

Master Turnitin

Prevention of Bullying Behavior through the RootsProgram

 Artikel UMI 2025 Universitas Muslim Indonesia

Document Details

Submission ID

trn:oid:::1:3320163278

Submission Date

Aug 25, 2025, 10:17 AM GMT+8

Download Date

Aug 25, 2025, 10:20 AM GMT+8

File Name

11_Ratika_in_Editing.pdf

File Size

334.7 KB

15 Pages

7,494 Words

40,851 Characters

8% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text
- Small Matches (less than 8 words)

Exclusions

- 3 Excluded Sources

Match Groups

-  **32 Not Cited or Quoted 8%**
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 7%  Internet sources
- 5%  Publications
- 4%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- 32 Not Cited or Quoted 8%**
Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**
Matches that are still very similar to source material
- 0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 7% Internet sources
- 5% Publications
- 4% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Student papers		
	UIN Siber Syekh Nurjati Cirebon		1%
2	Internet		
	media.neliti.com		<1%
3	Internet		
	ijmmu.com		<1%
4	Internet		
	ejournal.alhayat.or.id		<1%
5	Internet		
	pasca.jurnalikhac.ac.id		<1%
6	Publication		
	Kristina Uskenat, Kadek A.C Adelia. "APPLICATION OF DISCOVERY LEARNING MO...		<1%
7	Internet		
	www.coursehero.com		<1%
8	Internet		
	www.scilit.net		<1%
9	Internet		
	digilib.uin-suka.ac.id		<1%
10	Internet		
	jonedu.org		<1%

11	Internet	www.researchgate.net	<1%
12	Student papers	Universitas Muhammadiyah Surakarta	<1%
13	Internet	kgpublications.com	<1%
14	Internet	jurnal.staiannawawi.com	<1%
15	Publication	Badrus Zaman. "The role of career women on children's worship education in Boy...	<1%
16	Publication	Muhammad Hanafi Rumatiga, Syahrudin Usman, Harbani Pasolong, Munawir K...	<1%
17	Publication	Aja Louise Murray, Izabela Zych, Denis Ribeaud, Manuel Eisner. "Developmental r...	<1%
18	Publication	Semeru Jurnal Pengabdian Masyarakat, Juli Nurani, Fitri Dea Safira, Joanna Adelai...	<1%
19	Internet	ejournal.pdtii.org	<1%
20	Internet	documents1.worldbank.org	<1%
21	Internet	e-journal.uac.ac.id	<1%
22	Internet	garuda.kemdikbud.go.id	<1%
23	Internet	journal.indoscholar.org	<1%
24	Internet	knepublishing.com	<1%

25

Internet

pusdikra-publishing.com

<1%

Prevention of Bullying Behavior through the Roots Program

Ratika Nengsi¹, Subaedah²

¹ Indonesian Muslim University Makassar;

² Indonesian Muslim University Makassar;

Article Information

Keywords:

Advocacy,
Consultation,
Students,
Roots program

Abstract

The study aims to identify the bullying of students and the preventive efforts of the school through the Roots School Movement program. This type of research is qualitative descriptive with a phenomenological approach, and the research location is in the 7th Makassar State High School. The population in this study is the head of school, teachers, and pupils with sampling techniques using probability random samplings. Data collection techniques are done using observations, interviews, and documentation; then, data will be analyzed using triangulation data, i.e., data collection, data reduction, and verification. Based on the research results, conversation forms often occur in both verbal and non-verbal forms. The verbal conversations experienced by the students are extortion, body shaming, kissing, igniting, and exorcism. Whereas the non-verbal negotiations that occur with the pupils are deliberately pushed and beaten. This beating is done between individuals and individuals, groups to individuals, and groups to groups. So based on that, the things that the 7 Makassar State High Schools are doing in dealing with the negotiations are forming anti-negotiation teams, socializing, forming pupils as anti-counseling agents, training teachers, training pupils, anti-conversion exhibitions for pupils and activating school committees and changing the learning paradigm between teachers and pupils.

Kata kunci:

Program Advokasi,
Konsultasi,
Mahasiswa, Akar.

Abstrak

Penelitian ini bertujuan untuk mengetahui bentuk-bentuk perundungan yang dilakukan oleh siswa dan upaya pencegahan yang dilakukan oleh pihak sekolah melalui program Gerakan Sekolah Akar. Jenis penelitian ini adalah deskriptif kualitatif dengan pendekatan fenomenologi, dan lokasi penelitian di SMA Negeri 7 Makassar. Populasi dalam penelitian ini adalah kepala sekolah, guru dan murid dengan teknik pengambilan sampel menggunakan probability random sampling. Teknik pengumpulan data dilakukan dengan menggunakan observasi, wawancara dan dokumentasi, kemudian data akan dianalisis dengan menggunakan triangulasi data yaitu pengumpulan data, reduksi data dan verifikasi. Berdasarkan hasil penelitian, bentuk-bentuk percakapan yang sering terjadi adalah percakapan verbal dan non verbal. Percakapan verbal yang dialami oleh mahasiswa adalah pemerasan, body shaming, mencium, menyulut, dan pengusiran setan. Sedangkan negosiasi non verbal yang terjadi pada murid adalah dengan sengaja mendorong dan memukul. Pemukulan ini dilakukan antara individu dengan individu, kelompok dengan individu, dan kelompok dengan kelompok. Maka atas dasar itu, hal-hal yang dilakukan oleh SMA Negeri 7 Makassar dalam menghadapi negosiasi adalah membentuk tim anti negosiasi, melakukan sosialisasi, membentuk siswa sebagai agen anti bujuk rayu, melatih guru, melatih siswa, pameran anti bujuk rayu untuk siswa dan mengaktifkan komite sekolah serta mengubah paradigma pembelajaran antara guru dan siswa.

