PSYCHOEDUCATION STOP BULLYING FOR BETTER FUTURE AMONG STUDENTS OF SMK 2 PENAJAM PASER UTARA

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ABSTRACT

The objective of the psychoeducational program "Stop Bullying for Better Future" is to provide understanding about bullying and its impacts on the future to the students of SMKN 2 Penajam Paser Utara, North Kalimantan. This is done because based on the analysis of psychoeducational needs and the academic achievements of these students have decreased due to the prevalent bullying behavior among peers. This activity involves all students from grades X, XI, XII, and as the target/pilot project, the activity focuses on students from the XI Computer Engineering class who are mentored by one of the speakers. The activity is conducted through a Zoom link and sociodrama games performed by the students. The T-test analysis results from the pre-test and post-test conducted showed a significance value of 0.045, where this value is smaller than 0.05, indicating a significant influence of psychoeducation on the understanding of the students of SMKN 2 Penajam Paser Utara. However, the behavior change cannot be determined yet because the psychoeducation conducted targets cognitive and affective aspects rather than behavior change. In the role-playing game, the students showed varied impressions according to the roles they played, as victims of bullying, perpetrators, and bystanders.

KEYWORDS	*Psychoeducation, Bullying, Perpetrators, Bystanders*

INTRODUCTION

The Ministry of Education and Culture of Indonesia is currently actively campaigning to make schools a second home for children. Schools are expected to be the beginning of an enjoyable adventure for children and a determining factor for their future. This expectation is not surprising because one-third of a child's daily time, and five to six days a week, is spent at school. This indicates that the

government is pushing for schools to become a safe second home for children to pursue education. However, news about violence in school environments is still frequently encountered in the mass media. For example, based on the Indonesian Child Protection Commission's (KPAI) presentation on the results of monitoring cases of child violations in the education sector, until April 2019, the highest number of violence cases occurred at the elementary school level, totaling 25 cases (67%). The most common type of violence, according to KPAI, is bullying. Bullying is defined as intentional repetitive violent behavior or actions (whether actual or perceived) carried out by peers and involving an imbalance of power between the victim and the perpetrator (Wolke & Lereya, 2015). Bullying can occur both in the classroom and in the school environment (Menesini & Salmivalli, 2017). Bullying behavior involves dynamic interactions between the perpetrator and the victim. When engaging in bullying behavior, the perpetrator's power increases while the victim loses theirs, making it difficult for the victim to respond or cope with the issues they face (Menesini & Salmivalli, 2017). (Menesini & Salmivalli, 2017) further adds that the imbalance of power can come from physical strength, social status within the group, or a larger number of perpetrators compared to victims. If a victim experiences bullying from a larger group of perpetrators, it is called mobbing (Wolke & Lereya, 2015). About 2% - 5% of bullying perpetrators or victims are children or adolescents (Wolke & Lereya, 2015). This indicates that bullying behavior perpetuates itself like an endless cycle. In adolescent developmental tasks, Hurlock explains that all developmental tasks during adolescence are focused on how adolescents cope with childish attitudes and behavior patterns and prepare for adulthood. These developmental tasks include: establishing new, more mature relationships with both male and female peers, achieving social roles for males and females, accepting and using their bodies effectively, expecting and achieving responsible social behavior, achieving emotional independence, preparing for economic careers, preparing for marriage and family, acquiring value systems and ethical systems as guidelines for behavior in developing ideologies. These developmental tasks are expected to be carried out well by adolescents, but they can face obstacles when bullying issues arise.

A child who is a victim of bullying in childhood may become a bullying perpetrator in adulthood to retaliate for what they experienced in childhood. The dynamics that occur are if a child is a bullying perpetrator in childhood, it is highly likely that this behavior will be maintained until the child becomes an adult. This is because bullying behavior can be witnessed by individuals other than the perpetrator and the victim (observers are called bystanders), which can boost the perpetrator's self-esteem in front of the victim and observers. (Wolke & Lereya, 2015) explains that for bullying victims, the experience of bullying will be kept to themselves, and victims choose not to tell their parents or teachers what they have experienced; either because they are afraid of becoming victims again or because they feel the experience is embarrassing. As a result, the negative emotions experienced by bullying victims will persist indefinitely, and it is possible that if the victim encounters a situation that could lead them to become perpetrators, they will become bullying perpetrators at that time. The terms victim, perpetrator, and victim/perpetrator (bully/victim) emerge, which are subgroups of victims who also act as

perpetrators (Wolke & Lereya, 2015). As we know, bullying behavior can be physical (such as kicking, hitting, pushing), verbal (such as mocking with derogatory terms, provoking to perform certain actions, threatening, spreading rumors), or showing certain facial expressions, or isolating the victim from their social environment (Fekkes et al., 2005). The impact of bullying behavior is very detrimental to victims because victims not only suffer physical but also psychological wounds; sometimes these wounds persist into adulthood (Wolke & Lereya, 2015). The impacts experienced by bullying victims include sleep disturbances, headaches, stomachaches, depression, and bedwetting (Fekkes et al., 2005); emotional and behavioral disturbances (Fekkes et al., 2005), anxiety disorders, somatic disturbances (Wolke & Lereya, 2015), low psychological well-being, low social adjustment, psychological distress, and suicidal ideation are not uncommon (Fekkes et al., 2005), as well as decreased learning motivation.

