



The Impact of Bullying on Students Social Development at SMA Negeri 11 Makassar

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Abstract

The problem in this study is the rampant cases of bullying in the environment of SMA Negeri 11 Makassar which have a negative impact on the development of students' social skills, both as victims, perpetrators, and recipients of sanctions for bullying. This study aims to analyze how student characteristics affect the ability to interact socially in the school environment. The method used is a qualitative approach with a case study type, using in-depth interview and observation techniques. The research sample consisted of students identified as victims of bullying, perpetrators of bullying, and students who received sanctions for bullying. The results showed that victims tended to experience decreased self-confidence and withdraw from the social environment, while perpetrators showed dominant manipulative behavior. On the other hand, students who received sanctions in the form of counseling showed increased social awareness and more positive behavioral changes than those who only received administrative punishment. The implications of the results indicate that handling bullying cases requires a more educational and empathetic approach, not just punishment. As a result, schools can create a learning environment that is more inclusive, safe, and supports the development of students' character and social skills as a whole.

Keywords

bullying; learning environment; prevention programs; social skills; student characteristics

INTRODUCTION

Social dynamics among students show a shift in behavior and values that need more attention, especially in the school environment. The increasing number of cases related to social issues encourages the need for comprehensive observation and understanding from educators. For the past two years, SMA Negeri 11 Makassar has been in the spotlight regarding various social issues that are developing among teenagers. Phenomena such as bullying, class wars, inter-school wars and the phenomenon of alcohol have begun to

emerge, raising concerns from the school, parents, and the community. Several students reported negative experiences related to bullying, both perpetrators and victims, which not only affected their mental health but also their academic achievement. In addition, there are concerns about the negative influence of socializing outside of school which makes some teenagers trapped in detrimental behavior (Ruliyatin & Ridhowati, 2021).

SMA Negeri 11 Makassar, one of the leading senior high schools in Makassar City, is not free from bullying issues that have recently been widely discussed. Cases of verbal and physical violence against students by their peers have become the focus of the wider community. Cases of verbal and physical violence against students by their peers have become the focus of the wider community. Bad experiences such as physical violence, exclusion, intimidation, and threats are some examples of aggressive behavior that can occur in the school environment and outside of school (Krisdian & Subekti, 2021; Irma & Ratna, 2024). Many students who are victims of bullying feel afraid and depressed, which has an impact on decreasing their academic and psychological achievements. Several cases have been reported to the school, parents, and even the police, but effective resolution efforts have not yet been seen (Novinta & Mastuti, 2023). One of the cases that received serious attention occurred in class X Merdeka 5, where a number of students experienced bullying in the form of verbal violence and social exclusion. This situation triggered internal intervention from the school and reflected the urgency of more systematic handling of the issue of bullying in the educational environment. Therefore, this study is considered relevant to be carried out in order to gain a deep understanding of the dynamics of bullying in schools and to formulate alternative solutions that are effective and applicable.

In facing the challenges faced related to social issues at SMA Negeri 11 Makassar, it is very important to involve all existing elements, starting from the school, parents, to the students themselves. Close collaboration between teachers and parents in providing character education and good supervision will help create a safer and more supportive environment. Character education, in a broader framework, is not limited to the transmission of the dichotomy between right and wrong, but rather focuses on the internalization of deep moral values as a foundation for personality formation (Egistiani et al., 2023). In addition, the involvement of students in extracurricular activities and school organizations can also provide a forum for them to express themselves and increase a sense of solidarity and empathy among peers. By creating a culture that exists in Makassar, namely sipakatau (humanizing humans), sipakalebbe (respecting each other), sipakainga

(reminding each other), a'bulo sibatang (principle of solidarity and togetherness) and siri na pacce (pain and pain), it is hoped that it can reduce negative behavior such as bullying and promiscuity. By creating a culture that exists in Makassar, namely sipakatau (humanizing humans), sipakalebbe (respecting each other), sipakainga (reminding each other), a'bulo sibatang (principle of solidarity and togetherness) and siri na pacce (pain and pain), it is hoped that it can reduce negative behavior such as bullying and promiscuity. Schools strive to address problems through educational programs and positive activities, but challenges remain and require collaboration from all parties (Andi Halima et al., 2021). Active participation from the entire school community, including students, parents, and the wider community, is essential in creating a school culture that respects differences and rejects discrimination (Harefa & Lase, 2024).