Corresponding Author:

Ratika Nengsi:

Indonesian Muslim University Makassar; ratikaningsih59634@gmail.com

INTRODUCTION

Adolescent aggressive behavior that hurts other people is included in the category of juvenile delinquency. Bullying is a problem experienced by almost a third of teenagers at school (Lindawati & Riskinanti, 2019; Mustikaningtyas, Adelia, & Winingsih, 2024). Currently, cases of juvenile delinquency have received serious attention. Adolescents with student status should provide examples of good behavior based on the knowledge gained at school (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Aprilianto & Fatikh, 2024). However, even in the school environment, this aggressive behavior occurs in the form of bullying fellow students. Bullying is a problem experienced by students at school. A literature review states that bullying is aggressive behavior, deliberate, and involves an imbalance of power (Borualogo, Kusdiyati, & Wahyudi, 2022). Adolescence is a transitional developmental period between childhood and adulthood with biological changes and cognitive and socio-emotional aspects (Arifin, Rofiq, & Aliani, 2022; Budiarti & Adar, 2023), bullying occurs among students in school because it creates an environment full of emotional stress that hinders the learning process (Arif, Aziz, & Abdurakhmonovich, 2024; Pusvitasari & Zarkasyi, 2024). Although in reality, bullying not only occurs in the school environment but also the community environment, its impact can affect the physical and psychological condition of students wherever they are. Bullying can occur not only in real life but also in cyberspace through social media, which is called cyberbullying. Motivating factors in cyberbullying is a means of fulfilling the need for self-esteem and domination of power by finding satisfaction from the impact of one's behavior (Haura & Ardi, 2020).

Intimidation uses communication media as a platform to carry out intimidation, including email, instant messaging (I.M.), chat rooms, websites, or digital messages (Majid, 2024). The consequences of bullying are very broad in scope; students who are victims of bullying are at risk of experiencing physical and mental health problems. As children grow up, they face many problems without their parents' knowledge, which are triggered by other factors (Aniah, Darmayanti, & Arsyad, 2023; Oktaviani, Syahid, & Moormann, 2020). Apart from cyberbullying, verbal bullying is also increasing among students, which can cause serious problems (O'Higgins Norman, 2020). Based on this, it was concluded that the perpetrator characteristics were usually aggressive and thought positively about the concept of violence, impulsiveness, and lack of empathy (Rerkswattavorn & Chanprasertpinyo, 2019). Bullying is regulated by law in Indonesia, even if it involves children. Of course, as a legal state, it is necessary to guarantee the rights of its citizens.

As driving schools, there are differences in competence, creativity, and critical thinking in problem-solving (Fatimah, Asy'ari, Sandria, & Nasucha, 2023; Safi', Aidonojie, Jufri, & Garunja, 2024). Based on the results of initial research, the acts of bullying that occurred at S.M.P. Negeri 7 Makassar were verbal bullying, namely beatings and beatings. Meanwhile, in nonverbal form, it is body shaming, mocking, exclusion, and bullying. In dealing with this incident, the school has involved parents and internal parties such as guidance and counseling teachers. Meanwhile, in several

Prevention of Bullying Behavior through the Roots Program

articles that describe other matters of bullying, Karen A. Matthews writes that bullying in childhood hurts the child's psychosocial behavior in the future, and another factor is the socio-economic status of the family. Furthermore, Andri Fransiskus Gultom's article describes an anti-bullying strategy based on social media. (Pancasila and Citizenship Education Research et al., 2023). In discussing the driving school program, one of the main points is anti-bullying. Although overall this driving school program has been implemented, its effectiveness needs to be studied to improve the quality of education (Ristiana et al., 2017). Globally, UNICEF is paying attention to the increasing number of bullying cases. Indonesia itself is the country with the highest cases of violence in schools in the form of bullying. In general, the form of bullying that occurs most frequently in Indonesia is verbal bullying, followed by physical bullying which is in second place (Yubilia Keysinaya, 2022). Although several articles have discussed bullying, this research has a special differentiation related to the elaboration of anti-bullying programs in driving schools. Therefore, it is important to carry out prevention in preventing bullying in schools; as a driving school, SMP Negeri 7 Makassar has a program and driving teachers who are trained and trained specifically to prevent bullying in schools.

Prevention of bullying certainly cannot be achieved just by providing theory alone to students but in real forms that can be felt, and this is realized by the school of SMP Negeri 7 Makassar. The driving school program is an effort to realize the vision of Indonesian education to create an advanced, independent, and individualized Indonesia (Marmoah, Istiyati, Mahfud, Supianto, & Sukarno, 2022). Based on this, maximizing the anti-bullying school program is one of the paths taken. The Ministry of Education and Culture, Research and Technology, through the SMP directorate, Preventing bullying in schools, created a school-based bullying prevention program with the Roots program. Therefore, SMP Negeri 7 Makassar became the school appointed to run this program in Makassar. Based on this, this writing aims to describe the prevention of bullying behavior at SMP Negeri 7 Makassar.

