



Intervention and Initiation of Anti-Bullying Policies in Schools : Praxis in Yogyakarta City Junior High Schools

**Ariefa Efianingrum^{1*}, Farida Hanum², Shely Cathrin³, Maryani Maryani⁴,
Reno Wikandaru⁵**

^{1*,2,3,4}Education Policy Study Program, Universitas Negeri Yogyakarta,

⁵Philosophy Study Program, Universitas Gadjah Mada

*Corresponding Author. Email: efianingrum@uny.ac.id

Abstract: This study aims to describe policy interventions and innovative programs in anti-bullying praxis implemented in Yogyakarta City Junior High Schools. This study used descriptive methods with quantitative and qualitative approaches. This study was conducted in 2022 with 1517 students from 19 junior high schools in Yogyakarta City as participants. The participants of the study were principals and guidance and counselling teachers from 19 junior high schools in Yogyakarta City, junior high school supervisors, and policymakers at the Yogyakarta City Youth and Sports Education Office. The data collection techniques used were Focus Group Discussion (FGD), interviews, and documentation. The data were then analysed using qualitative descriptive analysis through several steps: data collection, condensation, data presentation, and conclusions. The findings indicate that the interventions made by schools on the phenomenon of bullying are: a) 69% of schools attempt to stop bullying; b) 64% of teachers reprimand perpetrators; c) 61% of teachers assist bullying victims; and d) 57% of teachers support bullying victims. In addition, qualitative data in the form of variations in the implementation of education policies in SMP Kota Yogyakarta to address bullying in schools were uncovered. According to the results of the study, there are: a) individual programs through counselling; b) collective mentoring through character building to develop soft skills and hard skills; c) rules of order and social control; and d) school partnerships with external institutions. These innovative programs are the outcome of the interpretation of educational policy by the institutions, as well as the creative initiatives of schools.

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Introduction

As a vital aspect of Indonesian national life, education continues to be plagued with difficulties. Multiple education issues in Indonesia are connected to ethical problems, which overlap with the issue of human nature (Prihandoko et al., 2017). In the education framework, schools are intended to serve as a medium for instilling character traits in the younger generation. According to social-ecological systems, schools are viewed as microsystems that function in conjunction with other microsystems, such as the family and society. Unfortunately, student issues continue to mar the educational environment in schools. Schools, which are ostensibly instructional environments that cultivate the value of importance and social control, are sites of violence. Bullying in schools is one of the difficulties that have not been adequately predicted (Efianingrum et al., 2020).

The Ministry of Women's Empowerment and Child Protection (Kemen PPA) of the Republic of Indonesia reports a rise in bullying instances throughout the country. The



Indonesian Child Protection Commission (KPAI) received 153 reports of physical and mental abuse in schools in 2019. From 2011 to 2019, there were at least 37,381 reports of bullying. According to data from 2021, violence happens at many levels of schooling. 31.24% of students in elementary school, 39.05% in middle school, and 22.04% in high school were violent. The data on school violence indicate that junior high schools have the most incredible rates. The results of the 2021 National Survey of Child and Adolescent Life Experiences (SNPHAR) suggest that the prevalence of violence against children is as high as 34% of boys and 41.05% of girls aged 13-17 have experienced one or more forms of violence (Praptoraharjo et al., 2022).

According to the findings of other research conducted at vocational high schools, bullying is an activity that inhibits the learning process in schools (Dardiri et al., 2015). The research results also confirm this discovery by Dwiningrum et al. (Efianingrum et al., 2020), which indicates that bullying situations that often occur in high school can take many forms, such as mockery, defamation, physical assault, and cyberbullying. According to separate research, 21% of adolescents aged 12 to 18 reported being bullied at school (*Facts About Bullying / StopBullying.Gov*, n.d.). In 2018, a Programme for International Students Assessment (PISA) study conducted by the Organization for Economic Cooperation and Development (OECD) indicated that 41.1% of Indonesian students claimed to have experienced bullying (Pinanta, 2021).

