

## MODEL FOR RESOLVING BULLYING CASES IN JUNIOR HIGH SCHOOL EDUCATIONAL ENVIRONMENTS

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DOI: <http://dx.doi.org/10.33603/hermeneutika.v3i2>

Diterima: January 25, 2025; Direvisi: January 30, 2025; Dipublikasikan: February 28, 2025

**Abstract:** Bullying is a serious issue that negatively impacts students' mental health and academic performance, necessitating a systematic approach to address it. This study employs an empirical juridical method with a positivist paradigm, involving 50 students as respondents. The findings reveal four main types of bullying in schools: verbal, physical, social, and cyberbullying. Verbal bullying is the most common form, with 40 students acknowledging the presence of insults in the school environment, 32 students stating insults occur more frequently than other forms, and 33 students witnessing their peers being publicly humiliated. Physical violence is also significant, experienced or witnessed by 30 students; however, 28 students noted that such incidents often go unreported, and 20 students were aware of cases involving threats or extortion at school. Social bullying includes avoidance by peers (35 students) and exclusion (37 students). Meanwhile, cyberbullying is also a concern, with 25 students aware of cases through social media and 26 students considering it a serious problem in schools. The Whole School Approach model is deemed the most effective, according to 38 students who believe the school has made preventive efforts, although 19 students feel that anti-bullying programs are not yet optimal. The Peer Support Model involves parents (30 students) and school supervision (36 students). Mentoring programs (27 students) and counseling for victims (29 students) are part of the Group Guidance Model. The Legal Approach Model includes mediation and strict penalties, supported by 24 and 34 students, respectively. Collaboration between schools, the government, and relevant stakeholders, as well as the enforcement of the Child Protection Act and the Electronic Information and Transactions Act (ITE), is essential to creating a safe and conducive school environment.

**Keywords:** Case Resolution Model, Bullying, Educational Environment, Junior High School

## I. INTRODUCTION

Every individual has fundamental rights that must be respected, including the right to education, as stated in the Universal Declaration of Human Rights of 1948 and Law No. 39 of 1999 on Human Rights. Schools, as formal educational institutions, aim to provide effective and high-quality education to prepare individuals to face various challenges. However, issues such as bullying frequently occur in school environments, disrupting the learning process. Bullying is a repetitive negative behavior that harms victims physically, verbally, socially, or through digital media. Olweus (1997) mentions that such actions are often driven by the perpetrator's urge to dominate and intimidate.

The effects of bullying are detrimental, ranging from emotional trauma and decreased academic performance to the risk of suicide. O'Connell (2003) explains that bullying involves several roles, including the main perpetrator, supporters, reinforcers, defenders of the victim, and bystanders. Reducing bullying requires synergy between schools, parents, communities, and the government through education, the establishment of preventive procedures, and rule enforcement. A safe and comfortable learning environment is crucial for achieving the intended educational goals. Efforts to protect children who become victims of violence include immediate interventions, such as physical, psychological, and social rehabilitation, and the prevention of further health issues. Additionally, psychosocial support is provided during recovery, and children from underprivileged families receive social assistance. Protection and support are also ensured in every legal process involving children as victims.

The bullying case in Cirebon Regency, such as that experienced by a student from SMP AES, highlights the urgency of protecting children from acts of violence in educational environments. This case illustrates the severe impact of bullying on the victim's mental and emotional state and the ineffectiveness of the school's response, which merely relocated the victim without addressing the perpetrator. Therefore, there is a need for increased awareness and preventive actions, including training for teachers and students, and collaborative efforts among schools, parents, and the community to prevent bullying. These prevention measures should include the implementation of effective anti-bullying policies, the provision of reporting services, and supervision involving all relevant parties to create a safe school environment that upholds every child's right to learn safely.

Regulation of the Minister of Education and Culture No. 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education aims to enhance students' basic skills through a comprehensive approach that includes mental well-being and education. This regulation defines the role of counselors in assisting students with academic and personal issues. Guidance and counseling are crucial in supporting students' development in emotional, social, academic, and career aspects. Anti-bullying policies in schools are also emphasized in this regulation, with counselors playing a key role in handling bullying cases. Therefore, training for teachers and school staff is necessary to help them recognize signs of bullying and provide psychological support to victims, perpetrators, and witnesses. Collaboration among schools, parents, and communities is vital in preventing and addressing bullying.

