Investigation the Teacher's Role on Bullying in Millenial Era for Elementary School in Medan City

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Abstract: The bullying problems or repetitive acts of violence that are insulting to victims who feel powerless at school, are seen to occur in various parts of the world with increasing frequency. Teachers play an important role in facing some students who are classified as problematic students in school. The teacher's role prevents bullying behavior which includes the role of initiator/initiator, as a builder of antibullying networks, and as a supervisor. This study aims to determine the role of teachers in preventing bullying behavior. The design of this study was descriptive with sampling using cluster sampling, the sample consisted of 110 elementary school teachers in Medan City. The results of this study indicate. The teacher's role in preventing elementary school bullying as the initiator/initiator was 61.82%, as a builder of the 65.45% antibullying network, and as supervisor 74.55%. Thus schools are expected to form policies to prevent bullying behavior by maximizing Counseling Guidance (CG) for perpetrators and victims of bullying.

1 INTRODUCTION

Childhood is an early stage of development. Usually, they always want to know and try something new seen or known from the surrounding environment, starting from the family environment, school, playmates and the community. All knowledge both positive and negative will be accepted and responded to by children according to their respective personalities (Musu-Gillette et al., 2017).

Childhood does more activities outside the home such as school activities, extracurricular activities, and playing with friends. In children, the influence of the environment in determining the recognized behavior is quite strong. Even though the child has reached an adequate stage of cognitive development to determine his own actions, the determination in behaving is much influenced by the pressure of peer groups. One of the problems associated with social relationships or relationships in children is bullying (Juvonen & Schacter, 2016).

The 2016 National Center for Educational Statistics survey found that 33% of school children experienced one to two times of bullying in school in the United States while 84% of Indonesian children experienced violence at school while the ICRW (International Center for Research on Women) survey. The problem of violence is rooted in bullying. Bullying behavior has an impact on children's growth and development. It can even lead to acts of violence, beatings, and murder (ICRW, 2015).

A national survey in the United States of more than 15,000 students from grades one to ten, nearly one in three students said that they had been victims of bullying. In this study, children who were insulted said that they felt lonely and had difficulties in making friendships, insomnia, anxiety to depression. Students who are victims of bullying can feel tortured both in the short term and in the long term. They can be depressed, lose interest in going to school, or even don't want to go to school (Center for Disease Control, 2017).

The effects of bullying have a negative impact on relationships with friends and family 14% and 9% mental health and self-confidence disorders 19%. The effects of childhood bullying can last into adulthood. A longitudinal study of male victims of bullying when they were in elementary school showed that in their 20s they were more likely to

feel depressed and inferior than those who had never been victimized (Musu-Gillette et al., 2017).

Education is one of the efforts to form a fully qualified human, both academically and personality. School is the spearhead institution that determines success or failure to achieve these goals. There are several factors that influence the smooth implementation of education programs in schools, both internal and external factors. Internal factors are everything that comes from the students themselves, such as pleasure in learning, student motivation, physical, psychological, and intelligence. External factors are everything that comes from outside the student such as the student environment, in the form of the design of the place of learning, the availability of facilities and infrastructure, and which is no less important is the relationship or relationship between students and students, as well as students and teachers (Espelages, 2016).

The teacher has the role of being an educator, supervisor, and role model for students. Teachers play an important role in facing some students who are classified as problematic students in a school such as being involved in aggression behaviors which include bullying, opposition, or other dangerous behavior. The teacher can refer the student to meet with the school counselor. The teacher can also motivate/approach other students who are victims to increase self-esteem (Yoon et al., 2014). This is very effective in reducing the anxiety and fear experienced by victims (Thornberg et al., 2017).

Bullying is a serious problem that can cause a traumatic effect on the victims, students become less enthusiastic about doing learning activities, the concentration decreases, and performance drops dramatically. For this reason, it is necessary, comprehensive handling by involving students, parents, and teachers to ensure that all students can learn safely and free from the risk of fear (Patchin & Hinduja, 2016).

2 METHOD

This research uses descriptive design. The study was conducted on 110 primary school teachers in 11 elementary schools in Medan city. The side technique used is cluster sampling. The instrument used is a questionnaire.