RESEARCH METHODS

This research uses qualitative methods; according to Setyosari, qualitative research is a post-positivistic paradigm (Haryoko et al., 2020). This research is combined with a phenomenological approach which will describe information obtained from phenomena that occur in the form of sentences objectively (Emaramjaya, 2021). The focus of this research is the program to prevent bullying behavior in schools for students with the Roots program at the driving school at SMP Negeri 7 Makassar, as well as the importance of uncovering obstacles to the process of preventing bullying among students. Data collection techniques include observation, interviews and documentation. Interviews were conducted with the principal, vice principal, subject teachers and homeroom teachers as well as guidance and counseling teachers and students. Then focus on bullying and focus on strategies for dealing with it and then preventing it with anti-bullying program development activities from the ministry in the Roots program. The author will display the data without omitting any information. The

data that has been obtained will be analyzed qualitatively using the triangulation technique of source, data and time, the validity of the data will be tested using observation and documentation methods in the form of descriptions which become conclusions based on findings and theoretical studies that can be applied.

RESULTS AND DISCUSSION

Results

Bullying that occurs among students at S.M.P. Negeri 7 Makassar

In order for learning to be fun, learning should have activities to obtain new information and competencies. In an ever-changing societal situation, ideally, education should not only be oriented toward the past and present but should be a process that anticipates and discusses the future. Unfortunately, social problems related to bullying among students are still a polemic. The nature of bullying is that it is intentional to hurt and is done repeatedly. As well as the power imbalance between the perpetrator and the victim, the bullying mechanism is divided into three parts: Individual, *Dyadic* (two persons), and Group. Oulwes, an expert in his writings, explains the types of bullying (*bullying*) in two forms, namely verbal (non-physical) and non-verbal (physical). So based on this, this research describes the research results regarding bullying behavior (*bullying*) at S.M.P. Negeri 7 Makassar.

The guidance and counseling teacher Mr. Fahmi explained in his statement:

"The number of perpetrators of bullying at SMPN 7 Makassar also varies, usually if in other places it is carried out by ganging up but here there are also several cases that occur even one on one, such as the case of extortion carried out by one older brother to new students, even deliberately looking for his junior to be asked for money, the purpose is to buy cigarettes and spend, in other cases this often happens is deliberate ganging together, so if it involves physical injury and psychological trauma to the victim we have contacted the parents of the perpetrator and the victim."

Verbal (Nonphysical)

As explained in the previous opinion regarding bullying. Recently, the intensity of bullying often occurs in the school environment, and various acts of violence or bullying against minors have resulted in children experiencing developmental disorders both physically and psychologically (Prasada, 2019). One of the data collection in this research was interviews, the informant interviewed was one of the students who had experienced verbal bullying behavior, stating: "I am often made fun of by calling my parents' names, in this case, my father, which is included in my full name. Not once, but every time I meet, I call my father's name, I feel annoyed because the friends around me and his gang also do that."

Meanwhile, another student's statement said:

"If I was ever treated like that, someone from another class called me by my father's name. At first, I was shocked, I thought it wasn't me, but while pointing at me, because I didn't like it, I got angry and pointed again and said that I didn't like it and would report it. to the homeroom teacher and guidance counselor."

This act was carried out repeatedly every time they met and was carried out in groups, this made the victims upset because it involved their parents, but because there were so many perpetrators they could only respond by remaining silent because they didn't want to cause trouble. Meanwhile, according to other students who were also given the same treatment, they were made fun of by using their last name, which was the name of their parents. At one point he gave resistance by reporting it to the Guidance and Counseling teacher, which the teacher then followed up on.

Another form of verbal bullying is physical insults, several statements have been put forward by students as victims of teasing that criticized their physical appearance, information obtained from informants explained that their body shape was insulted so they were called fat and black. In his statement, he said: *"Actually, I'm embarrassed to say it ma'am, and embarrassed to come to school - it's as if I'm playing cat and mouse because there are friends who always say I'm fat and black. Every time I see it I always say that, even if someone looks for me, it has become an identity name and characteristics of a fat and black body."*

This treatment is carried out every time the perpetrator meets the victim, even in the perpetrator's group, one of whom is the victim's classmate. The impact of this treatment is fear, anger, and shame because it is carried out in front of many people even when studying in front of classmates. Students feel insecure and begin to dislike their appearance (the victim's physical appearance) because they are avoided socially or ostracized. Exclusion is bullying relational.

