Culture-based education and positive peer group : Strategies to reduce bullying intention in junior high school students

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KEYWORDS	ABSTRACT
Bullying **Culture-based Educatiom** **Junior High School** **Positive Peer Group**	Education can be interpreted as an effort to develop the character, mind, and physical abilities of individuals so that they can be in harmony with their environment. However, the reality in society still shows the phenomenon of behavior that harms others. One of them is bullying behavior that occurs in the school environment. Victims, bullies, and bystanders are in the educational environment. This study aims to analyze the effects of the positive peer group program, a bullying treatment program that uses culture-based education by peer. This research design is untreated control group design with dependent pre-test and post-test samples. The hypothesis of this study is that there is a difference in bullying behavior scores between the experimental and control groups, after the implementation of the positive peer group program. The subjects of this study were 40 junior high school students in Yogyakarta City for each experimental group (n=18) and control group (n=22). The results showed that there was a significant difference in bullying behavior scores between the experimental group and the control group after being given the Positive Peer Group program (F=9.563, p=0.004). The group that received the Positive Peer Group program showed a significant decrease in bullying behavior compared to the group that did not receive the Positive Peer Group program.

Introduction

Daerah Istimewa Yogyakarta (DIY) is often referred to as the center of education and culture. DIY is also known as one of the national and international tourist destinations. DIY Regional Regulation No. 5/2011, 1 (8) states that culture-based education is education organized to meet national education standards enriched with comparative and competitive advantages based on noble cultural values so that students can actively develop their potential so that they become superior humans, intelligent, visionary, sensitive to the environment and cultural diversity, and responsive to world developments.

The noble cultural values referred to include: a) honesty; b) humility; c) order/discipline; d) decency; e) politeness/civility; f) patience; g) cooperation; h) tolerance; i) responsibility; j) justice; k) caring; l) self-confidence; m) self-control; n) integrity; o) hard work/persistence/perseverance; p) thoroughness; q) leadership; and/or r) resilience. It is hoped that these noble cultural values can be achieved with cooperation between the government, education units, students, parents, and communities in the district/city environment in Yogyakarta.

The influence of modernization cannot be avoided. The impact is that noble cultural values become more difficult to develop. One manifestation of the difficulty of developing and maintaining noble cultural values can be seen in the many cases of bullying that occur in the school environment. It is ironic that educational institutions, which are the spearhead of the development of noble cultural values, have become a "hotbed" of deviations from noble cultural values.

The results of a survey conducted by the National Center for Educational Statistics in 2014 to 2015 of 12 - 18 year old students totaling 24,243,0000 showed that there were 5,041,000 students (20.8%) reported being victims of bullying at school (National Center for Education Statistics, 2016). A meta-analysis of 80 studies on bullying in students aged 12 to 18 years found that the average prevalence of bullying was 35% in the form of traditional bullying and 15% in the form of cyber-bullying (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014).

There have also been many cases of bullying in schools in Indonesia. The mass media highlighted several cases of bullying that were rampant. In 2008, Kompas reported on the results of a survey conducted by Ratna Juwita regarding the picture of bullying in schools that Yogyakarta was ranked the highest compared to Jakarta and Surabaya. AntaraJatim.com published news about a case of bullying of junior high school students in Tulungagung. The victim suffered injuries and lumps on the back right side of his head, fell unconscious and had a seizure. The victim was hit by a classmate, causing his head to hit the wall. Similar incidents have happened repeatedly to the victim (Sujarwoko, 2014). Tribun Daily also reported on a bullying case committed by junior high school students in Medan. The junior high school student made a video containing cursing, slapping, and other abusive actions to other students, then the video circulated in cyberspace which led to the video maker being criticized by other internet users (Hardoko, 2015). Based on this news, the circle of bullying is unbroken, because the perpetrator can become a victim, and vice versa.

The results of the preliminary study for this research, where researchers conducted observations and interviews with students in two junior high schools in Yogyakarta, also found

that bullying has indeed occurred in their school environment. The forms of bullying that appear include: verbal, cyber, and psychological. Out of 30 students interviewed, 17 students admitted to bullying their friends, or just "joining in" bullying. Based on the results of the interviews, it is also known that victims of bullying usually show signs of a decrease in grades, often skipping class, and lack of enthusiasm when at school.

Handling bullying can be in the form of preventive and curative measures. Preventive handling has the virtue of being able to reduce the risk of individuals becoming perpetrators or victims of bullying (Olweus, 2005). Hong & Espelage (2012) and Aron & Milicic (Berger, Karimpour & Rodkin, 2008) support Olweus' statement, that in dealing with bullying, we must also pay attention to the school environment, and provide an understanding to all students about bullying, as a preventive step.