The impact of bullying on learning motivation can cause discomfort for victims when in the school environment; bullied victims become undisciplined in attendance, making them rarely attend school, which affects the learning process, lack of engagement with school, and experiencing depression and loneliness, being late for school, and so on.

Bullying cases are not only found in schools in large cities but have also reached remote areas (Wolke & Lereya, 2015). This can be found at SMKN 2 Penajam Paser Utara. Several fighting cases have occurred in the environment of SMKN 2 Penajam Paser Utara, starting with taunts, misunderstandings, and making some weak students excessive objects or subjects of ridicule. From the data on bullying behavior that occurred at SMKN 2 Penajam Paser Utara, it is reported that 15 bullying cases occurred in 2023. Bullying behavior committed by students at SMKN 2 Penajam Paser Utara occurs during break time or idle time. Common bullying behaviors include kicking, pushing, mocking, pulling a friend's clothes, deliberately making a friend fall, and teasing a friend with derogatory terms. These behaviors are often intentionally carried out by students. Based on the researcher's further study of bullying behavior that occurred at SMKN 2 Penajam Paser Utara, it was found that the learning outcomes of students who experienced bullying decreased, where in the odd semester, the average score obtained was above the passing grade (average of 80-85), while in the even semester, only the passing grade was obtained (75), thus indicating that bullying cases had an impact on the learning outcomes of students.

Based on the above description, it is necessary to find a way to provide appropriate understanding of bullying behavior to students at SMKN 2 Penajam Paser Utara. One of the ways used to achieve this understanding is through psychoeducation. This is done so that students at SMKN 2 Penajam Paser Utara have additional knowledge and understanding of the prevalent bullying behavior and know and understand the impact of bullying on their future. And this psychoeducation is titled "Stop Bullying for Better Future".

Literature Review

Definition of Bullying

The term bullying originates from English, meaning to oppress or harass. Bullying is considered deliberate aggressive behavior by an individual (Angreini et al., 2023). Bullying behavior is defined as actions taken by an individual or group that cause harm, intimidation, fear, and render the victim powerless to prevent such behavior towards themselves. Indonesia ranks first in school bullying cases, reaching 83% (Akbar et al., 2023). Bullying is also defined as a situation where there is misuse of power or authority by an individual or group, with the strong party being not only physically but also mentally strong, engaging in aggressive behavior repeatedly towards a weaker individual or group of students with the intention to harm (Nurhidayati et al., 2019). Bullying is an action taken by one or more individuals seeking to hurt or control others through violence (Nurdianawati, 2019). Research in three major cities, namely Jakarta, Surabaya, and Yogyakarta, specifically shows that the violence rate at the high school level is 66.1%. Bullying is synonymous with violence in schools. Bullying can occur from teacher to student, student to student, or even student to teacher or people within the school environment (Angreini et al., 2023).

Causes of Bullying

Bullying does not occur in isolation. Bullying in schools happens due to several factors, including (Angreini et al., 2023; Nurdianawati, 2019):

1. Class differences, economic issues, ethnic or racial discrimination.
2. Traditional or ancient student customs or habits, such as using seniority as a reason to engage in repeated and chain bullying behavior. This is done to seek satisfaction, popularity, provoke revenge, and exercise power.
3. Dysfunctional families, such as the absence of parents, depression, lack of communication within the family.
4. Unfriendly or discriminatory school environment.
5. Individual or group characteristics, including a desire for revenge in social interactions (Angreini et al., 2023).

Types of Bullying

There are four types of bullying behavior, namely:

1. Physical bullying is the most easily identifiable type of bullying (Fariz et al., 2023). Physical bullying is intended to physically harm the victim. Examples include hitting, biting, slapping, kicking, locking someone in a room, pinching, scratching, and others.
2. Verbal bullying is the most common type of bullying, often considered normal. Verbal bullying is usually done unintentionally and considered joking (Fariz et al., 2023). Examples include threats, embarrassment, ridicule, humiliation, insults, sarcasm, criticism, mockery, cursing, name-calling, intimidation (Angreini et al., 2023). Verbal bullying commonly occurs among students, from parents to children or vice versa, teachers to students, or vice versa (Fariz et al., 2023).

