investigate the background of bullying at the Medan Grade 1 Special Development Institute for Children and identify the factors that influence it. The research method used is a case study with a qualitative approach. Data was collected through participant observation, in-depth interviews with various related parties, and analysis of related documents. Research findings show that factors such as family dynamics, interactions with peers, and environmental conditions in special child development institutions play an important role in influencing the occurrence of bullying. Families that are less harmonious, have unhealthy interactions with peers, and have an unsupervised environment at Special Children's Development Institutions can increase the risk of bullying behavior. This research implies the need to develop holistic and evidence-based intervention strategies to prevent and handle bullying in the Special Child Development Institution environment. To create a safe, inclusive, and supportive environment for all individuals, we need to strengthen anti-bullying programs that involve all relevant stakeholders. Further research is needed to test the effectiveness of these interventions and deepen our understanding of the factors that influence the occurrence of bullying in special child development institutions.

Keywords: Special Development Institution for Children, Bullying, Assisted Children

Abstrak

Bullying di lingkungan Lembaga Pembinaan Khusus Anak telah menjadi perhatian serius dalam bidang pendidikan dan psikologi. Penelitian ini bertujuan

untuk menyelidiki latar belakang terjadinya bullying di Lembaga Pembinaan Khusus Anak Kelas 1 Medan serta mengidentifikasi faktor-faktor yang mempengaruhinya. Metode penelitian yang digunakan adalah studi kasus dengan pendekatan kualitatif. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan berbagai pihak terkait, dan analisis dokumen terkait. Temuan penelitian menunjukkan bahwa faktor-faktor seperti dinamika keluarga, interaksi dengan teman sebaya, dan kondisi lingkungan Lembaga Pembinaan Khusus Anak memainkan peran penting dalam mempengaruhi terjadinya bullying. Keluarga yang kurang harmonis, interaksi yang tidak sehat dengan teman sebaya, dan lingkungan Lembaga Pembinaan Khusus Anak yang tidak terawasi dapat meningkatkan risiko terjadinya perilaku bullying di Lembaga Pembinaan Khusus Anak. Implikasi penelitian ini adalah perlunya pengembangan strategi intervensi yang holistik dan berbasis bukti untuk mencegah dan menangani bullying di lingkungan Lembaga Pembinaan Khusus Anak. Program-program anti-bullying yang melibatkan semua stakeholder terkait perlu diperkuat untuk menciptakan lingkungan yang aman, inklusif, dan mendukung bagi semua individu. Penelitian lanjutan diperlukan untuk menguji efektivitas intervensi tersebut dan memperdalam pemahaman tentang faktor-faktor yang mempengaruhi terjadinya bullying di Lembaga Pembinaan Khusus Anak.

Kata kunci: Lembaga Pembinaan Khusus Anak, Bullying, Anak Binaan

INTRODUCTION

Bullying is a series of actions carried out consciously and intentionally to cause harm, such as intimidating through threats of aggression and causing terror. Planned or spontaneous, real or barely visible, these actions can occur in the presence of a group of friends or in close proximity. Experts have varying views regarding bullying. As Oliver stated on July 5, 2007, "bullying can consist of any action that is used to hurt another child repeatedly and without cause" (Gunawan & Subroto, 2022). Bullying is a persistent and unjustifiable behavior that targets other students. This behavior can have serious impacts on the victim, both physically and psychologically. Bullying can also affect the learning atmosphere at school and create an unsafe and unpleasant environment for all students. Therefore, research on bullying and prevention efforts is very important in the context of education and psychology.

According to Hadisi & Muna (2015), the act of "buying" manifests as an intuitive desire to inflict pain, leading to someone's suffering. This action is carried out directly by a person or a group of people who are stronger and do not take responsibility. It is usually repeated and carried out according to the host's feelings. Putry et al. (2022) define school bullying as the repeated use of power by a person or group of students to inflict harm on weaker students. Bullying has serious consequences for the victim, both physically and psychologically. The impacts can

vary, ranging from mental health problems like anxiety and depression to reduced academic performance and antisocial behavior. Bullying also affects the school environment, creating an unsafe atmosphere that hinders effective learning. Therefore, research on bullying and efforts to prevent it is an important and urgent topic in the fields of education and psychology (Afifah & Yulaiyah, 2022; Ashari et al., 2021).

Research on bullying has highlighted various aspects, ranging from the factors that influence bullying incidents to its impact on individual psychological well-being. Researchers have identified factors like family environment, peer group dynamics, and parenting patterns that influence a person's risk of either perpetrating or becoming a victim of bullying (Wahyuni et al., 2021). In addition, the research results of Fardian and Santoso (2020) found that personal characteristics such as level of empathy, self-esteem, and ability to manage conflict also play an important role in moderating the relationship between environmental factors and bullying behavior.