Based on the results of research on handling bullying in schools, it can be seen that it is more effective if it is done by involving peers (Whitted & Dupper, 2005; Rice & Dolgin, 2008; Berger, Karimpour & Rodkin, 2008), strengthening a positive culture among peers, and involving all elements of the school (Olweus, 2005). Ki Hajar Dewantara (1977) emphasized that education and culture cannot be separated. Culture is the basis of education. The culture referred to here is the real one, namely the culture that exists and lives in the Indonesian national community. The third principle of Tamansiswa 1922 states that adhering to one's own culture will keep individuals away from cultural confusion. The cultural confusion in question can be interpreted as the age of globalization, where local culture is eroded by foreign culture.

Culture-based character education has the concept that culture is interpreted as something that is passed on through learning, then continued by adding to become something new. Character education that contains a cultural mission, where education will be a process of inheriting culture, teaching to perform social roles, harmonizing individual diversity into a broader culture, and becoming a source of social innovation. Education and culture have a functional relationship that contains two main things, namely: 1) Reflective, where education is a reflection of ongoing culture; 2) Progressive, where education will provide renewal or innovation in preserving cultural progress (Ismail, 2012). This study aims to analyze the effects of the positive peer group program, a bullying treatment program that uses culture-based education by peers. The hypothesis of this study is that there is a difference in bullying behavior scores between the experimental and control groups, after the positive peer group program is implemented.

Method

The research conducted was quantitative research with experimental methods. The research subjects were junior high school students in Yogyakarta, divided into experimental and control groups randomly. The total number of students who became subjects was 40 people, for each experimental group of 18 people and the control group of 22 people. The research instruments used were the bullying behavior intention scale (Ballerina & Kumara, 2015) with a reliability of Cronbach alpha = 0.897, the bullying knowledge test (Kumara, et al, 2013) with a reliability of Cronbach alpha = 0.840, and the positive peer group module. This study uses an experimental design untreated control group design with dependent pretest and posttest samples (Shadish, Cook & Campbell, 2002). This study will compare the pretest-posttest scores of bullying behavior between the experimental group and the control group. Quantitative data analysis conducted to compare pretest and posttest scores of bullying behavior scales in experimental and control groups using Anava Mixed Design.

Result and Discussion

Statistical assumption tests that are used as prerequisites before data analysis in this study are homogeneity test and linearity test. The results of the variance homogeneity test explained that there were no differences in the variance scores on the bullying behavior data in this study (F = 2.579, p = 0.052), so the data in this study can be said to be homogeneous. In addition, the linearity test in this study shows that the bullying behavior data in this study is linear (F=21.929, p=0.0001).

The results of hypothesis testing showed that there was a significant difference in bullying behavior between the experimental group and the control group (F=9.563, p=0.004). Therefore, statistical analysis was carried out to examine changes in bullying behavior intention scores at the time of measurement before being given the "Positive Peer Group" program (pretest) and measurement after being given the "Positive Peer Group" program (posttest) with Least Significant Differences (LSD). The results of further statistical analysis can be seen in table 1.

Table 1. Least Significant Differences Analysis on Bullying Behavior Intention

Research Group	Measurement Time	Average	Standard Deviation	95% Confidence Interval	
				Lower Bound	Upper Bound
Experiment	Pretest	79,833	1,262	77,278	82,388
	Posttest	69,611	1,766	66,036	73,186
Control	Pretest	80,045	1,142	77,734	82,356
	Posttest	77,955	1,597	74,721	81,188

