

## **The Effectiveness of Psychoeducation in Increasing Knowledge About Bullying in Junior High School Students**

Dianti Ria Saputri, Vera Azzahra, Adhani Dhea Saputri, Siti Khadijah<sup>4</sup>  
Universitas Islam Negeri Raden Fatah Palembang  
Corresponding email: [drsaputri11@gmail.com](mailto:drsaputri11@gmail.com)

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### **ABSTRACT**

This research aims to determine the effectiveness of psychoeducation in increasing knowledge about bullying at SMPN 51 Palembang. This research is pre- experimental. The design used in this research is one group pre-test and post-test. This research was conducted on involving 30 subjects who were grade 9 students at SMPN 51 Palembang. The results of this study showed that there was a significant increase in scores before and after psychoeducation was provided. This shows that there is an influence of psychoeducation in increasing students' knowledge of bullying behavior. Therefore, we hope that schools will continue to provide psychoeducation about bullying, or can also include bullying material in the curriculum which is used as an effort to prevent bullying behavior.

### **Introduction**

Currently, juvenile delinquency is common in Indonesia. Teenagers have always been in the public spotlight, focusing on the increase in juvenile delinquency. one form of juvenile delinquency is bullying behavior. Bullying is the behavior of bullying or people who bully weak people (Al Wafi, 2022). So far, bullying in the school environment in Indonesia has flourished, among others, because bullying is considered commonplace, carried out on the grounds of wanting to educate younger siblings, and tends to be tolerated in the absence of sanctions (Sari & Azwar, 2018).

Bullying can be defined as an act where someone has the power to harm a group or a person physically or psychologically, causing the victim to feel depressed, traumatized, and helpless (Sejiwa, 2018). Bullying behavior in schools is usually in the form of verbal bullying such as giving inappropriate nicknames to the victim, often insulting the victim in any form, often tempting the victim to do evil for the pleasure of the perpetrator, and denouncing all the shortcomings of the victim. Then there is social bullying carried out by the perpetrator in the form of locking up the victim and leaving him alone in the classroom or ostracizing the victim during learning activities. then the last is physical bullying where the perpetrator likes to kick, hit, and bully the victim by yelling (Swearer et al., 2009). Rigby (2007) defines bullying as repeated bullying, both psychological and physical for a weak person by a stronger person or group of people. According to Gladden et al. (in Pozolli et al., 2016), define bullying as intentional and repeated aggressive behavior

towards peers that inflicts harm or causes suffering to targeted adolescents, including physical, psychological, social, educational or harmful.

Bullying is becoming an increasingly common violent behavior in schools (Twemlow & Sacco, 2008). Bullying is also a common problem at all ages, starting from early childhood (Storey & Slaby, 2013) and peaking during middle school (Nansel et al., 2001). Olweus (1993) also stated that a strong desire to control others is one of the factors causing bullying. They perform bullying behavior to get satisfaction by hurting and torturing their victims. This shows their low empathy for the victim.

According to Kenny et al (2005), to address bullying in schools, schools should take steps to increase the level of "Compassion", or love and empathy towards students. This step aims to increase sensitivity to other people's emotions. Lawrence Kohlberg, one of the experts on moral development, argues that emotions, morals, and empathy exist and contribute to moral development, so increasing empathy will reduce bullying behavior which is included in immoral behavior (Santrock & Widiasinta, 2007).

Bullying is a serious issue that can have a negative impact on students' mental and emotional well-being. With the right psychoeducation, students can understand the impact of bullying, identify bullying behavior, and learn how to deal with and prevent bullying behavior. Psychoeducation delivered in a structured and directed manner can provide students with comprehensive knowledge about the phenomenon of bullying. Through interactive psychoeducation sessions, students can understand the importance of empathy, tolerance, and anti-bullying attitudes in the school environment.

## Method

This research method uses the experimental method. The experimental method is characterized by the provision of manipulation or treatment (Pratisti & Yuwono, 2018). In this study, the treatment provided was in the form of psychoeducation with material including the definition of bullying, types of bullying, the impact of bullying, signs and symptoms of bullying, the role of parents in preventing bullying, and prevention of bullying. Psychoeducation is given using the expository method, which is conveying material verbally with the hope that after being given the material students can understand and express the material that has been given (Amin & Sumendap, 2022).

This research design uses one group pre-test and post-test. The results of the study were obtained based on the answers given to the subjects using pre-test and post-test sheets. Sheets before and after psychoeducation are made based on a scale. The scale used in this study is a Likert scale with 10 statement items with reference to Rigby's (2003) theory of Bullying. This research was conducted on March 26, 2024 involving 30 subjects who were 9th grade students at SMPN 51 Palembang.