3. Social bullying, for example, lying, spreading bad news/rumors, facial or physical gestures leading to negative actions, appearing threatening or insulting (Angreini et al., 2023). In other studies, it is termed relational bullying. This type of bullying escapes the view of teachers and school authorities. Examples include ostracism/exclusion.
4. Cyberbullying is bullying behavior carried out using digital technology, such as computers, smartphones, social media, or websites (Fariz et al., 2023) (Tantri et al., 2019).

Impact of Bullying Impact of Bullying on Victims

The impact of bullying makes victims lose self-confidence, withdraw from the outside environment, feel self-hatred, and fear socializing or facing the outside world, leading them to prefer isolating themselves at home. Learning achievement and participation will also decrease (Fariz et al., 2023). Depression and stress can also occur in bullying victims, affecting their health. The worst-case scenario is that bullying victims may contemplate ending their lives due to the continuous bullying they experience (Fitroh et al., 2023a).

Impact of Bullying on Perpetrators

For perpetrators, engaging in bullying behavior places them with high self-esteem and confidence. They tend to be aggressive and pro-violence, always seeking to dominate and easily becoming angry with little empathy for others (Fitroh et al., 2023a). Consistent bullying behavior can also affect the future of perpetrators, making it difficult for them to form friendships with their school peers. As adults, they may struggle to adapt to peers in their future social environments due to their accustomed role of controlling and dominating others in school.

Impact of Bullying on Bystanders

The negative impact of this behavior can also affect bystanders. They may perceive this behavior as normal and acceptable by society if no efforts are made to stop it. Bystanders can be divided into several groups. Some may join the bullying group to avoid becoming victims themselves, some may form silent groups without taking any action, and the worst response from bystanders is indifference to stopping the behavior (being indifferent). However, bystanders may experience anxiety disorders as a result (Fitroh et al., 2023a).

Ways to Avoid/Prevent Bullying Behavior

Bullying behavior is a negative behavior that can occur anywhere. In schools, these incidents are common. Victim students are among those who bear the most unpleasant consequences. Some actions need to be possessed and taken by victims of bullying. One of them is assertive behavior. Assertive behavior is a behavior that includes expressing what they see and want, expressing integrity directly and honestly while still maintaining privacy and respecting others. Assertive behavior is the key to whether bullying behavior occurs towards an individual/student. This means that someone with low assertive behavior is potentially bullied, whereas students with high assertive behavior are far from bullying. Students with low assertiveness

feel fearful, anxious, weak, and eventually have difficulty asserting their rights. Several aspects of assertive behavior that can be used to prevent bullying behavior are:

- Students act according to their own wishes, including the ability to make decisions, take the initiative in starting conversations.
- Students are able to express their feelings honestly and comfortably, including the ability to express disagreement, anger, disappointment, etc.
- Students are able to defend themselves, including the ability to say no, respond to criticism, insults, etc.
- Students can express opinions without ignoring the rights of others, including acting fairly without threats, manipulation, or intimidation.

The purpose of assertive behavior for students is to help them express themselves so that they can easily socialize and be emotionally open, achieve goals without harming friends, be responsible, and make decisions without anxiety (Rizqi Ayuwandari et al., 2023). In addition to the above assertive behavior, some recommendations for handling bullying among students include:

1. Showing confidence. Building self-confidence can prevent individuals from engaging in bullying behavior. Building self-confidence can be demonstrated through calm and convincing body language, daring to make eye contact with others, and being confident in one's actions.
2. Forming friendship groups. Bullying behavior usually targets individuals who do not have friends. Therefore, forming friendships with others is highly recommended to avoid bullying behavior.
3. Learning sensitivity. Being sensitive to one's surroundings has a significant effect in avoiding bullying behavior. However, this sensitivity cannot be taught quickly. Good understanding is needed for sensitivity to arise.
4. Avoiding fights. Sometimes the notion that avoiding fights is something low needs to be eliminated. Providing an understanding that avoiding fights is the same as preventing situations from getting worse. Therefore, it is necessary to wisely assess the situation to prevent the problem from escalating.
5. Using a firm voice. A firm voice can be a mental terror to stop bullying behavior. A firm voice makes the bully think that the victim is not as weak as the bully perceives.
6. Finding a way out. This is intended if bullying behavior occurs in groups. This is meant to enable a bullying victim to seek help immediately in dealing with their problem.
7. Shouting. Shouting is one way to help someone being bullied. Besides disrupting the bully's concentration, it is also used to seek help from others who hear the shout (Aryuni, 2017).

Learning Motivation

Motivation is a conscious effort aimed at motivating, directing, and maintaining a person's behavior so that they are driven to act and strive to achieve their goals. This motivation always has a positive meaning. Meanwhile, learning motivation is the drive to do something like learning activities (Maghfiroh et al., 2021). Motivation grows across all age groups, including high school students aged 15-18. In

motivation, aspirations and hopes are always implicit. Motivation guides students in taking concrete steps to achieve their goals. Positive motivation increases the desire to learn. Learning motivation in vocational high school students is the overall driving force within students that creates a desire to learn and ensures the continuity of learning activities, so that the goals or aspirations expected by students can be achieved. Learning motivation is also influenced by cognitive, affective, and psychomotor aspects. One of the factors affecting learning motivation is the physical and emotional condition of students (Siahaan & Brahmana, 2023).