Other reports and opinions supplement the facts in online media. Recent social media films depicting bullying among students that went viral paint a frightening image of kids' unfavourable social interactions. This issue demonstrates that a bullying problem still taints instructional activities in schools with the name "city of education." In Yogyakarta, it was discovered that student gangs and schools still exist. Among schoolchildren, gangs increased in metropolitan areas and townships and proliferated. Several factors contribute to the expansion of gangs, including the deterioration of governmental power in monitoring and the diminution of social control within the home, school, and community setting (Kadir, 2012).

Bullying is a globally complex issue. As harmful behaviour, bullying is repeatedly reproduced. Bullying is the persistent, deliberate, and repeated harming of a powerful individual or group (Rigby, 2022). The following criteria cannot define bullying: (a) the kind of recurrence, (b) intentionality, and (c) the inequality of forces (Menesini & Salmivalli, 2017). Because of an imbalance between the bully and the victim, bullying arises (Olweus, 2009). Bullying adolescents use their power to control or injure others (*Facts About Bullying / StopBullying.Gov*, n.d.). Differences between bullies and their victims often trigger school bullying. There are numerous types of bullying, including verbal bullying, physical bullying, emotional bullying, sexual bullying, social-relationship bullying, and cyberbullying. Bullying can be committed by individuals or by organised groups (Dardiri et al., 2015).

The impact of bullying in schools varies for victims, prompting many researchers to find solutions. Lack of empathy is an essential predictor of bullying behaviour. Studies in Finland tested the impact of anti-bullying programs on the change in students' affective empathy (Garandau et al., 2022). There are several motives behind bullying behaviour among students. The first motive is that students commit acts of bullying to joke and do not intend to hurt the victim. The second motive, students engage in bullying because they feel senior and have more power than the victim (Darmawan, 2017).

Several studies examine bullying using a sociocultural theoretical framework, with the main discussion using the conceptualisation and interpretation of bullying, relational aspects of bullying, and socio-historical aspects of bullying that cannot be separated from

one's life experience (Maunder & Crafter, 2018). Bullying has a significant effect on well-being. Social support is indispensable to overcoming it (Ringdal et al., 2020).

Bullying in schools manifests in various ways, intensities, and forms that have tremendous effects on school-aged adolescents. Strategic interventions to prevent, decrease, and address bullying are crucial to school bullying prevention. Bullying prevention initiatives and guidelines for best practices must be established (Whitted & Dupper, 2005). For instance, this endeavour can be found in the studies of Dardiri et al. (Dardiri et al., 2015). At the normative level, efforts include giving kids point books to record violations and positive activity between schools. As a result of bullying prevention programs, school counsellors can alter intervention programs to address student bullying behaviour. Intervention methods through training and discipline will effectively increase teachers' knowledge and abilities (Newman-Carlson & Horne, 2004).

The study of bullying requires a multi-perspective dialogue and theoretical analysis to understand bullying in schools (Thornberg, 2015) comprehensively. One of the critical points of view for addressing this issue is public policy. In the context of public policy in education, it is necessary to pay attention to several elements: stakeholders, policy actors, and the policy environment (Dye, 1981). The study of educational policy is critical because education is a basic human need to develop one into a better human being (Barnadib, 2002). The education policy process includes the formulation, implementation, and evaluation, while the spectrum of national education policies is at the macro (national), mezzo (regional), and micro (school) levels. The achievement of educational goals is influenced by many interrelated factors, among which is the use of free time in activities at school (Wahyono & Rispantyo, 2012). Numerous studies on bullying have been conducted at the high school level. Research on bullying prevention must also be conducted at earlier levels of education, such as elementary and junior high schools. This study intends to present novel anti-bullying policy initiatives and programs conducted at junior high schools in Yogyakarta City.