According to Coloroso, bullying is a form of systematic weakening of the victim's self-esteem through neglect, exclusion, exclusion, and avoidance. Therefore avoidance and exclusion are evidence of bullying the strongest. In the case of bullying that occurred at SMP Negeri 7 Makassar, it not only occurred in the school environment but also spread to cyberspace through social media. Bullying takes the form of threats and body shaming. Reproaches and mockery of the victim's posts or directed at the victim were carried out jointly. This has entered the cyber realm *bullying* humiliating people by spreading stories or rumors and physically criticizing other people. Meanwhile, information from Mr. Fahmi as a Guidance and Counseling teacher said: *"In cases of verbal bullying, it is difficult to find out because it usually occurs outside of learning hours. The cases that are often encountered and reported in verbal bullying are theft of money and items that the perpetrator wants to control from the victim."*

Bullying was carried out by both female and male students. This case involved their respective parents and was resolved amicably with individual statements made known by the parents. The harassment experienced by female students is that items are taken by force such as school supplies, wallets, cosmetics, and even money. Meanwhile, male

students who were victims of bullying preferred the t-shirts and money demanded by the perpetrator. Bullying is also included in the context of physical bullying if it causes pain to the victim when taking other people's belongings. A statement from an interview conducted with female students who had been victims of bullying said: *"Usually upperclassmen ask for our things and take them in their bags, before entering school, if I see them from outside, I definitely don't feel good, especially if we gather together, they take money, make-up tools like mirrors, lip gloss, and comic books. or a novel if I take it to school."*

According to Syahriani Jarimollah, the Mathematics teacher who is an anti-bullying mentor in the Roots School Mobilization program stated that: *"On average, perpetrators are students who join in and want to be part of a group that stands out and feels like they have power and authority. Meanwhile, the main perpetrators of bullying are children who need more attention from their families. Even after being traced by the teacher, the perpetrator was treated like that when he was a junior."*

Based on the information above, most of the types of verbal bullying that occur are teasing regarding abilities. An interview conducted with one of the informants often gave ridicule regarding abilities such as the predicate "stupid, slow loading". Students state: *"When I was called an upperclassman, I was stupid, I didn't think about my feelings, I was even rude. If they said that, they got really angry and deliberately said something like that, and threatened to be hit with their belongings again."*

So, the impact of this teasing on learning is that it traumatizes people because they are embarrassed and not confident in learning. From several cases handled as a result of in-depth personal interviews, the perpetrators revealed that their family environment was less than harmonious, they felt lonely, and some had also been victims of bullying in their previous family and school environments.

NonVerbal (Physical)

Another form of bullying carried out by an abuser is bullying. In the future, it is possible to commit other criminal acts, as well as victims of bullying who can become perpetrators. According to Hurlock, in Dila Putri Savitri's writing, she explains that when you are a teenager, you will experience a search for identity. This identity is built or is being built on itself, both positively and negatively. Bullying behavior is behavior that oppresses other people. Bullying has become a national and international issue, and Indonesia itself has become one of the countries with a bullying emergency status (Ratika Nengsi. Gowa, n.d.). Bullying among teenagers at school has become a global problem that needs joint handling. The physical acts of violence experienced by the victim occurred in the form of hitting, kicking, pushing, and beating as well as taking other people's property by force, choking, biting, scratching, and spitting on them. This will affect the victim's psychology, such as a view of himself as weak

Physical bullying is bullying that is very easily visible and the most identifiable because it leaves traces and is easy to report. In the case of physical bullying that occurred at SMP Negeri 7 Makassar, based on information from the informant, it took the form of kicking, which according to the informant usually occurred inside and outside the classroom. This was expressed in a statement saying that:

"I was once bullied by an upperclassman, when I was going to the canteen I was kicked from the side which hit me in the thigh, I didn't fall but just because I didn't say hello, I ended up being kicked. Not all of his friends are just one person. Since then, when I see my seniors, I run away or am afraid to face them."

The aim and purpose of kicking is to joke or play, but it is done deliberately and repeatedly. Other information stated that the bullying experienced was intentional pushing, this happened when the perpetrator would pass by the victim and push deliberately and openly in front of other friends. In this case, the victim's self-esteem feels harassed and a feeling of revenge arises for doing the same thing. Therefore, based on the concept above, the origin of the perpetrator could have started when he was once a victim. Syahrani Jarimollah, as one of the anti-bullying mentors, stated that this incident involved the police because a fight occurred between individuals and continued outside the school. So, based on the rules of the school rules and regulations and the Department of Education, it is necessary to impose sanctions in the form of suspension for perpetrators who are known to each parent.

In a different place, H. Nasrullah as deputy principal stated that bullying at SMP Negeri 7 Makassar involved students and also outside parties who were still in the student group but came from other schools and occurred outside learning hours and school activities. Incidents like this are difficult to predict and are not known until there is a report.

Bullying that involves many people certainly has a negative impact on students' mental and physical well-being. This incident was driven by offense and a feeling of being stronger and more powerful in certain groups of teenagers, coupled with other relationships in a negative context and weak parental supervision, which is certainly an external factor in the occurrence of bullying among students at S.M.P. Negeri 7 Makassar.

Prevention of Bullying(Bullying) For Students through the Roots Program at SMP Negeri 7 Makassar

As a Batch 1 (first) driving school in the city of Makassar at the junior secondary level, the program implemented is anti-bullying. So based on this statement from the school principal stated that this anti-bullying program is a UNICEF program ((United Nations International Children's Emergency Fund) through the Indonesian Service Institute created the Roots Indonesia program as a demonstration of information and creativity to prevent bullying by forming Agents of Change involving teachers and students. Roots Day activities were conducted over 10 sessions, selecting students to become anti-bullying agents in efforts to prevent bullying. Each session included various materials and activities participated in by the anti-bullying agent students, aimed at understanding how their behavior can contribute to creating or reducing conflicts, as well as what actions should and should not be taken.