## Results and Discussion

Bullying according to the American Psychological Association (APA) bullying is a type of intentional and sustained aggressive behavior that aims to harm another person or group (Almira & Marheni, 2021). Piara et al (2021) Psychoeducation is an educational method that aims to provide information and increase understanding of mental health problems to a group or community. Psychoeducation is an activity to increase understanding in the context of preventing mental illness and disorders in groups and communities (Aji, et al 2022). This definition is in accordance with the purpose of this study to provide information to students about bullying behavior. According to Sujarwo et al (2021) the purpose of psychoeducation is to increase insight into the problems that are happening and improve function in the environment. After carrying out education, students can better know and understand bullying behavior, its impact and how to overcome it.

Ni'Matuzahroh (2019) showed that the purpose of psychoeducation is to change the way psychoeducation participants think about certain concepts. After psychoeducation, it is expected that students can recognize and understand behaviors that include bullying, the impact of bullying, its role, and scenarios between pre- and post-test scores.



**Figure 1:** *Administering Pretest and Posttest to subjects*

To measure the effectiveness of the psychoeducation provided, data were analyzed based on the test results of 30 subjects. The tests given were pretest and posttest. The data analysis conducted was a Paired T - Test.

**Table 1.**

**Paired Samples Test**

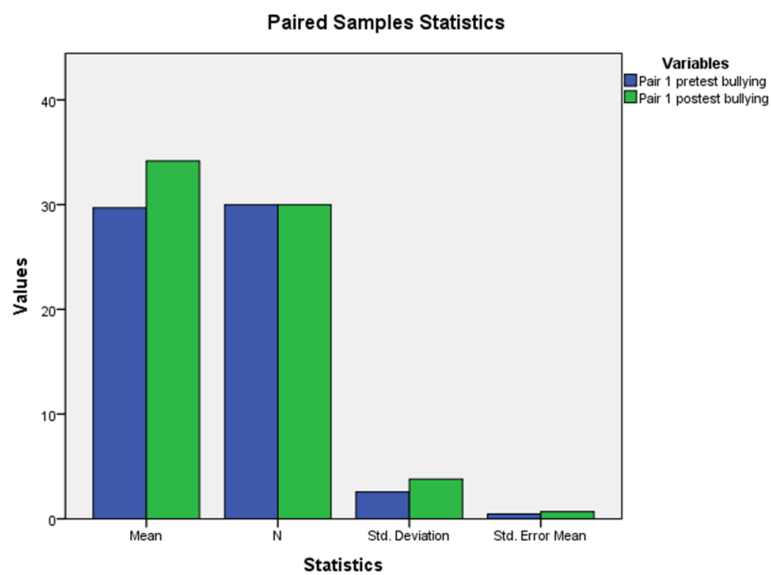
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest bullying - posttest bullying	-4.467	3.739	.683	-5.863	-3.070	-6.543	29	.000

Based on the results of the Paired - samples test above, the sig. p value is <0.000 which is smaller than 0.05. this means that there is a significant difference between the pre-test and post-test results. These results indicate that there is an effect of psychoeducation in increasing the subject’s understanding of bullying behavior.

**Table 2.**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest bullying	29.70	30	2.562	.468
posttest bullying	34.17	30	3.779	.690



When viewed in the table above, the mean and median pre-test and post-test scores are higher than the pre-test scores. This means that the subject's insight into bullying behavior increases after psychoeducation.

The results obtained are in line with previous research conducted by Renita & Aniq (2023) entitled "**The Effectiveness of Psychoeducation in Increasing**

**Knowledge about BULLYING in Adolescents"** where psychoeducation is proven to have a significant effect on increasing student knowledge about bullying.



**Figure 2:** *The author provides material related to Bullying*

Psychoeducation is a form of effort to prevent bullying behavior by building knowledge that bullying is a despicable behavior (Iswan & Royanto 2019). The psychoeducation material provided is in the form of a definition of bullying, types of bullying, the impact of bullying, bullying factors, and how to overcome bullying. At the end of the psychoeducation implementation session, a student assessment was carried out regarding student understanding through a question and answer process and then students were also given the opportunity to express their experiences of bullying behavior. Students identified this theme and realized examples of bullying in their daily lives. Some subjects also committed acts of bullying such as verbal and physical bullying. Subjects believe that bullying behavior occurs because they do not fully understand bullying behavior itself. A deeper understanding of this topic is expected to help avoid bullying behavior in the surrounding life.

## **Conclusion**

The psychoeducation aims to increase students' understanding that bullying is a bad behavior. The results of the analysis conducted showed that there was a significant increase in the score before and after psychoeducation was given. This shows that there is an effect of psychoeducation in increasing students' knowledge of bullying behavior. Therefore, we hope that the school will continue to provide psychoeducation about bullying, or it could also include bullying material in the curriculum used as an effort to prevent bullying behavior.

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