Research Method

This study used two approaches, namely a quantitative approach to describe school interventions and a qualitative approach to collect data on the initiation of innovative programs in overcoming bullying in Yogyakarta City Junior High Schools. Based on data from the Yogyakarta City Youth and Sports Education Office, the number of public and private junior high schools/MTs in Yogyakarta is 66 schools with 24,016 students. This study used the Krejcie table (Sugiyono, 2015) for the sampling technique, and the minimum sample was 377 (Sugiyono, 2006). On the other hand, the minimum sample size for the Lemeshow formula (Lemeshow & David, 1997) is 95.66. The following table (Table 1) shows the data from schools.

Table 1. The Number of Junior High Schools in Yogyakarta Involved in the Research

No	Junior High School Name	N
1.	MTs Muhammadiyah Karangajen	34
2.	JHS BOPKRI 1 Yogyakarta	115
3.	JHS IT Abu Bakar Yogyakarta	95
4.	JHS Maria Imaculata Marsudirini	107
5.	JHS Muh 2 Yogyakarta	61
6.	JHS Muh 5 Yogyakarta	97
7.	JHS Muh 6 Yogyakarta	26
8.	JHS Muh 9 Yogyakarta	133
9.	JHS 1 Yogyakarta	110

10.	JHS 11 Yogyakarta	91
11.	JHS 12 Yogyakarta	38
12.	JHS 14 Yogyakarta	29
13.	JHS 15 Yogyakarta	201
14.	JHS 16 Yogyakarta	22
15.	JHS 3 Yogyakarta	70
16.	JHS 8 Yogyakarta	51
17.	JHS Pangudi Luhur 1 Yogyakarta	14
18.	JHS Piri 1 Yogyakarta	67
19.	JHS Taman Dewasa Jetis Yogyakarta	156
Total Respondents		1517 students

Nineteen junior high schools participated in the research on the phenomena of bullying, including 11 private junior high schools and eight public junior high schools, with a total of 1,517 students in the sample. The respondents surpassed the minimal sample size regarding the minimum sample determination method. This study also examined data from principals and guidance and counselling teachers from 19 junior high schools in Yogyakarta City, junior high school supervisors, and policymakers from the Yogyakarta City Youth and Sports Education Office. FGDs, interviews, and documentation were utilised to collect data on school programs in more depth. In addition, descriptive quantitative data were evaluated using percentages, while qualitative data were assessed using a multi-step process that included data collection, condensation, data presentation, and conclusion drawing (Huberman & Miles, 1994). The study yielded findings about the significance of social phenomena in the setting of schools, which may lead to novel discoveries.

Results and Discussion

School Intervention against the Bully Phenomenon

Every junior high school in Yogyakarta implemented various anti-bullying strategies to counter student bullying. This study identified five forms of school interventions in addressing bullying, namely: 1) teachers reprimand bullies; 2) teachers provide support to victims; 3) teachers assist victims; 4) schools attempt to stop bullying; and 5) policy interventions, which can be seen in Figure 1.

