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Promoting Learner Autonomy in a Technology-Enhanced Language Learning Environment

BULLYING IN PEKALONGAN HIGH SCHOOLS

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Abstract

The school environment should be a secure space for mental and passionate development, is hooking with certain issues of human dehumanization. This wonder adversely influences students' well-being, ethical and social improvement also the in general climate of instructive teach. This paper highlights the disturbing increment in dehumanization among Indonesians, as prove by detailed occurrences of wrongdoing and moral slips. Recognizing the darkness of tending to this issue, the think about advocates for developing self-control and prophetic morals to counter dehumanization. Utilizing a quantitative technique, the investigate points to dive into the effect of dehumanization within the school environment. In this study, the researchers aim to assess their understanding of dehumanization, changes in attitudes towards dehumanizing behaviour, and the effectiveness of anti-dehumanization campaigns. The discoveries are anticipated to educate arrangement and hone suggestion for making comprehensive and aware instructive situation, these findings are also expected to inform policy and practice recommendations for creating inclusive and respectful educational environment.

Keyword: School environment, Dehumanization, Students' well-being, Anti-dehumanization campaigns



INTRODUCTION

The school environment is supposed to be a safe place for student to study, grow and develop intellectually or emotionally. However, the phenomenon of dehumanization has drawn serious attention in the context of education. Dehumanization in school has a negative impact on student's well-being and can be detrimental to their moral and social development. School should be places that promote fairness, equality, and respect for differences. Furthermore, in reality, dehumanization can undermine what should be a safe and supportive school climate. It can create inequalities in learning, hinder student's personal development and be detrimental to their mental health. The increasing phenomenon of dehumanization among Indonesians is very worrying. This has been widely reported from various mass media which recently broadcast news of crimes such as murder, immoral acts, corruption committed by state officials, acts of destruction of nature that cause disasters, and so on. As reported by Tv One, on 8/9/2020 two teenagers from Malang City had the heart to end their friend's life. The murder occurred because of hurt feelings because of being insulted in an online game. This incident has made it clear that there has been a decline in the values of humanization in society. (Novala et al., 2020). Based on the explanation above, it is necessary to make efforts to overcome these problems. One of the efforts to overcome the problem of dehumanization is to raise awareness of self-control in dealing with various life problems. This measure of self-control can be done by cultivating the strengthening of prophetic ethics in each individual (Yulisetiani et.al., 2018:184). It is important to understand the causes and

effects of dehumanization in the school environment in order to take the necessary actions to create positive change. By being aware of these problems, we can work together to create humane educational environment where every individual is respected and given the opportunity to grow and develop fully.

RESEARCHMETHOD

This research uses a quantitative methodological approach as a foundation to dig deeper into the impact of dehumanization in the school environment. This methodology was chosen with the aim of providing a systematic, measurable, and objective framework in collecting, analysing, and interpreting the necessary data. The steps in this methodology include careful survey design to collect quantitative data from participants that include students. The survey instrument will be designed with relevant variables in mind, including but not limited to student's level of understanding of the concept of dehumanization, changes in attitudes towards dehumanizing behaviour, and the influence of the campaign on daily interactions in the school environment. As such, the quantitative methodological is expected to provide in-depth insights into the effectiveness of anti-dehumanization campaign in schools, providing a solid basis for policy and practice recommendation that can improve educational environments that are more inclusive and respectful of human dignity.

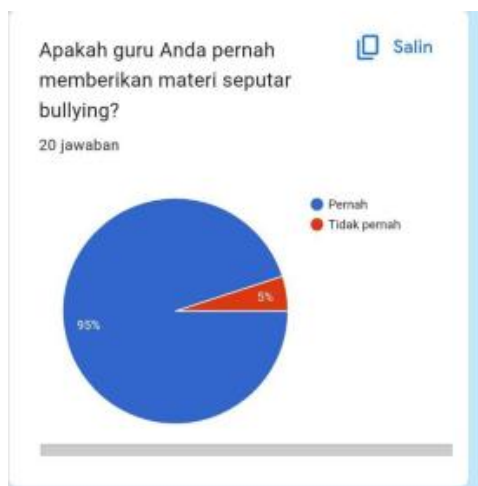
FINDING AND DISCUSSION

Based on research and observation conducted by researches using quantitative methods that produce data in the form of numbers and using questionnaire data collection techniques with 20 respondents from SMA N 3, SMA N 4, and SMA Syafi'i Akrom Pekalongan city, the data is as follows:



Picture 1. Diagram of the result of the students' answers to the question of how often bullying occurs at school.