Effective models for resolving bullying include the whole-school approach, peer counseling, and group guidance with a problem-solving approach. Each model is designed to create a safe environment that supports students' overall development. Implementing these models must consider the local context and resource availability at each school. Bullying in junior high schools is a serious problem affecting students' psychological, social, and academic well-being. Victims often experience mental health issues such as stress, depression, anxiety, and even suicidal ideation, impacting their academic performance and motivation. Meanwhile, perpetrators may develop negative and criminal behaviors in the

future. Factors contributing to bullying include disharmonious family environments, lack of supervision at school, and peer pressure.

Schools have made efforts to prevent bullying through teacher training and various activities that promote a safe environment. However, implementation still faces challenges. Surveys conducted in several junior high schools in Suranenggala show that most respondents are aware of bullying cases and believe the schools have made prevention efforts, although the effectiveness of these resolution models needs improvement. Addressing bullying cases requires a more comprehensive approach, involving collaboration among schools, parents, and the community. Effective resolution models should include prevention measures, incident management, and recovery processes for both victims and perpetrators. This study aims to provide more effective strategies for creating safer school environments that support students' development. Based on the detailed background above, the researcher formulates the following research problems:

1. What are the forms of bullying in SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati?
2. What are the models for resolving bullying cases in SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati?
3. How can the application of a legal approach be used to analyze bullying cases in SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati?

## II. RESEARCH METHOD

This study focuses on an in-depth analysis of bullying case resolution models at several junior high schools, namely SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati. The research prioritizes students' perspectives as the primary respondents, aiming to understand their views, experiences, and knowledge regarding bullying in schools. By adopting a doctrinal approach, the study evaluates bullying resolution models and analyzes their effectiveness in creating a safe and comfortable educational environment.

### 1. Research Paradigm

This study employs a positivism paradigm, assuming that bullying phenomena in schools can be explained through scientific approaches based on objective data and facts. Empirical data collected will identify the types of bullying that occur and assess the extent to which the resolution models implemented at these schools effectively create a safer environment that supports student development.

### 2. Type of Research

This research is qualitative, aiming to gain a deep understanding of the bullying phenomenon. The researcher will explore the experiences of students at SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati through questionnaire surveys. The study focuses on the various forms of bullying, the experiences of victims and perpetrators, and assesses the effectiveness of the resolution models applied.

### 3. Research Approach

The study uses an empirical juridical approach, prioritizing direct data collection from students through questionnaires to understand their views, experiences, and knowledge about bullying. This approach also allows for an evaluation of the effectiveness of

bullying case resolution models at each school and the obstacles faced in their implementation.

4. **Research Instruments**

The primary instrument used in this study is a questionnaire designed to explore students' views, experiences, and knowledge regarding bullying. The questionnaire also serves to assess the extent to which bullying case resolution models implemented at these schools effectively address bullying issues.

5. **Legal Material Analysis**

Legal material analysis includes three types of sources:

- a. Primary Legal Materials: Regulations, laws, and policies related to handling bullying in education.
- b. Secondary Legal Materials: Literature and articles discussing the theory and practice of bullying resolution.
- c. Tertiary Legal Materials: Views from experts and educational practitioners on bullying resolution models.

6. **Legal Material Collection Techniques**

Legal material collection employs two techniques:

- a. Empirical Juridical Techniques with Questionnaires: Using questionnaires to gather data from students regarding their views on bullying and the effectiveness of resolution models.
- b. Normative Juridical Techniques with Literature Studies: Analyzing documents, literature, and expert opinions relevant to understanding the bullying resolution models applied in schools.

### III. RESEARCH FINDINGS

#### **Qualitative Analysis of Bullying Forms in SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati:**

1. **Verbal Bullying:**

The majority of respondents (40 individuals) confirmed the occurrence of verbal bullying, such as insults or mockery, at school. According to 32 respondents, insults or mockery occur more frequently than other forms of bullying. Furthermore, 33 students reported witnessing their peers being humiliated in front of others. This indicates that verbal bullying occurs with relatively high frequency.

2. **Physical Bullying:**

A total of 30 respondents reported witnessing or experiencing physical violence such as hitting or kicking. However, 28 respondents felt that incidents of physical violence often went unreported to teachers, highlighting weaknesses in the violence reporting system. Additionally, 20 respondents mentioned extortion or threats occurring at school, underscoring the need for more attention to issues of physical violence.

3. **Social Bullying:**

A total of 35 respondents stated that they had seen students being avoided or ostracized by their peers, while 37 respondents knew of students who were deliberately excluded from activities or interactions. This reflects that social exclusion is a fairly common form of bullying that can have psychological effects on the victims.