Influence of Bullying on Learning Motivation

A student who frequently engages in bullying behavior is mostly someone who has been a victim of bullying. Most bullies are unaware that their actions have negative impacts on their victims. Unfortunately, bullying behavior is still considered trivial in schools. However, in contrast to the victims who feel oppressed by the bullying behavior. Bullying behavior seriously affects the learning motivation of its victims. Victims will feel uncomfortable at school, thus reducing their motivation to learn. Some signs that a student is experiencing bullying behavior are:

1. Decreased motivation to go to school. There are many reasons given by students when they have to go to school. Headaches, and other physical complaints. Anything related to school, students no longer have interest.
2. Being lazy to study and do assignments given by teachers.
3. Lack of enthusiasm when in a study group with other friends.
4. Often reprimanded by teachers for losing concentration during lessons (Maghfiroh et al., 2021).

From this, it can be understood that bullying behavior leads to a decrease in learning motivation in students and impacts a decline in learning outcomes (Maghfiroh et al., 2021). Students will lose interest, feel insecure in the school environment, and experience a decrease in self-confidence (Amaliyah et al., 2023).

RESEARCH METHOD

Research Design

This study utilizes an experimental research design with a pretest and posttest control group design. All students of SMK 2 Panajam Pasir Utara were given exposure treatment regarding bullying, while the control and experimental classes were conducted in the Computer Science department of the 11th grade.

Training Schedule

The training duration is for 2 days, divided into 2 stages:
- **Day 1:** Delivery of psychoeducation material on bullying and its impact on learning motivation.
- **Day 2:** Sociodrama simulation about bullying.

Research Subjects

The intervention subjects/targets are divided into 2 groups:
- All students of SMK 2 Penajam Paser Utara for psychoeducation material on bullying and its impact on learning motivation via Zoom link.

- Students of class XI TKJ (as a pilot project) for sociodrama simulation about bullying.

The intervention material is divided into 2 parts:

- PowerPoint presentation on psychoeducation material about bullying and its impact on learning motivation.
- Sociodrama simulation about bullying and its impact on learning motivation.

Research Instruments

The instruments in this research use a questionnaire with 7 questions with responses using a Guttman scale (yes/no) to determine the understanding of SMK 2 Penajam Paser Utara students regarding bullying.

Data Analysis

The method of delivering material via Zoom link uses descriptive analysis and inferential analysis with paired t-tests to test students' understanding of psychoeducation material from the pretest and posttest results. Meanwhile, for the sociodrama method, analysis is conducted using qualitative methods.

Bullying and Sociodrama Material

    Event Rundown

Psychoeducation "STOP BULLYING FOR BETTER FUTURE" at SMKN 2 Penajam Paser Utara Class XI TKJ.

Day 1: Material Delivery

Stages	Purpose	Time and Place	Equipment	Activities
Session 1 Opening and Introduction	Open activities, introduce themselves and build familiarity with psychoeducation participants (greeting participants) • Explain the purpose of psychoeducational activities • Explain the stages of the activity and its duration • Explain the rules applied	Link zoom Time: 15 minutes	• Computer / smartphone / laptop for zoom link • Paper and ballpoint	• Opening of zoom link by the committee • The committee/MC opened the event by greeting the audience and introducing the speakers • The resource persons introduced themselves and greeted the psychoeducation participants • MC/committee explained tatib during zoom

	during psychoeducation			
Session 2 Pre-test	To tighten understanding of bullying and its effect on the learning motivation of psychoeducation participants before intervention	Link zoom Time: 15 minutes	Google form pre-test "stop bullying for better future	Facilitator puts google form pre-test on chat link zoom column
Session 4 Intervention 1 Watch videos	Provide an early overview of bullying and learning motivation	Link zoom Time: 15 minutes	• https://youtu.be/K3mAWQti0gU?si=xz8M4F5jYLUuUt_L • https://youtu.be/qco-KAKY-jSE?si=7oq-esVGWmQTUU9T	• Facilitator plays video • The facilitator asks participants to briefly retell the video they have witnessed and explain the message they captured to the video • The facilitator explains what the video is about and conveys the message contained in the video
Session 4 Intervention 2 Material submission	• Delivery of material about bullying and its effect on learning motivation • Provide an understanding of the theme of bullying and its effect on learning motivation	Link zoom Time: 45 minute	Laptop, Ball-point, paper	Submission of material by drg. Sukeksi Dyah Intanninrum, Sp.KGA • Open a question and answer/discussion session

| Session 5 Post-test and closing | • To find out how well psychoeducational participants understand who have participated in psychoeducational activities
• Making conclusions of psychoeducational activities day 1 | Link zoom