In the measurement before being given the "Positive Peer Group" program (pretest), it can be seen that there is no significant difference in bullying behavior scores between the experimental group and the control group. Based on the results of this analysis, it can be understood that the condition of bullying behavior between the experimental group and the control group before being given the "Positive Peer Group" program is in an equivalent condition. In the measurement after being given the "Positive Peer Group" program (posttest), it can be seen that there is a signif"cant difference in bullying behavior scores between the experimental group and the control group. The mean score of bullying behavior of the experimental group was significantly lower than the mean score of bullying behavior of the control group after being given the "Positive Peer Group" program. Changes in bullying behavior scores of the experimental and control groups before and after being given the "Positive Peer Group" program can be seen in Figure 1.
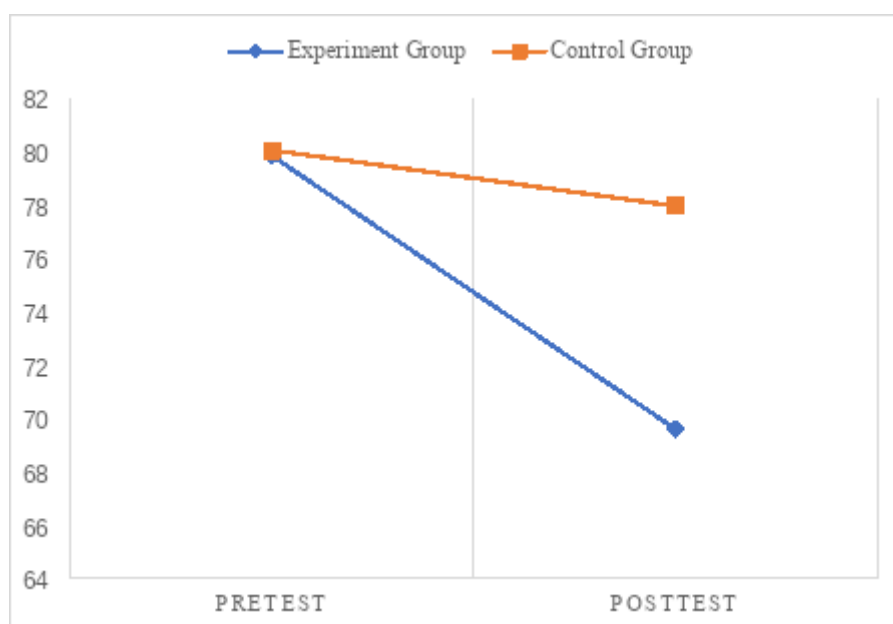

Figure 1. Bullying Behavior Scores of The Experimental Group and Control Group

In this study, it was found that the "Positive Peer Group" Program can reduce bullying behavior in junior high school students who received the "Positive Peer Group" program (F = 9.563, p = 0.004). Students who received the "Positive Peer Group" program showed an increase in knowledge about bullying (F = 13.290, p = 0.001). The results of this study indicate that knowledge about bullying can affect bullying behavior in junior high school students.

Olweus (2005) explains that one of the strategies to combat bullying is by developing bullying awareness campaigns in schools through posters, socialization, bully-free zones and strengthening positive culture in schools. The "Positive Peer Group" program can be seen as

one of the bullying awareness campaign activities for junior high school students by involving peers and based on positive cultural values . The positive peer group program is designed according to the flow of the five stages of group formation from Tuckman, the material presented is about bullying, the role of peers and the cultural values of Yogyakarta.

The role of peers in adolescence plays an important role in the social development of adolescents. Peers play an important role in issues of self-acceptance and popularity in adolescence, which can be related to the emergence of bullying behavior (Espelage, 2002). Peers are one of the factors that influence adolescents to exhibit bullying behavior (Zakiyah, Humaedi, & Santoso, 2017; Septiyuni, Budimansyah, & Wilodati, 2015). Peer groups that lead to juvenile delinquent behavior can be one of the triggers for adolescents to engage in bullying behavior.

On the other hand, the results of research by Lodder, Scholte, Cillessen, and Gulleta (2016) explain the perception of the tendency to experience bullying will affect adolescents' decisions in choosing friends or close friends, especially in adolescent boys. Adolescents with a high tendency to experience bullying will interact with adolescents who have a high tendency to experience bullying. This can have an impact on the difficulty of adolescents to exchange ideas and determine attitudes when facing bullying because they have a weak position to fight bullying. Therefore, anti-bullying interventions should involve peers.

The "Positive Peer Group" program is one of the training activities that equips students with knowledge about bullying and skills to determine attitudes when seeing an act of bullying occur. One of the bullying skills provided in the "Positive Peer Group" program is effective communication skills. In addition, conformity and cohesiveness in fighting bullying behavior are also an important part of the "Positive Peer Group" program. Positive cultural reinforcement carried out through the positive peer group program, is able to build a peer group culture for anti-bullying and jointly fight bullying around them.

Conclusion

The research objectives have been achieved to examine the effectiveness of the positive peer group program in reducing the intention of bullying behavior in junior high school students. The results showed that the group of students who received the "Positive Peer Group" program showed a significant decrease in bullying behavior compared to the group of students who did not receive the "Positive Peer Group" program. The "Positive Peer Group" program is one of the bullying awareness programs for junior high school students by involving peers and based on positive cultural values.

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