4. **Cyberbullying (Online Bullying):**

A total of 25 respondents were aware of bullying cases on social media at school, and 26 respondents felt that social media bullying was a serious issue. This demonstrates that

cyberbullying is a significant issue requiring immediate attention in the school environment.

The analysis shows that the most frequent form of bullying is verbal, involving insults or mockery, followed by physical violence that often goes unreported. Social bullying through exclusion and cyberbullying also occur relatively frequently. To address these issues, schools need to strengthen character education, provide secure reporting channels, and enhance digital literacy to reduce cyberbullying.

**Qualitative Analysis of Bullying Resolution Models in SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati:**

**1. Whole School Approach Model:**

Most respondents (38 individuals) felt that schools had made sufficient efforts to prevent bullying. Additionally, 42 respondents stated that schools had clear regulations for handling bullying cases. Meanwhile, 31 students felt that anti-bullying programs in schools were quite effective, indicating that a comprehensive approach to addressing bullying has been well-implemented.

**2. Peer Support Model:**

A total of 30 respondents felt that parents were sufficiently involved in handling bullying cases, and 36 respondents believed that increased supervision in schools could reduce bullying. Additionally, 33 students were aware of school policies supporting bullying prevention. This demonstrates the importance of parental involvement, strict supervision, and school policies in preventing bullying.

**3. Group Counseling Model:**

A total of 27 respondents were aware of mentoring programs led by other students to address bullying, and 29 respondents were aware of counseling or assistance programs for bullying victims at schools. This indicates that while mentoring and counseling programs exist, many students are still unaware of them, necessitating further outreach.

**4. Legal Approach Model:**

A total of 24 respondents felt that mediation between perpetrators and victims had been effectively implemented, while 34 respondents believed that punishments for bullying perpetrators were sufficiently strict. Although opinions differ regarding the effectiveness of mediation, the policy of strict punishment was well-received by the majority of respondents.

Research findings indicate that schools have undertaken various efforts to prevent bullying, including implementing comprehensive school approaches, peer support systems, group counseling, and legal approaches. However, areas needing improvement include enhancing the effectiveness of anti-bullying programs, broadening the introduction of policies and counseling programs, and strengthening parental roles and mediation processes. Stricter supervision and firm punishments for bullying perpetrators are also deemed important for creating a safer school environment.

**Innovative Idea: Safe and Comfortable School (SAN) Model**

The Safe and Comfortable School (SAN) Model is an approach designed to create a supportive and secure school environment while preventing and addressing bullying. The model focuses on inclusivity, involving all stakeholders, and can be easily implemented in various schools.

**1. SAN Model Process**

**a. Creating a Comfort Zone:**

The SAN Model begins by providing designated areas, such as counseling rooms or specific corners, where students can discuss their problems in a safe environment.



Trained teachers or staff will be available to listen and assist students, ensuring they feel comfortable and valued.

b. **Peer Support System:**

Each student will have a "peer supporter" tasked with providing assistance when they face problems. These peer supporters are trained to identify bullying situations and report incidents to teachers or counselors, ensuring swift action is taken.

c. **Basic Empathy Training:**

All school members—students, teachers, and parents—will receive training to understand the impacts of bullying. The training aims to foster empathy and increase mutual respect within the school community. Joint activities can reinforce these positive values.

d. **Anonymous Reporting Box:**

To prevent bullying, this model provides an anonymous reporting box, enabling students to report bullying incidents without revealing their identities. Reports will be followed up by teachers or counselors to address the issue.

e. **Parental Involvement:**

Parents are engaged in bullying prevention efforts through regular meetings to discuss bullying issues and support their children in handling such situations. Collaboration between schools and parents is essential to creating a safe environment for students.

f. **Positive Messages in Schools:**

Positive messages are displayed throughout the school via posters or bulletin boards encouraging mutual respect and harmonious coexistence. These messages aim to reinforce good values and create a more positive school climate.

g. **Educational Sanctions for Perpetrators:**

Bullies are not only given sanctions but also opportunities for improvement through educational activities, such as attending counseling or participating in social programs. This aims to enhance their understanding of the impacts of their behavior and encourage positive changes in their attitudes.