Time:
15 minute | Google form post-test | • The facilitator puts the post-test google form in the zoom chat link column for participants
• Facilitator concludes psychoeducational activities day 1
• The facilitator hands the event back to the MC/committee
• MC/committee closes psychoeducation activity day 1 |

Day 2: Sociodrama Game

Drama Script
Bullying in the School Environment

Characters:
Mauren (Gang Leader)
Indri (Gang Member)
Nisa (Gang Member)
Qamalia (New Student being bullied)
Pak Wahyu (Principal)
Pak Rahman (Guidance Counselor)
Pak Jumsal (Homeroom Teacher)
Fadel (Eyewitness) Nasir (Eyewitness)
Yasin (Class President, Eyewitness)
Nisa (Bystander) Cici (Bystander)

Actors:
Arfiatun Nur Hasanah
Intan Nadiya Dwi Syafitri
Irwansyah
Juwanda Rahmah
Mei Ainani Zhahirah Wulan
Andhika Bima Saputra
Muhammad Daffa Fadhilah
Denny Mulia
Rahmad Kadafi

Sukeksi Dyah Intanningrum, Hesti Perwatih, Iswinarti

Robby Antonio Wijaya
Sarah Aulia Zaldina
Nur Zafira Fitrie

There is a story in a vocational high school. In this prestigious school, there is a wicked group that likes to oppress others, they are Mauren, Indri, and Nisa. They enjoy extorting, scolding, and bullying other students.

Nisa: "Hey, Ren, Ndri. I heard today we're getting a new transfer student in our class!" Mauren: "So what's the problem with me?" Nisa: "Well, nothing, I'm just letting you know! Maybe you're clueless!" Indri: "Yeah, I heard too, they said her name is Qamalia." Mauren: "Huh, who's Qamalia? Sounds like a komodo's name. Hahaha, okay, for today, we'll teach her a valuable lesson so she won't mess with us in the future."

Mauren and her friends then plan to teach the new student a lesson.

Ring... Ring... The bell signaling the start of class rings, all the students have entered the class except for the notorious gang members.

Brakkk... The sound of a slammed door is heard, all the students look toward the source of the noise. Yes! It's none other than Mauren, Indri, and Nisa. They casually enter the classroom, seemingly ignoring the stares of their classmates. Yasin, feeling annoyed, stands up from his seat and approaches them.

Yasin: "Hey, Mauren, Indri, Nisa, I've warned you several times. Just open the door normally, no need to slam it. If it's broken, who's going to replace it?" Mauren: "Oh, about school property, right.. sorry, sorry, I won't slam the door again." Yasin: "Whatever! I'm serious, not joking!" Indri: "OH! FINE! EXCUSE ME!"

After that, the teacher enters with a student behind him.

Pak Jumsal: "Yap! As you all know, we have a new student! Please pay attention as she introduces herself." Qamalia: "Assalamualaikum wr.wb. Let me introduce myself, my name is Qamalia, transferred from a public high school. Please help me adjust to this school environment."

After the lesson, the break time allows all the students to be free from lessons and assignments and free to eat and drink at the cafeteria.

Nisa: "Wanna go to the cafeteria?" Mauren: "Nah, I'm not hungry." Indri: "Let's bother the new kid instead." Mauren, Indri, and Nisa: "Hey, give us some money." Qamalia: "I...I don't have any money." (lowering her head.) Nisa: "How can you not have money?" (Qamalia remains silent.)

Mauren: "Quick, give us your money, you peasant!" (pushing Qamalia roughly)

However, in the classroom, Cici and Tati are present, but they just watch the incident without helping Qamalia. Until finally, Fadel, Nasir, and Yasin arrive.

Fadel, Nasir, and Yasin, seeing Mauren pushing Qamalia, immediately approach them.

Fadel: "Hey, what's going on here?" Nasir: "Hey, you can't do that! Indri: "It's none of your business! Just shut up!" Fadel: "But you can't just do that. Bullying her like that." Yasin: "Even though she's new, she's still our friend."

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Mauren: "Yeah, yeah, I know, no need for the lecture! I'm tired of hearing it!" (angrily) Fadel: "Don't be rude, we're just reminding you." Nasir: "That's right, we're just reminding you." Nisa: "Just shut up and stop talking so much." Indri: "I agree!"

Then Nasir helps Qamalia stand up.

Nasir: "Are you okay, Qamalia?" Qamalia: "I'm fine." Yasin: "Those three are out of line. Besides, Cici and Tati, you're in the class and you saw Qamalia being harassed, why didn't you help?" Cici, Tati: "..........." just look down Fadel: "Instead of staying here with them, it's better if we go to the library." Nasir: "Qamalia, do you want to come?" Qamalia: "I'll stay in the class." Yasin: "In that case, let's go ahead."