Based on the first question, namely "Seberapa sering di lingkungan sekolah Anda terjadi bullying" it shows that the student answer *never* shows a percentage of 20% from 20 respondents. In addition, the *seseekali* answer is a very large percentage of 65% of 20 respondent. We can assume that in some schools bullying still occurs. While the answer *sering* dan *sangat sering* have a percentage of 10% and 5% respectively, of 20 respondent.



Picture 2. Diagram of the result of the students answers to the question about the material provided by the teacher.

In the second question, the data in the diagram shows a percentage result of 95% answering

pernah regarding the question of "apakah guru Anda pernah memberikan materi seputar bullying" of 20 respondents. Wich means they have been given the right material and already know about how to respond and avoid dehumanizing behavior. While the answer *tidak pernah* has a low percentage of 5% of 20 respondents.



Picture 3. Diagram of the result of the students' answer to the question of their opinion about the rules and sanction related to bullying.

Based on the data from question "menurut Anda apakah aturan dan sanksi terkait dengan bullying sudah cukup jelas" dan efektif di sekolah ini. The answer *Ya* has a percentage of 40% it means, that the sanctions and rules that have been given from their school have been fulfilled. While some students feel doubtful in their choices, the answer of *mungkin* have a percentage of 45% of 20 respondent. Last, the answer *tidak* have a percentage 15% it means that there is no clarity regarding the sanction and rules given in the case of bullying.



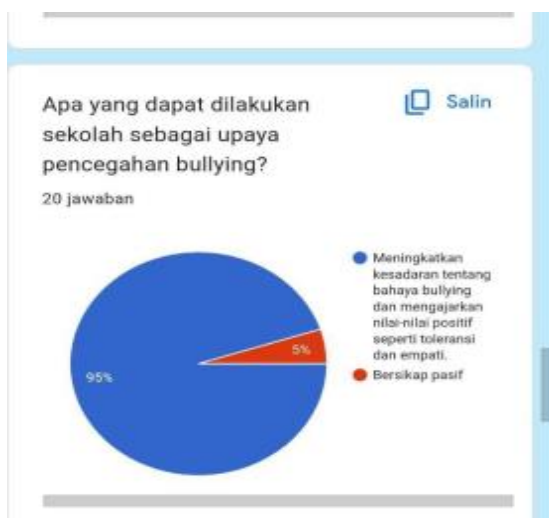
NATIONAL SEMINAR OF PBI NSPBI 2024

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Picture 4. Diagram of the result of the students' answer to the question of whether they have ever witnessed a bullying.

Based on the data from the question of whether they often see or witness bullying behavior, the answer *Ya* has a percentage of 75% in this answer the school must be more aware of bullying, because even though student only witness it, it will have an impact on their physics or mental even though they do not get bullied directly, it can also trigger a sense of trauma by some students. While the answer *tidak* has a percentage of 25% of 20 respondents.



Picture 5. Diagram of the result of the students

answer to the question prevention efforts against bullying

In the diagram above regarding the question of what the school does in an effort to prevent bullying, the answers of *meningkatkan kesadaran tentang bahaya bullying dan mengajarkan nilai-nilai positif seperti toleransi dan empati* has the most answer, 95% we can conclude that the school has made good decision and has the right way to anticipate bullying that occurs at school. While some students answered *bersikap pasif* the answer has a percentage of 5% at least the school have not been able to anticipate the occurrence of bullying at school.

Table 1. Students' Percentage

No.	Question Code	Percentage
1.	Q-1	65%
2.	Q-2	95%
3.	Q-3	45%
4.	Q-4	75%
5.	Q-5	95%

Based on the contents of the table above, we can conclude that in the question there are: 1. 65% of the respondents reported that bullying occurs occasionally in their school, indicating a prevalent but not constant issues.

2. A significant 95% of the respondent acknowledge that their teachers had provided materials on bullying at school, highlighting a proactive approach by educators.

3. 45% of the respondent believe that the rules and sanctions related to the bullying in the



school are clear and effective indicating a moderate level of satisfaction.

4. As many as 75% of respondent have witnesses or experienced bullying. From this accident it will have a major impact on mental health in the long term, the teacher must pay more attention to bullying cases.

5. Most respondent 95% recommended bullying prevention measures, such as raising awareness of the dangers of bullying, and teaching positive values such as tolerance and empathy.

CONCLUSION

In conclusion, 95% respondent endorse active bullying prevention measures while 100% acknowledge the impact on students' mental health. It also emphasizes the multifaced nature of the bullying issue within the school. A holistic approach that includes refining policies, ensuring consistent educational efforts, and addressing the varying levels of severity can contribute to fostering a safer and more supportive school environment.

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