2. **Prevention Steps in the SAN Model**

a. **Planning Stage:**

Form a team consisting of teachers, students, and parents to plan and implement this program. The team will design necessary measures to tackle bullying and create a safer school environment.

b. **Implementation Stage:**

Provide training for students and teachers to recognize and address bullying. Additionally, comfort zones and anonymous reporting boxes should be established in schools to support students needing help.

c. **Evaluation Stage:**

Conduct regular evaluations through surveys among students and teachers to measure the program's effectiveness. Evaluation results will be used to make adjustments or improvements as needed, ensuring the program runs effectively.

d. **Advantages of the SAN Model:**

The SAN Model is easy to implement in various schools without requiring excessive resources. This approach involves all school components, including students, teachers, and parents, creating a shared responsibility for establishing a secure and supportive environment. The focus is on creating a comfortable and safe environment where students feel valued and protected.

By implementing the SAN Model, schools can become friendlier and safer places, supporting students' emotional well-being. This not only reduces bullying but also improves relationships among students and fosters a more positive and productive school atmosphere.

### **Legal Approach to Bullying Cases in SMP**

The legal approach to addressing bullying in middle schools involves several steps referencing applicable laws in Indonesia. First, the legal basis includes Law No. 35 of 2014 on Child Protection, Law No. 20 of 2003 on the National Education System, Law No. 11 of 2008 on Electronic Information and Transactions (ITE), Minister of Education and Culture Regulation No. 82 of 2015, and the Criminal Code (KUHP).

#### **Implementation Stages:**

- a. Case identification.
- b. Evidence and fact collection.
- c. Application of relevant laws.
- d. Inter-agency collaboration.
- e. Drafting school policies.
- f. Recovery and prevention measures.

Each type of bullying—physical, verbal, social, or cyber—requires different handling involving schools, parents, the Indonesian Child Protection Commission (KPAI), and law enforcement. Schools also need to strengthen rules and procedures for handling bullying and provide psychological support for victims and rehabilitation for perpetrators. This systematic legal approach is expected to address bullying cases effectively and educate all parties involved.

## **IV. CONCLUSION**

Based on the results of the research, bullying cases in SMP Negeri 1 Suranenggala, SMP Negeri 2 Suranenggala, SMP Negeri 1 Kapetakan, SMP Negeri 1 Tengah Tani, and SMP Negeri 3 Gunungjati occur in four main forms: verbal, physical, social, and cyberbullying. The most frequent form of bullying is verbal, which involves insults or mockery, with 40 respondents reporting awareness of such insults in schools. Additionally, 32 respondents felt that insults occurred more frequently compared to other forms of bullying, while 33 respondents had witnessed their peers being insulted in front of others. Physical bullying is also quite common, with 30 respondents reporting seeing or experiencing physical assault, 28 respondents feeling that assaults were often not reported to teachers, and 20 respondents knowing about extortion or threats. Social bullying, such as ostracization by peers, was reported by 35 respondents who had witnessed a friend being avoided, and 37 respondents were aware of students deliberately excluded from activities or conversations. Cyberbullying was reported by 25 respondents who were aware of cases of bullying via social media, and 26 respondents felt that cyberbullying was a significant problem in schools. All these forms of bullying require serious attention from schools, with verbal bullying being the most prevalent.

In analyzing bullying resolution models, the Whole School Approach proved to be the most effective. A total of 38 respondents felt that schools had taken sufficient measures to prevent bullying, 42 respondents believed schools had clear regulations for handling bullying cases, and 31 respondents considered anti-bullying programs in schools to be effective. The Peer Support Model also showed positive results, with 30 respondents feeling that parents were sufficiently involved in handling bullying cases, 36 respondents believing that school supervision could reduce bullying, and 33 respondents acknowledging the existence of school policies supporting bullying prevention. The Group Guidance Model contributed as well,

with 27 respondents aware of mentoring programs among students to address bullying. The Legal Approach Model also showed good results, with 24 respondents feeling that mediation between perpetrators and victims was conducted well, and 34 respondents believing the punishments for perpetrators were sufficiently strict.

Although the Whole School Approach demonstrated the best outcomes in handling bullying, the implementation of other models is also necessary to create a safer school environment. One proposal is the Safe and Comfortable School Model (SAN), which integrates various elements to build a supportive environment, involves parents, and provides empathy training and peer support systems. This approach can strengthen the sense of security and togetherness in schools.

The legal approach is essential in addressing bullying in schools. Based on regulations such as the Child Protection Law, National Education System Law, Electronic Information and Transactions Law (ITE Law), and the Indonesian Penal Code (KUHP), schools have a clear legal basis for addressing all forms of bullying, including cyberbullying. With consistent law enforcement and collaboration among schools, parents, law enforcement officials, and related institutions, schools are expected to become safe spaces that fully support students' development.

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