Yasin, Fadel, and Nasir leave Qamalia, Mauren, Indri, and Nisa in the classroom and head to the library.

Indri: "Hey, you're just a new student here, so don't seek attention." Qamalia: "But I'm not seeking attention." Nisa: "You're bold to defy us." Qamalia: "B...bu...but" Nisa: "You're asking for it." (slaps Qamalia) Indri: "Take that!"

The homeroom teacher, passing by in front of the classroom, sees the entire bullying incident perpetrated by Mauren and her friends.

Pak Jumsal: "What are you three doing to Qamalia?" Mauren, Indri, and Nisa: "Umm... we didn't do anything?" Pak Jumsal: "Did you bully Qamalia? Mauren, Indri, Nisa. After school, the three of you must meet me in the principal's office!"

The final school bell rings, Mauren and her friends immediately head to the principal's office. The guidance counselor in front of the principal's office calls them.

Pak Rahman: "Hey, you're Mauren, Indri, and Nisa, right?" : "Hurry in, you're awaited in the principal's office." Nisa: "Yes, sir?" Mauren, Indri, and Nisa: "Assalamualaikum" Everyone: "Waalaikumsalam" Pak Wahyu: "Finally, you're here, please have a seat." (pointing to two chairs in front of him)

Now the three of them can clearly see that the people in the room are not only their principal, guidance counselor, and homeroom teacher, but also Fadel, Nasir, Yasin, and Qamalia.

Pak Rahman: "Let's start with the first question, but before that, I hope you can answer it honestly and without lying." Mauren: "Yes, sir, I will answer honestly." (lowering her head.) Wahyu: "Is it true that you bullied Qamalia? Why?" Mauren, Indri, and Nisa: "..." (silent) Pak Jumsal: "Why did you bully Qamalia? Because she had a problem with you? Or what?" (raising his voice slightly.) Nisa: "We were just joking." Fadel: "Just joking? You pushed her until she fell." Wahyu: "Pushed her until she fell? You've gone too far." Pak Jumsal: "Why did you do that, Mauren, Indri, Nisa?" Pak Wahyu: "You have to apologize to Qamalia." Mauren, Indri, and Nisa: "..." (nodding) Pak Wahyu: "Qamalia, I hope you can forgive all their actions."

Mauren: "Yes, I apologize for being rough with you, after this incident, I hope I and my friends can be good friends." Qamalia: "Yes, I forgive you three." Fadel: "That's it, Ren, just like before. It's nice to see you apologize." Nasir: "Now, don't bully anyone again, friendship is beautiful."

After that incident, Mauren, Indri, and Nisa became friends with Qamalia. The three of them learned that it's not good to discriminate against others and bully them.

At another time, Cici and Tati approached Qamalia and apologized for not helping her when Mauren and the others bullied her. Cici: "Qamalia... Tati and I apologize for not helping you when Mauren and the others harassed you, because honestly, we were scared of Mauren and the others." Tati: "Yes, Qamalia, we're afraid of them because they like to bother people." Qamalia: "It's okay, Alhamdulillah everything has been resolved by Pak Rahman, Pak Jumsal, and Pak Wahyu, but if I may advise, next time if you see such an incident again, your help is really needed." Cici: "Yes, Qamalia, honestly, we're ashamed because we're too cowardly." Qamalia: "It's okay, it's all right, anyway, I'm friends with Mauren and the others now."

Finally, the three of them went to the classroom together, inside the classroom, Mauren had started to warm up to her classmates.

RESULT AND DISCUSSION

After psychoeducation was carried out consisting of two main methods, namely in the form of material presentation about bullying and sociodrama played by students of SMK 2 Penajam Paser Utara class XI, the following results were obtained:

Presentation of material on "Bullying and Its Effects on Learning Motivation"

The presentation of the material was carried out via zoom due to the difference in distance between one of the speakers and psychoeducation participants. The presentation of the material was attended by all students of SMK 2 Penajam Paser Utara totaling 876 students consisting of 275 class X students, 300 class XI students, and 301 class XII students. Meanwhile, filling in the pre-test and post-test is emphasized in class XI in the computer department. This is done because one of the resource persons is a supervisor for class XI majoring in computer and is expected to be closely monitored about this exposure to the resource person's students, as well as the limitations of smartphones or laptops owned by students other than the computer department.
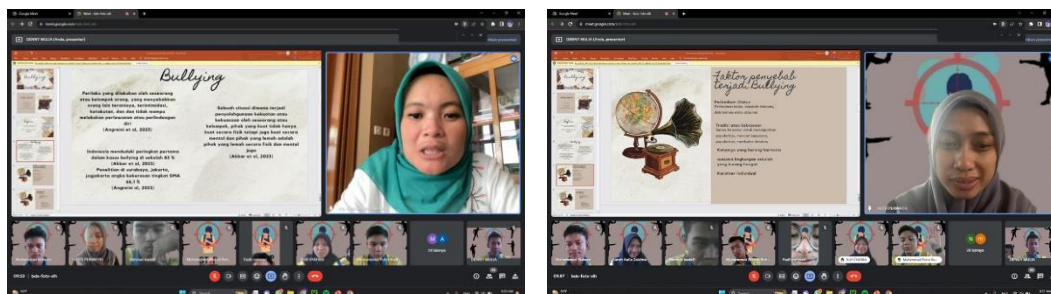
Here are the results of the pre-test and post-test responses from 41 students in the 11th grade computer department that have been conducted.