Apart from exploring risk factors, research by Bachri et al. (2021) has also tried to understand the psychological mechanisms underlying bullying behavior. Researchers have utilized theories like social cognitive theory and attachment theory to elucidate the acquisition, maintenance, and reinforcement of bullying behavior patterns in individuals. For instance, attachment theory posits that individuals experiencing insecurity in interpersonal relationships often turn to bullying behavior as a means of gaining power and control over others. In addition, research by Martha and Khoirunnas (2018) has highlighted the long-term consequences of bullying experiences for both victims and perpetrators. Victims of bullying often experience lasting psychological impacts, such as decreased self-esteem, difficulty building healthy social relationships, and the risk of experiencing mental disorders in the future. On the other hand, bullies can also experience social and emotional adaptation problems and have a higher risk of being involved in criminal and aggressive behavior in adulthood.

A holistic and evidence-based approach is very important in overcoming bullying. Prevention and intervention efforts must take into account the various factors involved, including the family, school, and community environments. Effective anti-bullying programs should strengthen empathetic attitudes, improve social skills, and promote an inclusive and welcoming school culture. Apart from that, it is also important to involve all stakeholders, including students, parents, teachers, and school officials, in efforts to prevent and handle bullying (Masri et al., 2023).

However, Bu'ulolo et al. (2022) acknowledge that dealing with bullying is not an easy task. Long-term commitment and collaboration between various parties are required to create a safe and supportive environment for all individuals in schools and communities. In addition, the need for a holistic and sustainable approach to dealing with bullying emphasizes the importance of collaboration between various

scientific disciplines, including education, psychology, sociology, and mental health science. In conclusion, the phenomenon of bullying is a serious challenge in the context of education and psychology that requires serious attention and collaborative efforts from all related parties. By continuing research, raising awareness, and developing effective interventions, we can create safer, more inclusive, and more empathetic environments for all individuals, so they can grow and develop optimally.

Johari et al.'s (2024) research on bullying highlights various aspects that are relevant in the context of education and psychology. This research has identified risk factors that contribute to bullying, such as family dynamics, interactions with peers, and parenting patterns. In addition, research also highlights the long-term psychological impacts for victims of bullying, including reduced self-esteem, difficulty building healthy social relationships, and the risk of mental disorders in adulthood. Various psychological theories, from a theoretical perspective, explain the mechanisms underlying bullying behavior. For instance, researchers have utilized social cognitive theory and attachment theory to comprehend the acquisition, maintenance, and reinforcement of bullying behavior patterns in individuals. Furthermore, research highlights the long-term consequences for bullying perpetrators, such as problems with social and emotional adaptation, as well as the risk of being involved in criminal behavior later in life (Kesuma, 2024).

In terms of prevention and intervention, Hatta's (2018) research shows that a holistic and evidence-based approach is very important. Effective anti-bullying programs must integrate a variety of strategies, including strengthening empathetic attitudes, improving social skills, and promoting an inclusive and welcoming school culture. Apart from that, it is also important to involve all stakeholders, including students, parents, teachers, and school officials, in efforts to prevent and handle bullying. Based on the research results, we can conclude that bullying is a serious issue that necessitates the attention and collaborative efforts of all relevant parties. By continuing to conduct research, raise awareness, and develop effective interventions, we can create safer, more inclusive, and more empathetic environments for all individuals, so they can grow and develop optimally.

Apart from cases of bullying out there, similar cases of bullying have also occurred in several places, such as when researchers studied bullying instances that occurred at Special Child Development Institutions. In this case, the author will focus on the Medan Class 1 Special Development Institute for Children. Despite their status as Assisted Children and protection from "bullying," children in foster care at the Medan Class 1 Special Development Institution for Children still face bullying from their fellow residents. What was even more worrying was that a fight broke out. Based on the problem formulation of this research, the results are expected to have the aim of finding out the factors that cause bullying behavior towards assisted children at the Class I Special Development Institution for Children in Medan and finding out how correctional guardians deal with bullying behavior

among assisted children at the Special Children Development Institution Class I terrain.

METHOD

This research uses a qualitative case study as its method. This research primarily concentrates on describing the social reality within society. Qualitative research procedures emphasize an in-depth description of a problem or phenomenon that is growing in society. Research instruments with a qualitative approach focus more on humans. Descriptive qualitative research not only provides a broad overview, but also requires a thorough and intensive study of the case study. Obtain this case study from various sources to ensure optimal and more specific analysis. Case studies in qualitative research can be in the form of a particular phenomenon or event (Iswadi et al., 2023).

RESULTS AND DISCUSSION

The case study at the Medan Grade 1 Special Development Institute for Children highlights several findings related to the background to bullying in the Special Children's Development Institution environment. Through a series of observations and in-depth interviews with various related parties, several factors that influence the occurrence of bullying were clearly identified. First and foremost, family dynamics emerge as one of the main factors influencing bullying behavior among students. We found that the majority of bullying students came from less-than-harmonious family backgrounds. Interpersonal conflict between family members, or even a lack of a strong relationship between parents and children, is a frequently seen characteristic. Authoritarian parenting, or a lack of attention and emotional support from parents, can also be a trigger for bullying behavior.

