

Bullying Instability Towards the Students' Mentality in Indonesia: Is the Peace Education Piloted the Right Solution?

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Abstract

This study examined the implementation of peace education to reduce bullying among vocational high school students. This research was conducted at the Vocational High School in Langkat, North Sumatra. The study population consisted of 118 students who had been victims of bullying. Quantitative data were acquired from students using a questionnaire. The collected data were analyzed using the t-test in SPSS software. The results showed that the data in the study were normally distributed and met normality and homogeneity tests. The results of the hypothesis testing indicate that it affects peace education positively and significantly. This research makes a significant contribution to tackling bullying practices among high school students to create efficient learning conditions and a healthy student mentality.

Index Terms— Peace Education, Bullying, Vocational High School.

I. INTRODUCTION

School, as a place to humanize humans and become a place for self-development, should be a means to build good and positive social interactions. These facilities are expected to impact the development of self-image in the community. Differences in student behavior in schools are based on three different processes: environmental effects, selection effects, and social interaction effects [1].

In fact, not all social interactions in schools are good or positive. Several interactions lead to adverse actions, including bullying. This bullying behavior is influenced by the values and behaviors of peers[2]. Several cases of child delinquency can be found in schools, such as brawls, cheating during exams (cheating), peer-to-peer violence, and bullying [3]. This is very sad, considering that children should be secure and comfortable in their environment. The Child Protection Act Number 23 of 2002 concerning child protection, chapter III concerning children's rights and obligations states that every child has the right to

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live, grow, develop, and participate pretty in accordance with human dignity and dignity, and to receive protection from violence and discrimination [4].

Bullying cases have also occurred in the Langkat Regency. There are 40-60 cases of violence per year, including bullying, physical disability, body shaming, and poverty. Data for bullying cases at the Langkat Vocational School were obtained from counseling teachers. Of the many cases, the most dominant is bullying against physical disabilities, material, and students whose intelligence is below average or stupid [5]. This bullying case occurred because of a trivial thing, namely the victim did not want to share his swing. After experiencing bullying, the victim did not want to go to school and even moved to school.

Bullying is the act of abusing power to persecute people who they think are weak and powerless. The most common type of bullying in schools is verbal abuse, which can come in the form of teasing someone. Cases of bullying that were initially only verbal can also lead to more dangerous treatment, such as physical abuse involving pushing, kicking, slapping, and hitting [6]. Bullying in schools, one of the phenomena that has caught the attention of today's education world, is violence perpetrated by teachers against students and by students against other students [7]. The rise of brawls and violence (bullying) carried out by students in schools, which increasingly adorn the rows of news on print and electronic media pages, is evidence that human values have been uprooted [8].

Factors that influence violence against school-age children include differences in class (seniority), economy, religion, gender, inharmonious families, inharmonious or discriminatory school situations, individual or group characteristics such as grudges or envy, the spirit of wanting to control the victim with physical strength to increase the popularity of the perpetrator among his playmates, and the wrong perception of value for the victim's behavior [9]. Bullying is divided into two types: 1) physical bullying is related to an action committed by the perpetrator against the victim by hitting, biting, kicking, and intimidating the victim in the room by circling, scratching, and threatening; and 2) non-physical bullying is divided into two forms, namely verbal and non-verbal.

Verbal bullying is performed by threatening, saying impolite to the victim, spreading the ugliness of the victim, and bullying the victim. Non-verbal bullying is performed by scaring the victim, making violent movements such as hitting, kicking, threatening the victim, giving threatening faces, and isolating the victim from friendship [1]. One of the teachers at the Satria Bingai Namo Ukur Langkat Private Vocational School stated that the bullying behavior that occurred was due to the seniority factor carried out by class XII SMK students to their juniors, and students who were victims of bullying included classes X and XI

SMK. The perpetrators of bullying are boys and girls who are victims of bullying. However, it is not only boys who like to bully; girls often bully their friends. Another teacher also stated that girls had also done bullied by mocking each other, including because of appearance factors, differences in skin color, and feeling smarter than their friends.