As for the statement from Mrs. Satriani Jarimollah, she said in an interview:

"SMP Negeri 7 Makassar School is the first generation driving school, we teachers who are driving teachers including the school principal continue to encourage other

teaching staff to develop their abilities, especially in relation to bullying, one of the main programs is anti-bullying in schools."

Furthermore, regarding the bullying that occurred at SMP Negeri 7 Makassar, Mrs. Satriani Jarimollah said:

"This Roots program is very suited to the needs of schools, especially our school where there is still bullying among students. We are focusing on this program, starting with developing teachers and continuing with the students, and will make it a sustainable activity."

As an educational institution, schools are places that are prone to bullying. The highest cases of bullying occur in the world of education, this shows that bullying in Indonesia cannot be minimized because there are still many cases of bullying occurring in the education sector (Fadhilah, 2022). Roots Days aims to transmit positive behavior to all school students by campaigning anti-bullying messages through various artistic creations. When Roots Day takes place, Agents of Change will also invite all school students to make a declaration and commitment to anti-bullying in their school. Para siswa dikenalkan dengan kepemimpinan yang efektif dan berkomunikasi efektif.

The steps for overcoming and preventing bullying behavior at SMP Negeri 7 Makassar based on the principal's statement are:

"In preventing acts of bullying here we refer to our Roots: (1) forming an anti-bullying committee for the Roots Indonesia program, the teachers selected to be on the committee consist of mentors and participants. Before providing training to students, teachers are first guided, to elaborate on ministry and school programs, parents and child and psychology experts are also involved to provide guidance to mentor teachers, (2) Conduct anti-bullying outreach to students, involving all students at SMP Negeri 7 Makassar, then (3) Selecting Students to Become Anti-Bullying Agents of Change, students who are selected to be anti-bullying agents are given the training to socialize and become ambassadors to promote anti-bullying schools, (4) Forming a Student Team of Anti-Bullying Agents of Change, This team of students will provide understanding to other students as anti-bullying agents, holding demonstrations in communities around schools and crowded places, other community entertainment such as car-free days, carrying and putting up bullying banners and posters. This aims to introduce not only to students but also to the wider community regarding bullying and its effects on children.

Based on what the principal stated, this program targets students, and there are no sanctions in it. Its nature is top-down from the ministry to the school. One of the Mobilizing School Program interventions is school digitalization, which is carried out by utilizing information and communication technology (ICT). Observation results show that school digitalization has a positive impact on the effectiveness and efficiency of learning because teachers can use various online learning resources and make it easier to process academic data. (Ristiana et al., 2017).

Furthermore, in applying this program, SMP Negeri 7 Makassar conducted training for teachers as a derivative of the activities given to Roots teachers (facilitators). Mr Fahmi, S.pd. who was one of the facilitators stated:

"Those of us who have been trained have become facilitators to appoint the next teacher who will become a mentor. The appointed teacher does not have to be a driving teacher, this is an effort to harmonize material and unify perceptions for anti-bullying activities for students."

The response from Mr. Karim Adzimullah a teacher who took part in the training by the facilitator was: *"This program is good at focusing on preventing bullying among students, but it needs to be supplemented with a religious provision for children because that will become the basis for religion and control for children."*

Training for all teachers as a follow-up to the previous committee teacher training which will mentor teachers to jointly socialize and become anti-bullying educators who focus on the learning process. Carrying out training for students, this activity is a follow-up to the formation of an anti-bullying agent, so this training as a whole is for students to know and understand the urgency of this activity to become anti-bullying students. From this perspective, students as the main target of this program are formed into agents of change. Students get a role, a role can be understood as a position, position, or category of actor that is socially recognized. As an actor in an organization, he has also acted as a human resource apart from teachers and educational staff in schools. This intersection of interests or similar goals between the Indonesian Government and UNICEF encouraged the formation of the Roots Program in Indonesia, as an effort to deal with bullying in schools. The Roots Program was formed based on an agreement between the Indonesian Government and UNICEF, which is stated in the 2016 - 2020 CPAP and 2021 - 2025 CPAP. (Yubilia Keysinaya, 2022).

Students' understanding of bullying is of course expected to prevent bullying behavior from occurring again in the educational environment, not just at school, as a national program from the international organization SMP Negeri 7 Makassar held an Anti-Bullying Exhibition for Students at SMP Negeri 7 Makassar, this exhibition was carried out involving not only parties internal schools, but also parents, education services, social services, child protection agencies and committees as well as inviting parents of students. In this exhibition, students play roles in theater with the theme of bullying, and posters of bullying experienced by students at school which of course protects students' privacy and the impact of bullying experienced by students. This activity involved many parties and invited parents. Mr. Syahid as a student's parent said:

"I'm not familiar with bullying cases, what I know about bullying is only when it involves physical things, by participating in this activity it turns out that even in the home environment there are cases of bullying that are unintentional but have an impact on children."

Another parent said the same thing, namely Mrs. Budiyan, who said:

"Hopefully incidents of bullying of children at school will not happen again with this program. Seeing the physical and psychological impacts experienced by the victims, of course, as a parent I am educated by this activity, and know the forms and can pay more attention to the mental condition of children in school." at home, and at school."