Furthermore, interactions with peers within the Special Child Development Institution also play an important role in influencing the occurrence of bullying. Findings suggest that the existence of exclusive friend groups or the establishment of social hierarchies among inmates can create an atmosphere in which bullying is more likely to occur. Prisoners who are in a lower social position in the school hierarchy often become easy targets for bullies who have a higher social position.

Apart from that, the environmental conditions of special child development institutions can also make a significant contribution to the occurrence of bullying. Poor supervision and unclear regulations regarding bullying behavior in special child development institutions often foster an environment conducive to acts of intimidation and humiliation. The indifference and lack of involvement from the staff of Special Development Institutions for Children in handling cases of bullying also worsen the situation, making victims of bullying feel unsupported and neglected by the environment of Special Development Institutions for Children. Based on these findings, we conclude that not only individual student factors, but also environmental factors like family dynamics, peer interactions, and

the Special Development Institution for Children influence the occurrence of bullying at the Class 1 Special Development Institute for Children in Medan. Therefore, efforts to prevent and handle bullying in special child development institutions must involve all relevant parties. To suppress and effectively deal with bullying cases, Special Child Development Institutions must implement concrete steps to create a safe, inclusive, and supportive environment for all individuals. Several psychological theories, relevant in understanding the phenomenon of bullying, link the findings of the case study at the Medan Grade 1 Special Development Institute for Children. The social cognitive theory is one theory that can explain the relationship between individual background and bullying behavior. This theory posits that the interplay of personal, environmental, and behavioral factors shapes an individual's behavior. Personal factors, such as family dynamics and peer interactions, play an important role in shaping behavioral patterns in the context of bullying.

In social cognitive theory, learning experiences play a key role in shaping behavior. Individuals learn from their own direct experiences, as well as from observations and interactions with others around them. In the case of bullying, students involved in bullying may have experienced this pattern of behavior in their family environment or from interactions with peers who carry out bullying. They then gain positive experiences or rewards for carrying out bullying actions, which strengthens the behavior and makes it reappear in the future (Gultom, 2021).

Furthermore, attachment theory can provide valuable insights into understanding bullying behavior. This theory emphasizes the importance of healthy interpersonal relationships in shaping an individual's psychological well-being. According to this theory, individuals who experience strong attachment to authoritative figures tend to have higher self-confidence and more positive social behavior. However, disruption or lack of support in these relationships can lead to emotional insecurity and the pursuit of power and control over others, which can manifest as bullying behavior (Adiyono et al., 2022).

In the context of family background, attachment theory can explain how a less than harmonious relationship between parents and children can increase the risk of bullying. When children don't feel supported or connected to their parents, they may turn to other avenues to express their feelings of control and power, such as bullying peers. Likewise, in relationships with peers, when children feel isolated or not included in a group, they may use bullying behavior as a way to gain power and recognition from their friends (Azizah et al., 2023).

Apart from social cognitive theory and attachment theory, social identity theory can also provide important insights into understanding the dynamics of bullying in the special child development institution environment. This theory emphasizes the importance of social identity in shaping individual behavior and interactions between groups. In the context of bullying, social groups in special child

development institutions can be an important factor in influencing student behavior. For example, when students feel threatened or insecure about their social identity, they may look for ways to maintain or improve their social status by bullying others who are considered threats or competitors (Dewi & Taufik, 2022).

By linking the findings in case studies to these psychological theories, we can better understand the complexity and multifactoriality of the bullying phenomenon. At Special Child Development Institutions, personal factors, such as family dynamics and interactions with peers, interact with environmental factors to form bullying behavior patterns. With a better understanding of the factors that influence the occurrence of bullying, we can develop more effective intervention strategies to prevent and deal with this problem within Special Child Development Institutions and society as a whole.

CONCLUSION

Research at the Medan Grade 1 Special Development Institute for Children concludes that bullying is a serious problem that negatively impacts students' psychological and social well-being. Research findings show that factors such as family dynamics, interactions with peers, and environmental conditions in special child development institutions play an important role in influencing the occurrence of bullying behavior. Students from families experiencing less harmony or instability in parent-child relationships are more likely to engage in bullying. Interaction with peers is also an important factor, as the existence of exclusive friend groups or the formation of social hierarchies in Special Child Development Institutions can create situations where bullying is more likely to occur. In addition, the poorly supervised environmental conditions of Special Children's Development Institutions and the staff's lack of involvement in handling bullying cases can exacerbate the situation.

We advise future researchers to continue their research, focusing on developing more effective intervention strategies to prevent and handle bullying in the Special Child Development Institution environment, based on this conclusion. Holistic and evidence-based intervention strategies are very important, involving all relevant stakeholders, from students, parents, teachers, and staff at special child development institutions. Future research could dig deeper into the effectiveness of existing anti-bullying programs or develop new programs that are more appropriate to the context and needs of local communities. In addition, research can consider specific factors that can moderate the effects of interventions, such as individual student characteristics and the culture of special child development institutions. Thus, continued research on bullying within Special Child Development Institutions can provide a valuable contribution to efforts to create a safe, inclusive, and supportive educational environment for all individuals.

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