However, challenges in implementing character education, such as lack of resources and resistance from some parties, need to be overcome through ongoing efforts (Harefa & Lase, 2024). Active participation from all components of the school, including students, teachers, parents, and the wider community, plays a crucial role in creating an inclusive school environment that upholds diversity and firmly rejects all forms of discrimination. The implementation of inclusive education faces a number of complex challenges, including limited available resources and resistance from some parties that need to be addressed comprehensively and sustainably (Andi Halima et al., 2021). This joint effort is crucial to ensure that SMA Negeri 11 Makassar becomes a place that not only focuses on academic achievement, but also on positive character and personality development for students. This joint effort is crucial to ensure that SMA Negeri 11 Makassar becomes a place that not only focuses on academic achievement, but also on positive character and personality development for students. Character education, in essence in line with moral and ethical education, has a noble goal of forming individuals who are not only intellectually intelligent, but also have a strong moral foundation (Nazir et al., 2024). This is becoming increasingly important considering the challenges of moral degradation faced by today's young generation. Effective character formation requires consistent habituation of positive values, so that students not only understand what is right and wrong, but are also motivated to internalize character values such as respect, responsibility, honesty, caring, and justice as the main focus in character education (Lestari & Surur, 2021).

The school tries to overcome this problem by organizing educational programs and positive activities, but the challenges in dealing with these issues still require attention and

collaboration from all elements involved, so that the learning environment at SMA Negeri 11 Makassar can be more conducive and support the development of students' character and personality (Sabri et al., 2020). Therefore, SMA Negeri 11 Makassar needs to immediately take concrete steps to prevent and handle bullying cases, such as increasing awareness and educating students about the negative impacts of bullying, and strengthening support systems for victims and perpetrators of bullying. Thus, schools can create a safe and comfortable environment for all students to learn and develop. Inclusive education plays a crucial role in creating a friendly learning environment for all students, regardless of differences in background or abilities (Wahyuni & Hadi, 2024). Inclusive education is based on the principle that all students, including those with special needs, have the same right to receive quality education in the same learning environment (Munauwarah et al., 2021). The implementation of inclusive education requires fundamental changes in the education system, including curriculum, teaching methods, and evaluation. The main goal of inclusive education is to develop students' potential optimally, as well as prepare them to participate actively in society (Sari, 2020). Inclusive schools strive to eliminate all forms of discrimination and create a school culture that values diversity. Active participation from the entire school community, including students, teachers, parents, and the wider community, is essential in creating an inclusive and supportive school culture (Harefa & Lase, 2024).

In addition, it is important for SMA Negeri 11 Makassar to develop a clear and firm policy formula regarding the handling of bullying cases and other deviant behavior. Schools can form a special team consisting of teachers, counselors, and student representatives to handle reports of bullying behavior quickly and effectively. This handling is not only limited to imposing sanctions, but also involves a rehabilitative approach that equips perpetrators with an understanding of the impact of their behavior and provides support to victims so that they can recover well (Manullang et al., 2020). In addition, involving parents in this process through seminars or discussions on the importance of good supervision and communication within the family can also help foster collective awareness in creating a safe environment, and the use of applications is chosen as a medium for delivering anti-bullying campaigns that follow the development of the digital era of social media and gadgets and efforts to target the community so that information is conveyed. Applications are also more interactive and more interesting in delivering material than printed guidebooks on paper so that the delivery of material can

be more effective as evidenced by the increased knowledge of application users after using the anti-bullying application (Rena et al., 2021). With these steps, SMA Negeri 11 Makassar is expected to be an example in creating a more positive and inclusive school culture, where every student feels valued and protected in their learning process.

This study aims to examine the impact of student characteristics as victims, perpetrators, and recipients of bullying sanctions on the development of students' social skills at SMA Negeri 11 Makassar. Using qualitative methods, this study will apply in-depth interviews and observations to collect data related to students' direct experiences with bullying. The main focus of this study is to understand how the role of being a victim or perpetrator of bullying affects social interactions, anxiety, and other social skills. This study will also explore the effectiveness of sanctions applied to perpetrators of bullying in minimizing negative impacts and helping victims recover. The results of this study are expected to provide deeper insight into the dynamics of bullying in the school environment and policy recommendations to create a safer and more inclusive learning environment for all students.