Communication between parents and the school is carried out not only through these activities but also through the school committee so that this exchange of information complements each other to produce quality students. As a result of this activity, students recognize how character strength is a quality and practice assertive skills, recognize aggressive behavior, and respect the rights of others.



Figure 1. Roots Day Activities Anti-Bullying Agents and Tolerance Training



Figure 2. Change Agents create anti-bullying posters

DISCUSSION

Robison Kathy stated that *bullying is aggressive, hurtful, and sometimes violent behavior that always involves an imbalance of power or strength*, and is a patterned and negative behavior. Sri Wahyuni and Yulita Kurniawaty Asra explained that bullying behavior has become a serious problem in schools and occurs globally. Through UNICEF, the issue of bullying is something that is worrying for the future of the nation, especially for children after school. Schneider, Atkinson, and Tardif in Sri Wahyuni & Yulita Kurniawaty Asra wrote that children who have a good attachment to their parents can establish good friendships, both with their peers and with people they know (Wahyuni & Asra, 2014). Bullying that occurs to children will affect their future; as a generation of the nation,

Prevention of Bullying Behavior through the Roots Program

children have the right to live peacefully, grow, and develop with protection without violence and discrimination, as well as civil rights and freedom (Nuzuliya, 2024).

Ayu Widya Rachma in her writing provides a description of the impacts caused when students are bullied at school, namely feelings of revenge, hatred, fear, and lack of self-confidence. Children will harbor feelings of hatred and fear towards their peers and teachers and create feelings of hatred towards their seniors and juniors in the future (Rachma, 2022). Meanwhile, in Law No. 23 of 2002 and Law No. 35 of 2014 concerning Child Protection, article 54 states (1) that Children in and within the school environment must be protected from acts of violence committed by teachers, school administrators, or their friends, within the school concerned, or other educational institutions. (2) Protection as referred to in paragraph (1) is carried out by educators, education personnel, government officials, and/or the community. Apart from that, the family environment is no less important and plays a role in guiding children. This is in line with the theory and concept of the causes of bullying by (Daheri, Pattiasina, Saputra, Nurdiansyah, & Uzlifah, 2022; Fauzi & Permadi, 2023) that parents' messy lifestyles, parental divorce unstable parents, and other despicable acts trigger children to communicate aggressively (Fleckman, Scholer, Branco, & Taylor, 2021; Satriawati, Rokhman, Saputra, Anggraini, & Abou-Samra, 2023).

Based on this, this is a strong basis for related parties in schools to protect students from bullying behavior. So the government as the highest policy maker needs to provide appropriate provisions and programs to help schools. The research results of Raihan Sarah Nabilla and Ihsana Sabriani Borualogo concluded that male students experienced more physical and verbal bullying compared to female students. Meanwhile, female students experience more psychological bullying than male students (Borualogo et al., 2022).

The occurrence of bullying among students is not only in the community but also at school. As quoted in research conducted by the NGO Plan International and the International Center for Research on Women (ICRW) which was released in early March 2015, it shows astonishing facts regarding child violence in schools. There are 84% of children in Indonesia who experience violence at school. This figure is higher than the trend in the Asian region, namely 70%, at SMP Negeri 7 Makassar, mitigation and prevention efforts are needed. Based on the results of research through interviews conducted with Fahmi as a guidance and counseling teacher, it was stated that several types of bullying that occurred among students were dominated by nonverbal forms such as teasing individuals and body shaming. Every day, bullying behavior that occurs in the school environment becomes more rampant, whether consciously or not, bullying is carried out together in the name of solid friendships (Qulyubi, Leksono, & Khorri, 2023; Zhou & Taylor, 2022).

So, the forms of bullying that occur verbally are (1) Giving ridicule, this teasing is done deliberately and repeatedly by calling the victim by their parents' names, in this case, the father's name which is included behind the name. The act of mocking is not only carried out against one perpetrator but also in groups, as well as with more than

one victim. This form of bullying is the easiest and most frequent and even causes fights among both male and female students. What triggers this act of bullying is being used to hearing from other colleagues, family environment, social circles, and based on interviews, students who make taunts do not know that this behavior is a form of bullying. Another thing that results is the lack of harmony. (2) Body shaming, and physical and ability insults are carried out by students in individual and group forms. In the counseling guidance archive records, this incident often occurs even though there are things that happen but are not recorded because they do not cause chaos or fights. The forms of physical insults given by the perpetrator were the words short, black, fat, pug, smelly, and rat (tall, thin), while mockery of students' abilities was stupid, stupid. (3) Innuendo, this is done by deliberately sneering when confronted or when the victim passes an individual or group of students. This is caused by a disagreement or something the perpetrator doesn't like. (4) Bullying, by requesting forcibly and in groups for items belonging to students and in the form of money (Fadha, 2024; Fauzi & Permadi, 2023). This is done repeatedly. When you don't get what you want, there are beatings, sneering at the victim, and even threats. This harassment occurs not only to students outside the perpetrator's social circle (gang) but also to students who are members or in the same group but consider the perpetrator to be stronger and the victim to be weaker. Therefore, group members are ostracized, one of the things that the victim is afraid of is being ostracized from the group (Yosep, Hikmat, Mardhiyah, Hazmi, & Hernawaty, 2022).