Question	Answer	Pre Test		Post Test	
Have you ever received an explanation about bullying?	Yes	26	63,4%	30	76,9%
	No	15	36,4%	9	23,1%
Do you know how to avoid bullying behavior?	Yes	28	68,3%	30	94,9%
	No	13	31,7%	9	5,1%
Have you ever been bullied at school or elsewhere?	Yes	16	39,0%	11	28,2%
	No	25	61,0%	28	71,8%
Have you ever bullied a friend or someone else at school or elsewhere?	Yes	6	14,6%	6	15,4%
	No	35	85,4%	33	84,6%
Have you ever been bullied on social media (Facebook, Twitter, Instagram, etc.)?	Yes	8	19,5%	3	7,7%
	No	33	80,5%	36	92,3%
Have you ever bullied someone on social media (Facebook, Twitter, Instagram, etc.)?	Yes	3	7,3%	3	7,7%
	No	38	92,7%	36	92,3%
Have you ever been bullied on social media (Facebook, Twitter, Instagram, etc.)?	Yes	37	9,8%	36	92,3%
	No	4	90,2%	3	7,7%

From the results of the data description test, the Mean pretest value was 77.229 and the mean value of the post test was 86.443. This means that there is an increase in understanding related to the material that has been conveyed in the psychoeducation of bullying. While the pretest standard deviation value is 12.95 and the standard deviation value for the post test is 8.97.

Here are the results of the descriptive analysis of the pretest and post-test.

Descriptives

			Statistic	Std. Error
Pre-Test	Mean		77.229	4.8929
	95% Confidence Interval for Mean	Lower Bound	65.256	
		Upper Bound	89.201	
	5% Trimmed Mean		77.271	
	Median		80.500	
	Variance		167.586	
	Std. Deviation		12.9455	
	Minimum		61.0	
	Maximum		92.7	
	Range		31.7	
	Interquartile Range		26.8	
	Skewness		-.142	.794
	Kurtosis		-2.063	1.587
Post-Test	Mean		86.443	3.3923
	95% Confidence Interval for Mean	Lower Bound	78.142	
		Upper Bound	94.743	
	5% Trimmed Mean		86.787	
	Median		92.300	
	Variance		80.553	
	Std. Deviation		8.9751	
	Minimum		71.8	
	Maximum		94.9	
	Range		23.1	
	Interquartile Range		15.4	
	Skewness		-.906	.794
	Kurtosis		-.875	1.587

To test the influence of the increase in students' understanding after psychoeducation, a normality test was conducted using the Shapiro-Wilk test. The test results show that the Sig. value is 0.099, which means it is greater than 0.05, indicating that the data distribution is normal and the paired t-test is continued. The normality test results are as follows:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.183	7	.200[*]	.905	7	.360
Post-Test	.314	7	.035	.840	7	.099

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-Test - Post-Test	-9.2143	9.6259	3.6383	-18.1168	-.3118	-2.533	6	.022	.045

In the paired samples T-test, the two-tailed sig. result is 0.045, which means it is less than 0.05. This indicates a significant influence of psychoeducation on students' understanding of bullying material.

Based on the paired T-test table, the t value is 2.533 with df=6. According to the t-table, the t value with df=6 is 2.447. This means that the calculated t value is greater than the t-table value, indicating a significant influence after providing psychoeducation on bullying material to the students of SMKN 2 Penajam Paser Utara. This result indicates that the students of SMKN 2 Penajam Paser Utara benefited from the psychoeducation activities conducted. Since the psychoeducation activity in this method only consists of lectures via Zoom link, the targeted aspects are cognitive and affective, and have not yet changed the behavioral aspects, which are the main target of attitude change (Sahrani & Hastuti, 2018).

In the pretest, all psychoeducation participants, totaling 41 students, filled out the pretest link that had been distributed. However, in filling out the post-test, there were 2 students who did not give their opinions on the available post-test link, so only 39 students filled out the post-test link.

In the hopes/suggestions column in the pre-test group, there are several statements from students, which can be summarized as follows:

- Students want psychoeducation activities like this to be conducted more frequently, especially on bullying material, but psychoeducation should not only target students, but also teachers, because according to students, there are some teachers who consciously or unconsciously also verbally bully students.
- Fun activities such as competitions and other activities should be held frequently to make the relationship between students and teachers more friendly, thus reducing bullying.
- Empathy training should be conducted because some parties still consider bullying to be just joking.