METHOD

This study uses a qualitative approach with case study type to examine the impact of student characteristics as victims, perpetrators, and recipients of bullying sanctions on the development of students' social skills at SMA Negeri 11 Makassar. This study will examine the impact of student characteristics as victims, perpetrators, and recipients of bullying sanctions on the development of students' social skills at SMA Negeri 11 Makassar. This approach will allow for a deeper understanding of the experiences and perspectives of individuals involved in the dynamics of bullying, as well as how these dynamics affect their social skills (Sugiyono, 2020). Data collection will involve in-depth interviews with students who have been identified as victims, perpetrators, or recipients of bullying sanctions. This data will also be collected through observation, focusing on the direct experiences of students involved in bullying cases. In conducting interviews, researchers will identify students who play the role of victims, perpetrators, and those who have received sanctions related to bullying behavior, with the aim of understanding how these roles affect social interactions, anxiety levels, and other social skills. Observations will be conducted in the school environment to provide a deeper context for social behavior and interactions between students. In addition, this study will explore the effectiveness of

sanctions applied to bullies, by assessing their impact on victim recovery and reducing bullying behavior among students.

RESULT AND DISCUSSION

The results of this study indicate that the characteristics of students as victims, perpetrators, and recipients of bullying sanctions have a significant effect on the development of their social skills. Schools play an integral role in creating an environment that supports students' holistic development, which includes academic, social, and emotional aspects (J.A Pakai, 2021). To achieve this goal, schools must prioritize the creation of a safe and comfortable environment that encourages a sense of belonging and inclusion for all students (Husna et al., 2022). Factors such as envy, intolerance, and intergroup competition can trigger deviant behavior that leads to hostility (Ruliyatin & Ridhowati, 2021). Thus, it is important for schools to develop effective mechanisms to detect and address potential conflicts before they escalate into bullying (Ubudiyah et al., 2021). Victims tend to experience decreased self-confidence and social anxiety, while perpetrators exhibit dominant behavior that is often manipulative. Recipients of sanctions show a variety of responses, from regret to resistance to school rules. The effectiveness of sanctions is highly dependent on the approach used, where educational sanctions and counseling guidance have a more positive impact than administrative punishments. These findings underscore the importance of more inclusive school policies in addressing bullying in order to create safer learning environments and support students' social development.

In addition, observations show that social interactions of students in the school environment are influenced by the dynamics of bullying, where victims often withdraw from socializing, while perpetrators tend to maintain dominance in the group. Recipients of sanctions who receive counseling guidance show increased social awareness and more positive behavioral changes than those who only receive administrative punishment. Counseling guidance can help individuals who receive sanctions to understand the impact of their actions and develop strategies to avoid negative behavior in the future. Several important points related to this: Increased Self-Awareness: Counseling helps recipients of sanctions to better understand themselves, including their values, beliefs, and motivations. Development of Social Skills: Counseling can help recipients of sanctions to develop more effective communication and problem-solving skills, which are important for interacting

positively with others. Behavior Change: With counseling support, recipients of sanctions can identify and change negative behavioral patterns that contribute to violations of the law. It is important to note that the effectiveness of counseling can vary depending on factors such as the quality of the counseling program, the motivation of the recipient of sanctions, and the social support available. In addition, stigma and discrimination can affect the effectiveness of counseling interventions (Sagung et al., 2021). These findings also indicate that the involvement of teachers, counselors, and parents is essential in addressing the impact of bullying and creating a supportive and inclusive school culture. Collaboration between teachers, families, and community leaders can develop a more comprehensive understanding of the dynamics of bullying (Osborne, 2024). Schools with a good climate will encourage the creation of a safe and respectful atmosphere, thus supporting the academic, social, emotional, and physical development of all students. Therefore, policies are needed that are not only repressive, but also preventive and educational to reduce bullying rates and improve the overall social welfare of students.