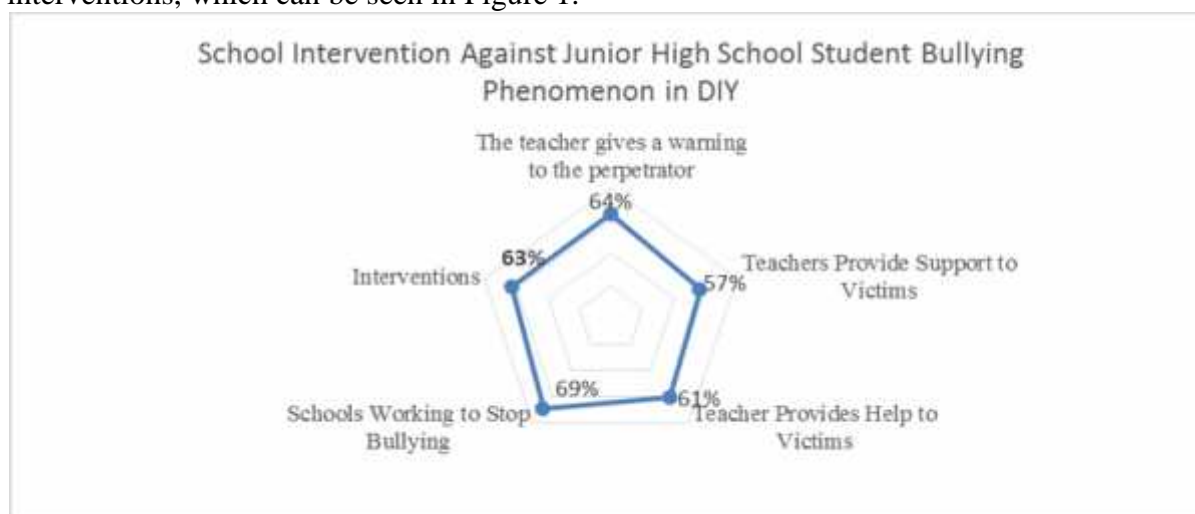


Figure 1. School Intervention on the Phenomenon of Bullying of Middle School Students in the City of Yogyakarta

Interventions that schools or teachers often carry out were: 1) schools try to stop bullying, namely 69%; 2) teachers give reprimands to perpetrators by 64%; 3) teachers help victims by 61%; and 4) teacher support for victims, which was only 57%. It showed that the interventions carried out by schools, especially teachers, in providing support to victims, reprimands to perpetrators, assistance to victims, and efforts to stop still need to be strengthened.

Policy Initiation implemented at Junior High School/SMP Yogyakarta City

The results show variations in policy initiations implemented at Yogyakarta City Junior High School in anticipation of bullying in schools:

1) "Child-Friendly School" Program

SMPN 15 Yogyakarta was one of the models of *Sekolah Ramah Anak* (SRA), or Child-Friendly School in Yogyakarta. The CFS activities trained principals, teachers, and students on children's rights and bullying. Furthermore, teachers developed engaging learning, non-discriminatory, and facilitated student needs. SRA formed a Task Force Team to develop an anti-bullying program. The school had the motto "*HEBAT*": *Humanis, Edukatif, Berdikari, Amanah, dan Tangguh* or Humanist, Educational, Independent, Trust, and Strong. The school also carried out character-building accompanied by exemplary teachers.

2) "Guidance and Counselling Greet" Program

SMPN 2 Yogyakarta initiated the "*Bimbingan & Konseling/BK Menyapa*" program. Guidance counselling teachers accompany students for 1 hour of lessons every week. The existence of four guidance counselling teachers allows students to consult heart-to-heart comfortably. In addition, to the strategy of individual counselling to perpetrators and victims, guidance counselling teachers also facilitate students through Instagram. The school also had a *Penguatan Pendidikan Karakter* (PPK) or Character Education Strengthening program charged with culture lessons. By understanding the culture, it is easier for students to learn knowledge. At this school, bullying was socialised in collaboration with psychologists and the health centre (*puskesmas*). The problem of bullying is not only the responsibility of the guidance counselling teacher but also the homeroom teachers and subject teachers.

3) "Introduction to the School Environment" Program

SMP 8 Yogyakarta regularly holds an Introduction to the School Environment program or *Pengenalan Lingkungan Sekolah* (PLS). Guidance and Counselling teachers identified several factors causing bullying: a) the student's desire to show power among his peers, b) the student's experience of having been subjected to violence in the home or neighbourhood in which he lives, and c) the student had a personal problem. In this school, they were socialised about bullying in collaboration with psychologists and health centres. The problem of bullying is not only the responsibility of the BK teacher but also the homeroom teacher and subject teacher.

4) "Collaborative" Program

Another initiation was in the form of a collaborative program. This program was carried out at SMP Taman Dewasa, Yogyakarta. They implement a collaborative program to overcome bullying problems in schools by involving homeroom teachers, kindergarten teachers, parents, and vice principals for student affairs. External collaboration programs were conducted with parents of students, institutions, and environments such as household pillars, community associations, sub-district, the police sector, and the district military command in Jetis.