This questionnaire consists of two parts, namely the first demographic data (age, level of education, religion, and ethnicity), the second questionnaire the

role of teacher prevents bullying behavior which consists of 15 statements where 11 positive statements and 4 negative statements. The test value of the questionnaire validity is 1 and the reliability test value r is 0.78.

3 RESULTS

The characteristics of teacher respondents were follow of the Table 1.

Table 1: Teacher Frequency Distribution Based on Demographic Characteristics (n = 110).

Category	f	%
Age		
20-40	65	59,09
41-60	45	40,91
Education		
Diploma	10	9,09
Bachelor	95	86,36
Magister	5	4,54
Religion		
Moslem	67	60,91
Cristian	35	31,82
Catholic	8	7,27
Hindu	0	0
Budha	0	0
Culture		
Karo	21	19,09
Batak	54	49,09
Javanese	25	22,73
Other	10	9,09

Table 1 shown the Teacher Frequency Distribution Based on Demographic Characteristics. The majority of respondents were 20-40 old (59.09%), the majority of education respondents were graduate (S1) (86.36%) the majority of religion respondents were Moslem (60.91%). The majority of culture respondents (49.09%) were Batak.

The Frequency distribution of respondents related to bullying prevention efforts through the role of teachers can be seen in the figure 1.
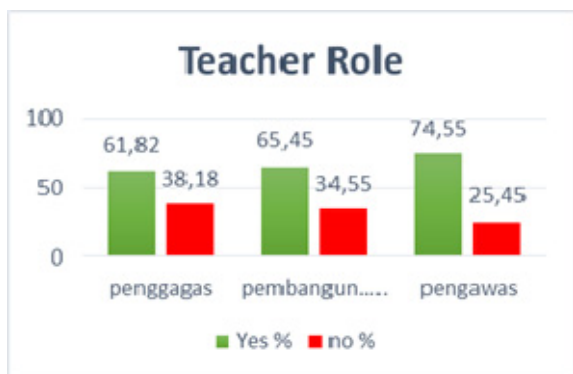
Figure 1: Frequency distribution of respondents related to bullying prevention efforts through the role of teachers (n = 110).

Based on the results of the study it was found that prevention of bullying through the role of teachers as initiators (61.82%), the construction of anti-bullying networks (65.45%), supervisors (74.55%).

The frequency distribution of respondents related to the implementation of bullying prevention efforts through the role of teachers can be seen in Figure 2
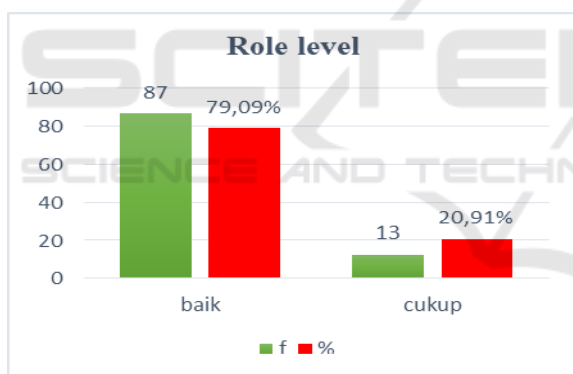

Figure 2: Frequency distribution of respondents related to the implementation of bullying prevention efforts through the role of teachers (n = 110).

Based on the results of the study, it was found that the prevention of bullying through the role of teachers in the implementation level was mostly in the good category of 79.09%.

4 DISCUSSION

The results showed that the three teacher roles prevented this bullying behavior. 79.09% was implemented well. This means that the teacher has carried out his role in accordance with his position in the school. As educators who care about the well-being and comfort of their students in learning and living in the school, a teacher should look for the latest information in meeting those needs. Regarding bullying, the participation of teachers is expected to reduce bullying cases in schools (Campaert et al., 2017). If a teacher has received information about bullying, the teacher will more easily carry out his role as an initiator/initiator to propose a policy that must be made by the school with the aim of preventing bullying behavior in school (Puhl et al., 2016).

The teacher's role in preventing bullying behavior as initiator/initiator of 61.82% is done well. This is in line with one of the four main steps in the process of reducing and preventing bullying proposed by (Christian et al., 2015), which collects as much knowledge as possible about the phenomenon of bullying and investigates the causes of bullying by talking to students when students have problems. However, from the respondents' answers to 2 negative questions, namely the teacher participated in criticizing students when students had deficiencies or mistakes and when students carried out bullying actions the teacher just kept silent there were still 5 respondents (4.55%) who answered correctly. This can happen because there is no specific policy in handling bullying cases in the elephant foundation school (Campaert et al., 2017).