Peace Education is a learning effort that contributes to the formation of good citizens worldwide [10]. The alternatives that must be presented are teaching the causes of violence and informing students of knowledge about the main issues in Peace Education, including maintaining, creating, and building peace [11]. Through Peace Education training, it will equip students to develop positive attitudes to develop and build a good society and world. These attitudes included self-respect, tolerance, empathy, fairness, honesty, not suspecting each other, friendship, cooperation, mutual understanding, and fairness. Peace Education is a process of developing knowledge, skills, attitudes, behaviors, and values that enable students to a). Identify and understand the sources of internal and global problems and obtain positive and appropriate sensitivities to these problems, b). Resolving conflicts and achieving justice in a non-violent manner; c). Live by universal standards of human rights and equality by respecting cultural diversity and the earth and each other [12]. Peace Education at UNICEF refers to the process of promoting the knowledge, skills, attitudes, and values necessary to bring about behavioral changes that will enable children, youth, and adults to prevent conflict and violence, both overt and to resolve conflicts peacefully, and to create conditions conducive to peace, be it on an intrapersonal, interpersonal, intergroup, national, or international level [13].

The principles of instilling the values of Peace Education in education are: 1) tolerance values, namely the ability to respect the basic traits, beliefs, and behaviors of other people; 2) the value of equality/equality, namely the existence of the same level, the same position, not higher or lower than one another; and 3) the value of justice, namely the recognition and equal treatment of rights and obligations [14].

II. THEORITICAL SIDE

Bullying can take on the following forms: physical (punching or kicking, seizing or damaging other people's belongings); verbal (ridiculing, insulting, repeatedly mocking someone, making racist remarks); relational (leaving one or more peers out of aggregation groups) and indirect (spreading rumours or gossip about a student) [15]

Three main roles have been identified within the bullying cycle: the bully, the victim, and bystanders [16]. Usually the bully is the strongest among peers and has a strong need for power. In fact, the main purpose of bullying behaviours is to undermine the social status of the victim and his/her sense of personal security, while at the same time raising the bully's self-esteem and social status [17].

Peace education takes various forms because it absorbs input and elements from other fields of study. Education peace is an interdisciplinary and transdisciplinary discipline, that is, a field studies that combine various types of expertise from the level theoretical to practical level. Birth of Multicultural Education, Citizenship Education, Human Rights Education, Conflict Resolution Education, Democracy Education, and Education The Environment shows the dynamics of development form of peace education [18]. In Indonesia, awareness of peace education is starting growing, although the world of education is still struggling to find appropriate curriculum format. Changes from the 1984 curriculum, then Competency Based Curriculum (CBC) [19] Level Curriculum Education Unit (KTSP), Curriculum 2013, and National Curriculum be a challenge as well as an opportunity for development peace education [20]Curriculum changes are possible the content of the value of peace is multiplied or strengthened [21]. Problem peace education as a new concept is the need for a more mature formulation of an implementation strategy, and consistency its application [22].

III. RESEARCH METHOD

A quantitative approach is used in this study. This study was conducted at the Vocational High School in Langkat Regency, North Sumatra, Indonesia. The Purposive Sampling technique is used in this study, which determines the sample based on certain characteristics or characteristics. The characteristics of the sample in this study were SMK students who had bullied their friends, totaling 118. Data analysis techniques use the t-test to test the hypothesis.

IV. RESULTS ANALYSIS

Normality Test

The results of the normality test show that the results of the calculation of the normality test for the data on the learning outcomes of students who are taught using the training approach show that all groups have Asymp.Sig.(2-tailed) = 0.200, respectively, for the Kolmogorov-Smirnov Normality Test. All of these groups have a value greater than the value of $\alpha = 0.05$ so that H_0 is accepted which states that the distribution of data is normally distributed.

TABLE 1. THE RESULT OF NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test			
		Experiment	Control
N		36	36
Normal Parameters ^{a,b}	Mean	32.42	23.39
	Std. Deviation	4.481	5.886
Most Extreme Differences	Absolute	0.069	0.060
	Positive	0.045	0.059
	Negative	-0.069	-0.060
Test Statistic		0.069	0.060
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

Homogeneity Test

The results of the homogeneity test show that the behavior of the group of students is taught using the Peace Education Training Management Model and the Conventional Model. Based on the table above, it can be seen that the statistical significance of the sig test is 0.158. This value is greater than the significance level $\alpha = 0.05$, so H_0 , which states that there is no difference in variance between pairs of groups, can be accepted. Thus, it can be concluded that the data group pairs had homogeneous variance.