In addition to individual factors, this study also found that the school environment plays a crucial role in shaping bullying behavior patterns. Schools that implement strict anti-bullying policies and effective mentoring systems do tend to have lower bullying rates. Here are some points that support this statement, namely the role of teachers and counselors: BK teachers have an important role in reducing bullying behavior through psychoeducational groups (Almizri et al., 2022). Training programs can also improve teachers' knowledge of bullying intervention skills. Effectiveness of anti-bullying programs: anti-bullying programs are generally effective in reducing bullying, although their effectiveness varies depending on the program components. Schools that implement anti-bullying programs show a decrease in bullying behavior in students (Istiqomah & Hidayati, 2020). Whole-school approach: this approach involves the entire school community in efforts to prevent and address bullying. This includes students, teachers, staff, parents, and administrators. On the other hand, lack of supervision and indecisiveness in enforcing rules can cause bullying behavior to continue to recur. Active participation from all parties, including students, teachers, and parents, is needed to create a safer school culture and support students' social development.

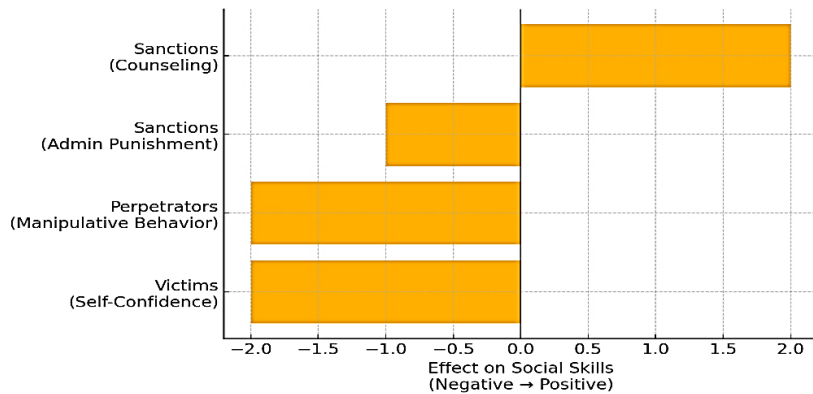


Figure 1. Results of research on the effects of bullying and how to handle it

The results of the study showed that the characteristics of students as victims, perpetrators, and recipients of bullying sanctions had different impacts on the development of their social skills. Bullying victims tended to experience decreased self-confidence and withdraw from socializing, while perpetrators showed dominant and manipulative behavior that damaged the quality of social interactions. Students who only received administrative sanctions did not show significant behavioral changes, and even tended to remain in negative social patterns. In contrast, students who received counseling-based interventions experienced increased social awareness and behavioral changes in a more positive direction. Counseling programs with a psychosocial approach are indeed effective in helping victims of bullying rebuild self-confidence and social skills (Ferraz et al., 2023). This approach also provides an opportunity for bullies to understand the impact of their actions and improve their behavior. Some important aspects of psychosocial counseling programs include a focus on individual needs: programs are tailored to the specific needs of victims and bullies. Skills development: victims learn skills to cope with bullying, such as assertiveness and safety strategies. Perpetrators learn skills to manage emotions and interact positively with others. Empathy enhancement: Perpetrators are encouraged to understand the victim's perspective and feel the impact of their actions. Behavior change: programs help perpetrators develop strategies to change their behavior and prevent future bullying. Social support: victims and perpetrators receive support from counselors, peers, and family. To create a safe and supportive school climate. This can be achieved through clear anti-bullying policies, bullying prevention programs, and training for teachers and school staff. Thus, a bullying handling strategy that is oriented towards recovery and rehabilitation is the main recommendation for schools in creating a more harmonious and inclusive environment.

CONCLUSION

The purpose of this study was to examine the impact of bullying on the social development of students at SMA Negeri 11 Makassar. The findings indicate that bullying significantly affects students' social skills, leading to decreased self-confidence, social withdrawal, and reduced participation in school activities. Notably, students who received counseling-based interventions showed improved social awareness and positive behavioral changes compared to those who only received administrative punishments. This underscores the importance of empathetic and rehabilitative approaches in addressing bullying cases to foster a supportive and inclusive school environment. Compared to previous studies which also highlighted the detrimental effects of bullying on adolescents' social development, this study emphasizes the effectiveness of counseling interventions in mitigating these effects. Future research should explore the long-term outcomes of such interventions and their scalability across different educational settings. The implications of this study suggest that schools should implement comprehensive anti-bullying policies that incorporate counseling and community involvement to enhance students' social well-being.

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