5) "Anti-Bullying" Program

"Anti-Bullying" socialisation was implemented at SMPN 1 Yogyakarta. Several practices for addressing bullying in schools included: a) anti-bullying socialisation at ceremonies, briefings, or during parent meetings; b) personal proximity; c) guidance counselling teacher involvement as an anti-bullying team; and d) expert attendance. Schools also have access so that students do not hesitate to report cases of bullying. Socialisation anti-bullying is also carried out to parents. The school has expanded its activities: literacy, art performances, joint service work, bazaars, carnivals, *taklim* assemblies, library friends, and other activities. The school also invites students from other schools to develop friendships.

6) "Cultural Literacy" Program

The policy of SMPN 14 Yogyakarta is to promote the prudent use of media. The practice was in the form of the *Act* movement called *Cultural Literacy*. Students were involved in school literacy through reading, listening, and writing activities. This program was a success story at SMPN 14 Yogyakarta and is held every Friday. Students write down inspirations for kindness experienced at home, school, and the community. Literacy is one way that children can be selective about the information on social media. The student's experience was recorded as a form of the *Pancasila Student Profile* project, which positively impacted students' writing ability.

7) "House of Care" and "Inspiration Class" Programs

The House of Care program, a community of peer counsellors, was initiated by SMP Muhammadiyah 2 Yogyakarta. The school developed a program to prevent bullying by: a) bringing in psychologists to attend student coaching events, b) coaching students in collaboration with the Sektor Umbulharjo Police, and c) establishing a communication platform for problem students in the "House of Care" event. This program was carried out through: a) individual counselling; b) counselling group; c) case inference; and d) follow-up on the consequences of the perpetrator/victim. The Inspiration Class program allows parents to share about their careers and characters. GC teachers entered the classroom, and the coordination of GC teachers and homeroom teachers was routinely carried out. Library therapy (bibliotherapy) was also carried out to foster adolescent politeness.

8) Space for Students' Academic and Non-Academic Expression

The Principal of SMPN 5 Yogyakarta, together with the teachers, held activities involving students in the form of: a) group competitions and games, such as choirs, stilts, *theklek*; b) character education by delivering material on the harmful effects of bullying; c) spiritual development according to each religion; and d) watching together a bullying-themed YouTube video from the Ministry of Education and Culture's Character Strengthening Center (Puspeka). The students reflect and take positive meaning.

SMPN 11 Yogyakarta also organised various programs, such as social, religious, and artistic activities and visits. Social and religious movements that help build empathy include: social services, Eid al-Qurban spiritual practice, *manasik*, and visits to religious places. Art performances were also conducted as a platform for students to explore and express their potential, cultural-based murals, and batik (*sibori*, *jumputan*) in creatively filled leisure activities.

9) Individual and Group "Counselling" Programs

At the Integrated Islamic Middle School of Abu Bakar Yogyakarta, bullying is handled using individual and collective counselling strategies. In general, self-actualisation was already attained by high-achieving students. However, the remaining

students had not been reached. Because not all students participate in extracurricular activities, the school creates communities based on students' hobbies and interests, such as photography, drawing or calligraphy groups, cartoons or anime, *saman* dance, and *hadroh*. The teacher monitored the students throughout the break-in class hours.

10) The Program "When the Teachers Come, the Students Become Happy"

Children who have problems and violate school rules usually have issues in the family, the environment, and the classroom. The program at SMPN 16 Yogyakarta made it possible for students to enjoy their time at school. Teachers express gratitude to students. Additionally, the principal must embrace the students, and the GC teacher must position himself as a chatting buddy for the students. The principal socialised this program with teachers.

11) "School Literacy Movement" Program

SMPN 3 Yogyakarta adopted a persuasive strategy for students with varied needs. Home visits were one of the unique techniques implemented. The school had an Anti-Bullying Task Force. Every morning, students participated in the School Literacy Movement for five to ten minutes to become used to reading and writing in the classroom corner and school terrace. Through *tadarus* and spiritual talk, religious activities were also conducted. The homeroom teacher's visit with parents was to convey the child's growth.