Meanwhile, in the hopes/suggestions column in the post-test group, there are statements from students and summarized as follows:

- Peer educators should be formed among students so they can share with friends if they encounter bullying cases. The reporting of such cases can then be forwarded to teachers. This is intended so that bullying cases can be resolved immediately, and the person reporting to the teacher does not feel scared.
- Addition of CCTV for monitoring all activities at school, especially if there are bullying cases.

Sociodrama about bullying performed by the 11th grade computer department.

In the sociodrama themed bullying performed by the 11th grade computer department, there were 3 students who played the role of bullies, 1 person played the role of a bullying victim, and 4 people played the role of bystanders.

Impressions of the student who played the role of the bullying victim

They stated that they felt mentally destroyed, unable to do anything because they felt weak and no one could help them because they couldn't open up and tell people about what they were experiencing. Here's a quote: "My mind is shattered, I can't do anything because I'm weak and no one helps, can't open up to people."

Impressions of the students who played the role of the bullies

The students who played the role of the bullies stated that they were happy and satisfied with the bullying they had carried out. They felt powerful and happy to be able to shatter someone's mental state. There was a sense of satisfaction in being able to hurt someone else. Here are some quotes: "I feel happy with what I did." "I feel happy because I am in power." "I am very happy because it is a negative thing that can shatter someone's mental state and give me power, seeking sensation from people."

Impressions of the students who played the role of bystanders

Three bystanders stated that they didn't care about the bullying that was happening, and felt they had no business with that behavior, while one bystander

expressed a desire to help but felt afraid of the bullies and feared the possibility of becoming a victim of bullying themselves. They felt they had no support if they helped the victim. Here are some quotes: "I don't care because it's not my business." "I don't care what's happening and avoid it." "I want to help but can't because I'm afraid of the bullies and afraid of being bullied because I don't have 'backing' to help them."

In the descriptive results of the messages/impressions of the students of SMKN 2 Penajam Paser Utara, whether playing the role of bullies, bullying victims, or bystanders, it was found that bullying behavior is depicted as endless, due to the continuous role switching in a supportive environment. According to (Wolke & Lereya, 2015), for bullying victims, the bullying experience they feel will be stored and will not be told to anyone, whether parents, friends, or teachers. This is because the victims feel they will be victimized again when they tell someone about the bullying they experienced or because they feel that their experience is shameful and therefore inappropriate to tell. Because of the inability to tell, victims of bullying will carry a collection of negative emotions with them forever and anywhere, which will eventually turn bullying victims into bullies (Wolke & Lereya, 2015). The impact of bullying felt by victims can include feelings of low self-esteem, lack of confidence, withdrawal from socialization, and most importantly, as students, unwillingness to attend school and perform academically (Fitroh et al., 2023).

For bullies, the impressions written by the students of SMKN 2 Penajam Paser Utara are that there is satisfaction and power when they behave like that. This is consistent with research stating that when being a bully, what is felt is a high self-esteem and dominance in the situation. There is satisfaction in being able to damage someone else's mental state with such negative activities. Because in reality, bullies also need recognition from others.

For bystanders, the impressions written are indifference to the events they see, because of the fear of becoming the next victim if they help a friend who is being bullied. There is no empathy for what happens to their friend. This is also conveyed in other research stating that bystander groups will be divided into 3 groups in viewing bullying, namely being silent and not taking any action, joining the bully group because they hope not to become victims of bullying, and the worst is bystanders feel no interest in stopping such behavior (acting indifferent). However, the common result experienced by bystanders is the presence of anxiety disturbances.

CONCLUSION

From the conducted psychoeducation activities, it can be concluded that: 1. Students' understanding of bullying and its influence on learning motivation is actually quite good, but its implementation is still lacking because the lectures through Zoom links only target cognitive and affective aspects and have not yet led to behavioral changes, which are the main objectives. 2. In the sociodrama performed by the students, impressions from each role can be depicted, where the perpetrators feel satisfied and empowered, the victims feel afraid, alone, and mentally shattered because they lack the courage to confide in anyone, and bystanders/observers feel no interest in the bullying that befalls their friend, and if

they help, students will fear being bullied next because they feel they have no support.

Recommendations:1. It is necessary to delve deeper into information regarding bullying behavior in schools so that the resolution of bullying cases can be completed. 2. Psychoeducation needs to be conducted with interesting materials still related to the world of education and adolescents. 3. Psychoeducation about bullying towards students and school/teachers is needed to reduce the incidence of bullying. 4. A child-friendly school environment needs to be created with improvements in the curriculum, socialization, and other aspects to foster a generation of successful individuals far from bullying. 5. Suggestions from students in the feedback column include the desire for empathy training to understand what others feel and the placement of CCTV in schools for behavioral control in case of unexpected incidents.

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