On the other hand, bullying also occurs in non-verbal form towards students at SMP Negeri 7 Makassar, namely: (1) Pushing on purpose. This action is carried out aggressively with the aim of emphasizing the strength and power of the perpetrator to the victim and the people around him. Even though it did not result in injury, the impact of this action was to harass the victim and create a feeling of trauma from meeting other people. (2) Beatings, this action is carried out both individually and in groups which ends in a beating. This bullying occurs within the school environment and outside the school. In several cases that occurred at SMP Negeri 7 Makassar, it ended with the victim dropping out of school and the perpetrator changing schools. This is an act of bullying that falls into the category of violence. This is usually triggered by misunderstandings, offense, and power struggles between individuals and groups. This incident does not only happen to male students but also to female students. Another case that occurred was violence that resulted in serious injuries that involved the police, this was due to dissatisfaction with the victim's parents and disappointment with what the victim experienced. In previous research, several writings have explained the factors that cause bullying and bullying that occur in schools. So this study involves the Roots Day program which is an instrument to prevent bullying among students, especially at SMPN 7 Makassar.

CONCLUSION

As a main component in education, students must have character values that demonstrate their knowledge. Aggressive behavior through bullying is certainly something that should be avoided in learning activities. Schools as educational institutions are the main key to introducing, providing understanding, and preventing students from engaging in bullying behavior. The fact is that school is one of the most feared places for victims of bullying at school carried out by their schoolmates in verbal and non-verbal forms. So, there is a paradigm that children are not safe at school. The impact experienced by victims of bullying is, of course, not just physical injuries that leave scars that are visible to others but invisible psychological impacts that have more fatal consequences, including damaging the future of the victim and even the perpetrator. Especially if the perpetrator of the bullying is still of school age. Ridicule, ridicule, exclusion, and *body shaming* Is there any bullying that occurs at S.M.P. Negeri 7 Makassar that falls into the verbal category? In contrast, non-verbal bullying involves physical beatings and beatings. This incident was carried out deliberately and repeatedly and involved not only one person but more than one person or group. Alignment between school programs and government policies is, of course, a shield for students as a form of protection. Therefore, SMP Negeri 7 Makassar, which is currently the driving school for Generation I (first), must demonstrate its existence and be able to prevent this from happening. The anti-bullying program in Merdeka Belajar is the main priority, so prevention efforts are carried out in the Roots program which guides teachers and students so that it is applied in exhibitions and in learning to achieve quality education and anti-bullying learning in schools.

REFERENCES

- Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The Principal's Role as Education Supervisor in Improving Teacher Professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 144-155. <https://doi.org/10.31538/ndh.v7i1.2075>
- Aniah, S., Darmayanti, N., & Arsyad, J. (2023). Pengaruh Minat dan Gaya Belajar Terhadap Kemampuan Menghafal Alquran Siswa Program Tahfizh. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(3), 634-644. <https://doi.org/10.31538/munaddhomah.v4i3.465>
- Aprilianto, A., & Fatikh, A. (2024). Implikasi Teori Operant Conditioning terhadap Perundungan di Sekolah. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 13(1), 77-88. <https://doi.org/10.54437/urwatulwutsqo.v13i1.1332>
- Arif, M., Aziz, M. K. N. A., & Abdurakhmonovich, Y. A. (2024). Trend Strategy to Prevent Bullying in Islamic Boarding Schools (Pesantren). *Jurnal Ilmiah Peuradeun*, 12(2), 639-670. <https://doi.org/10.26811/peuradeun.v12i2.1087>
- Arifin, M., Rofiq, A., & Aliani, S. O. (2022). Pengaruh Kecerdasan Intelektual (Intellectual Quotient) Dan Kecerdasan Emosional (Emotional Quotient) Terhadap Pembentukan Karakter Religius. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 1(1), 25-35.