12) "5 S" Program

SMPN 14 Yogyakarta cultivated "5S", namely *Senyum, Sapa, Salam, Sopan, dan Santun* or Smiles, Greetings, Salutation, Politeness, and Courtesy which are always socialised to school residents. The teacher greeted the pupils with warmth. The Friday school program was accustomed to utilising Javanese to help students become accustomed to speaking appropriately and eliminating impolite language.

SMP Muhammadiyah 5 Yogyakarta likewise adopted this "5S" Program. Schools employed the following actions to prevent bullying: restricting mobile devices, fostering two-way contact between teachers and students, and mentoring students. GC and homeroom teachers joined the classroom to interact and solve student issues. Teachers enhanced sympathy for troublesome students. Furthermore, E-counseling was conducted in-person and online.

Additionally, SMP Muhammadiyah 6 Yogyakarta implemented the "5S" Program. At the entrance, teachers greeted the arriving students with greetings. A student accompanied by parents felt loved and welcomed by the teacher. As a potential source of conflict between individuals, the use of smartphones in schools was also banned and placed in separate rooms. Character development was accomplished through Quran *tadarus*, *dhuha* prayer pilgrims, and direct coaching.

13) School Citizen Behavior Control

SMP Muhammadiyah 9 Yogyakarta also implemented the "5S" Program. A Special Assistant Teacher or Guru Pendamping Khusus (GPK) established effective communication with students. In this school, control of the behaviour of teachers and students in schools based on technology was carried out through the installation of CCTV in classrooms and areas of the school environment, allowing all activities in the school to be monitored.

SMP Piri 1 Yogyakarta also offers a 6S habituation program. The school's principal was devoted to providing students with friendly, secure, and pleasant educational services. Class monitoring was essential for reducing the backlog of issues. Empty hours must be minimised since uncontrolled free time can lead to bullying.

At Pangudi Luhur Junior High School 1 in Yogyakarta, there was a student whose excessive energy conflicted with "*cilik atine*" (small-minded) children. The school created programs to maximise leisure time through literacy, athletics, and counselling consultations for students with behavioural issues and exceptional students. GC teachers assisted students in seventh through ninth grade so they may see the growth of students. Routinely, searches for illegal objects were also conducted.

14) "3S 2T" and "Love, Integrity, and Service" Programs

SMP Bopkri 1 Yogyakarta's slogan, "Love, Integrity, and Service," reduced bullying through character development. Character education was conducted at the start of each class through daily reflection. The 3S 2T program "*Senyum, Salam, Sapa, Tolong and Terima Kasih*" or Smile, Greet, Salute, Please, and Thanks was effectively carried out through habit. General habituation is universally carried out for all students.

15) Merdeka Curriculum

SMPN 12 Yogyakarta GC teachers attend the classroom to provide students with e-counselling. This school's Merdeka curriculum was conducted through project-based learning. The topic "engineering in technology" conveys the concept of building good habits in anticipation of insufficient media information. Students' projects include public service advertisements, tutorials, and short films. Positive familiarisation can convey positive messages through the project.

16) School Rules of Conduct with a Points System

The bullying problem was resolved by establishing a point system for school behavioural guidelines such as: a) giving warnings to students; b) conducting case studies with homeroom teachers and counselling teachers as well as parents; and c) if methods a and b are not fulfilled, the school was required to implement a point system, suspension, or another form of discipline. This action was followed up by forming a school task force team, developing anti-bullying programs, and outreaching out to school residents and parents. The School Activity Plan and Budget or *Rencana Kegiatan dan Anggaran Sekolah* (RKAS) or the School Revenue and Expenditure Budget or *Anggaran Pendapatan dan Belanja Sekolah* (APBS) contained bullying prevention programs by organising activities for the development of religiosity, leadership, and sportsmanship. Habituation was carried out through: 1) faith guidance and daily devotional giving every morning (at the beginning of learning); and 2) faith building and character building every Friday.