TABEL 2. THE RESULT OF HOMOGENITY TEST

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Scores	Based on Mean	2.033	1	70	0.158
	Based on Median	2.031	1	70	0.159
	Based on Median and with adjusted df	2.031	1	63.888	0.159
	Based on trimmed mean	2.033	1	70	0.158

Hypothesis test

The results of the analysis above can also be seen from the results of calculating the t value for the training factor of 7,322, so it can be concluded that $t_{count} = 7,322 > \text{with } t\text{-table} = 2,042$, with a significance level of 0,000. This value is much smaller than the significance level of 0.05, so it is concluded that H_0 which states

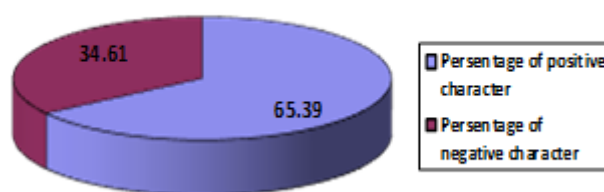
bullying behavior of students taught with Peace Education training is higher.

TABLE 3. THE RESULT OF HYPOTHESIS TEST

Independent Samples Test								
Levene's Test for Equality of Variances				t-test for Equality of Means				
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
2.033	0.158	7.322	70	0.000	9.028	1.233	6.569	11.487

Thus, the first hypothesis of this study was accepted. The result of the hypothesis calculation is that the t-value for the training factor is 7.322, and it can be concluded that $t\text{-count} = 7.322 > \text{with } t\text{-table} = 2.042$. This shows that the implementation of peace education can reduce students' bullying behavior at school. The implementation of Peace Education shows that students respond positively to every statement. Only a few statements gave a negative response, namely, the value of the character of the relationship with the state; namely, I will be at the forefront of defending the country if there are threats from other countries. Even though some students gave positive responses to the statements, in general, they did not give a positive response. Therefore, it can be said that students do not feel important about character, so in general, it needs to be improved because it has not reached the set limit of $\geq 80\%$. The percentage of student responses to the character questionnaires was 65.39%.

Fig. 1. Classification of responses character



The ability to reduce bullying after training can be seen in the results of the students' work in completing the questionnaire. The ability to reduce bullying was assessed in the form of student acquisition scores from the questionnaire. The student test results were generally still low, as seen from the scores obtained. There were still students who

obtained 56.25% of the maximum score of 100. Consisting of six students, there were still three students who did not achieve completeness. From the tests given, students generally made mistakes in completing the understanding of bullying behavior. The results of observations of student interest based on scores and the percentage of student interest during the training can be seen in the questionnaire given to students. Regarding active student interest, if viewed from the students' active response, there is one category of student interest not yet at the tolerance limit interval. For the next trial, the positive interest of students who have not fulfilled it will be attempted to meet the specified tolerance limit.

Alternatives for the next improvement of action are suggested to students to focus more attention on the given problem to make it easier to understand and also emphasize that problem solving must follow the steps of student abilities, as explained at the beginning of each meeting [14]. Researchers should also provide more motivation and encouragement so that student group discussion activities are more effective and directed. Furthermore, for student activities that "present their work" under the allotted time, the researcher provides more frequent opportunities to groups of students who respond so that by frequently asking questions, the presentation activity will take longer in training. Integration of the Peace Education training management model into all learning materials is carried out to develop intervention activities [23]. Explicitly or implicitly the substance of the real value already exists in the competency formulation in the Content Standards, as well as the competency set of each learning program in the education unit [24], what needs to be done further is to ensure that the learning of the learning materials has an instructional impact, or an accompanying impact in reducing bullying [25].

V. CONCLUSIONS

There is an increase in the ability to reduce student bullying by implementing peace education training management in SMK Langkat Stabat Utara District, North Sumatra Province, and the teacher's ability to manage training at each stage has fully met the good criteria; however, when viewed from the overall average, the level of the teacher's ability to manage training is in a good category and student interest in training activities is not fully in the specified time category.

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