- Borualogo, I. S., Kusdiyati, S., & Wahyudi, H. (2022). Lesson Learned From the Olweus Bullying Prevention Program and KiVa: A Narrative Review. *Buletin Psikologi*, 30(1), 1–21. <https://doi.org/10.22146/buletinpsikologi.64929>
- Budiarti, E., & Adar, S. Y. (2023). Impact of Digital Media on Social-Emotional Development in Early Childhood: A Case Study at TK Kartika XX-46 Kendari. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 8(2), 89–98. <https://doi.org/10.14421/jga.2023.82-04>
- Daheri, M., Pattiasina, P. J., Saputra, N., Nurdiansyah, N. M., & Uzlifah, L. (2022). Pengaruh Reward Dan Punishment Terhadap Profesionalisme Guru. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(4), 388–397. <https://doi.org/10.31538/munaddhomah.v3i4.304>
- Fadha, I. A. (2024). Occupational Therapy Approaches in Supporting Students With Sensory Disorders in Islamic Education. *Dirasah International Journal of Islamic Studies*, 2(1), 96–105. <https://doi.org/10.59373/drs.v2i1.26>
- Fatimah, F. S., Asy'ari, H., Sandria, A., & Nasucha, J. A. (2023). Learning Fiqh Based on the TAPPS (Think Aloud Pair Problem Solving) Method in Improving Student Learning Outcomes. *At-Tadzkir: Islamic Education Journal*, 2(1), 1–15.
- Fauzi, S. A., & Permadi, B. A. (2023). Penerapan Reward Dan Punishment Dalam Meningkatkan Kedisiplinan Siswa Di Kelas IV Mi Miftahul Ulum Pandan Arum. *Academicus: Journal of Teaching and Learning*, 2(2), 60–67. <https://doi.org/10.59373/academicus.v2i2.23>
- Fleckman, J. M., Scholer, S. J., Branco, N., & Taylor, C. A. (2021). Educating Parents About Corporal Punishment and Effective Discipline: Pediatricians' Preparedness, Motivation, and Barriers. *Academic Pediatrics*, 21(1), 149–157. <https://doi.org/10.1016/j.acap.2020.05.028>
- Haura, A. T., & Ardi, Z. (2020). Student's Self Esteem and Cyber-bullying Behavior in Senior High School. *Jurnal Aplikasi IPTEK Indonesia*, 4(2), 89–94. <https://doi.org/10.24036/4.24357>
- Lindawati, I. E., & Riskinanti, K. (2019, August). *Comparative Study of Bullying Perceptions between Boy and Girl Students in Bekasi City High School*. 60–76. Atlantis Press. <https://doi.org/10.2991/icpc-18.2019.6>
- Majid, M. A. A. (2024). Kepemimpinan Kepala Sekolah sebagai Motivator: Upaya Meningkatkan Kinerja Guru. *Andragogi: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 138–152. <https://doi.org/10.31538/adrg.v4i2.1306>
- Marmoah, S., Istiyati, S., Mahfud, H., Supianto, S., & Sukarno, S. (2022). Persepsi Guru terhadap Implementasi Program Sekolah Penggerak di Sekolah Dasar. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 6(2), 361. <https://doi.org/10.20961/jdc.v6i2.65122>
- Mustikaningtyas, R. P., Adelia, F. M., & Winingsih, E. (2024). Systematic Literature Review: Psychoeducation for the Prevention of Bullying in Students. *International Conference on Guidance and Counseling*, 2(1), 182–189.
- Nuzuliya, F. (2024). Tingkatkan Kemampuan Berpikir Kritis dan Hasil Belajar Biologi dengan Kombinasi Model Inkuiri Terbimbing dan Numbered Heads Together. *Andragogi: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 109–124. <https://doi.org/10.31538/adrg.v4i2.1307>
- O'Higgins Norman, J. (2020). Tackling Bullying from the Inside Out: Shifting Paradigms in Bullying Research and Interventions. *International Journal of Bullying Prevention*, 2(3), 161–169. <https://doi.org/10.1007/s42380-020-00076-1>

Prevention of Bullying Behavior through the Roots Program

- Oktaviani, P., Syahid, A., & Moormann, P. P. (2020). Santri's Emotional Intelligence and Big Five Personalities on Bullying Behaviors in Pesantren. *Jurnal Pendidikan Islam*, 6(2), 179–192. <https://doi.org/10.15575/jpi.v6i2.9916>
- Pusvitasari, R., & Zarkasyi, A. (2024). Holistic Approaches to Bullying Prevention: The Mediating Role of School Well-Being, Self-Management, and Empathy. *Attadzkir: Islamic Education Journal*, 3(2), 104–119. <https://doi.org/10.59373/attadzkir.v3i2.63>
- Qulyubi, M., Leksono, A. A., & Khor, A. (2023). The Development of Noble Character Through The Program, Child-Friendly Schools. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(1), 144–154. <https://doi.org/10.31538/munaddhomah.v4i1.343>
- Rachma, A. W. (2022). Upaya Pencegahan Bullying Di Lingkup Sekolah. *Jurnal Hukum Dan Pembangunan Ekonomi*, 10(2), 241. <https://doi.org/10.20961/hpe.v10i2.62837>
- Rerkswattavorn, C., & Chanprasertpinyo, W. (2019). Prevention of child physical and verbal abuse from traditional child discipline methods in rural Thailand. *Heliyon*, 5(12), e02920. <https://doi.org/10.1016/j.heliyon.2019.e02920>
- Safi, S., Aidonojie, P. A., Jufri, M., & Garunja, E. (2024). Bhag-Rembhag Sabhala'an as a Method of Resolving Religious Conflicts in the Madura Legal Tradition. *El-Mashlahah*, 14(1), 95–126. <https://doi.org/10.23971/el-mashlahah.v14i1.7819>
- Satriawati, S., Rokhman, M., Saputra, N., Anggraini, S., & Abou-Samra, R. (2023). The Parenting of Single Parents in Forming Discipline for Ibtidaiyah Madrasah Students. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), 401–413. <https://doi.org/10.31538/tijie.v4i3.506>
- Yosep, I., Hikmat, R., Mardhiyah, A., Hazmi, H., & Hernawaty, T. (2022). Method of Nursing Interventions to Reduce the Incidence of Bullying and Its Impact on Students in School: A Scoping Review. *Healthcare*, 10(10), 1835. <https://doi.org/10.3390/healthcare10101835>
- Zhou, X., & Taylor, Z. E. (2022). Differentiating the impact of family and friend social support for single mothers on parenting and internalizing symptoms. *Journal of Affective Disorders Reports*, 8, 100319. <https://doi.org/10.1016/j.jadr.2022.100319>