Discussion

Based on quantitative research data, school interventions in dealing with the phenomenon of bullying in Yogyakarta City Junior High Schools show that schools have intervened by: a) teachers stopped bullying by 69%, b) teachers gave reprimands to perpetrators by 64%, c) teachers gave assistance to victims by 61%, and d) teacher support for victims by 57%. Ken Rigby (2022) discusses alternative strategies for addressing student bullying behaviour. Contemporary studies explain the diversity, complexity, and interaction of individual and environmental factors that influence bullying (Rigby, 2022).

Based on qualitative research data, it can be categorised that innovative programs to reduce bullying in Yogyakarta City Junior High School consist of several programs, including: a) innovative programs as a result of the interpretation of educational policies from higher institutions, namely the Ministry of Education and Culture and the Yogyakarta City Youth and Sports Education Office; and b) innovative programs as a form of a school initiative in addressing the problem of bullying in schools through collaborative partnerships



with various institutions/ institutions. The Borgen study (2022) shows that anti-bullying programs can raise awareness of the dangers of bullying in schools (Borgen et al., 2022). Essential elements in policy implementation are stakeholders, policy actors and the policy environment (Dye, 1981).

The tendency for increased bullying behaviour among students led to designing an anti-bullying curriculum (Arya, 2018). To prevent bullying, schools need to focus on developing positive adolescent behaviour. One of them is resilience which helps students to respond successfully to challenges. The study results show that resilience is a strong protective factor in preventing bullying and reducing its effects (Hinduja & Patchin, 2017). The ministry in Malaysia acknowledges that bullying can harm victims physically and psychologically. The proposal to address the bullying issue is to give suspensions within a certain period to the students involved. It needs to be studied further because it concerns the future of underage perpetrators and underage bullying victims (Mallow, 2017). In addition, it can also be identified approaches that are intracurricular and extracurricular that provide added value to students' self-development (Wahyono & Rispanyo, 2012).

Bullying Prevention programs can focus on the following levels: a) school-level components, b) classroom-level components, c) individual-level components and d) community-level components (Olweus, 2009). This research is relevant to school-level components. In schools, teachers have a role to play in preventing bullying. Teachers need to increase understanding and give examples of behaviours such as the cultivation of attitudes of tolerance, social care, democratic, peace-loving, social solidarity and responsibility so that students can avoid bullying in the school environment (Batubara et al., 2022).

Bullying people tend to have low empathy and impulsive, dominant and unfriendly attitudes (Benitez & Justicia, 2006). Anti-Bullying programs have a positive impact on affective empathy. The study's findings showed an increase in students' affective empathy (Garandeau et al., 2022). So, one solution that needs to be done is to build friendly interactions. School leaders and teachers must use a persuasive approach by building effective and empathetic communication with students. Formally, the Child-Friendly School label is attached. However, its implementation must continue to be echoed to reach all schools. Students are the generation of hope, so student problems, including bullying, must be addressed effectively.

Conclusion

The conclusions obtained based on the findings of this study that school interventions in overcoming bullying include; a) the school seeks to stop the bullying, b) the teacher gives a reprimand to the perpetrator, c) the teacher assists the victim, and d) the teacher's support to the victim of bullying. The approaches used are: a) individual programs through counselling, b) collective mentoring through character building to develop soft and hard skills, c) rules of discipline and social control, and d) school partnerships with external institutions. Innovative programs can be categorised as: a) innovative programs resulting from interpretations of educational policies from the Ministry of Education and Culture and the Education Office, and b) innovative programs based on school initiatives. The school's innovative programs contribute to reducing bullying in schools. It indicates that the school is not only an implementer of policies at the mezzo level but also an initiator of policies at the micro level in schools. Top-down and bottom-up education policy strategies are needed to reduce bullying.



Recommendation

The results of this study on the initiation and innovation of Junior High Schools in Yogyakarta City recommend that schools have initiatives to anticipate bullying in schools. Various examples of innovative programs found in Yogyakarta City junior high schools are good practices that become a reference for schools in other regions. Stakeholder cooperation and communication are required for research follow-up. Bullying behaviour should be reduced to fulfil the goal of fostering a welcoming school climate for all students.

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