Most people think that the problem of bullying is just a student/student problem so that it intensifies the attention of the student or the aggressor. Even though the teacher's indifference towards students also contributes to the factor of exelator (preservation) the continuity of bullying events. Therefore, if the teacher does not pay full attention to this problem, then everything will become immovable (Garandeau et al., 2016).

The role of the teacher can also begin to nurture a practice called peer support, which is to appoint a number of students who have the potential to become friends to assist their friends who are potentially bullied and need assistance. This system is present for the awareness that children tend to be more open to sharing their peers with their peers compared to their teachers. The role of homeroom teacher in overcoming bullying is actually very dominant, considering that children are usually more open to homeroom (Thornberg et al., 2017).

The teacher's role in preventing bullying behavior as a builder of the 65.45% antibullying network was carried out well. This is in line with the results of research by (Garandeau et al., 2016) which states that teachers have collaborated with other personnel in the school, both in collaboration with school principals and other subject teachers.

This is also in line with the research conducted by (Han et al., 2018) stating that it is important to

look at their respective positions in the prevention of bullying, so cooperation can be done well. The role of the teacher can also begin to nurture a practice called peer support, which is to appoint a number of students who have the potential to become friends to assist their friends who are potentially bullied and need assistance. This system is present for the awareness that children tend to be more open to sharing their peers with their peers compared to their teachers. However, 1 negative question was that the teacher gave a severe sentence to students who did bullying as many as 16 respondents answered correctly (14.55%). The perpetrators of indirect bullying should be given severe penalties, but there are several punitive processes that must be accepted by the perpetrators of bullying ranging from verbal reprimands, written penalties, parents' calls to dropouts. The list of consequences for perpetrators of bullying in accordance with the type of bullying behavior and the frequency of carrying out bullying behavior should be established (Reiger et al., 2017).

One of the causes of violence in the education environment is the school factor. The level of supervision in the school determines how much and often the occurrence of bullying events. The low level of supervision in schools is closely related to the development of bullying behavior among students. The importance of supervision is carried out mainly on the playground and field because usually in both places bullying behavior is often carried out (Limber et al., 2018).

Appropriate handling of teachers or supervisors of bullying events is important because bullying behavior that is not handled properly will cause the possibility of the behavior to repeat itself (Reiger et al., 2017). As supervisors, the teachers take turns monitoring around the school, so there is no bullying behavior in their students. Places where bullying often occurs include canteens, toilets, sports fields, and school gates. In this case, the school leader has enough role as a figure and supervisor of the antibullying movement to ensure that the role of the teacher as a driver of antibullying in the field can be done well (Russell et al., 2015).

The teacher's role in preventing bullying behavior as a supervisor in the junior high school elephant made median education foundation 74.55% was done well. However, 1 negative question is that the teacher immediately expels students when students do bullying in the classroom as many as 17 respondents answered correctly (15.45%). Teachers should not immediately expel students when students do bullying in the classroom, but some problems only require minor (minor) intervention, these problems are usually behaviors that usually interfere with class activities and teaching-learning processes (Whitley et al., 2018). Effective minor

intervention strategies include using nonverbal cues, namely by establishing eye contact with students, then giving a signal by placing your index finger on your lips, shaking your head, or using hand signals to stop the behavior. In addition, the teacher can approach the student and then give instructions to stop the action (Puhl et al., 2016).

5 CONCLUSION

The Bullying prevention efforts through the role of teachers are very important to be done to minimize bullying behavior among elementary school children. It is expected that the role of the teacher as initiator/initiator can move the school to immediately form a policy of preventing bullying behavior by setting sanctions for perpetrators of bullying and preventing traumatic effects by maximizing Counseling Guidance (BK) in order to provide counseling for victims of bullying.

As educators who care about the well-being and comfort of their students in learning and living in the school, a teacher should look for the latest information in meeting those needs. Regarding bullying, the participation of teachers is expected to reduce bullying cases in schools (Sejiwa, 2008). If a teacher has received information about bullying, the teacher will more easily carry out his role as an initiator/initiator to propose a policy that must be made by the school with the aim of preventing bullying behavior in school.

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