EARLY PREVENTION OF BULLYING AT SCHOOL: NOBULLY'S SOCIOMETRIC APPROACH

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Abstract :

This study aims to explore the effectiveness of Nobully's sociometric approach in preventing early bullying in the school environment. The aim of this research is to use a qualitative research design with a case study technique. Data was collected through participatory observation events, interviews with students and school staff, as well as analysis of documents connected to school policies. The study results show that the NoBully sociometric approach has a positive effect in creating a more inclusive school environment and reducing bullying incidents. The integration of these methods promotes the formation of healthier social relationships among students, increases awareness of the importance of empathy, and changes group dynamics to encourage positive responses to differences. These findings support that the application of the NoBully sociometric approach has the potential to be an effective strategy in early prevention of bullying in the school environment, providing a foundation for the development of more comprehensive programs in creating a safe and supportive learning environment for all students. By implementing the NoBully sociometric method, schools can create a more positive atmosphere, where students feel more comfortable, supported, and avoid the risk of bullying.

Keywords : *bullying, sosiometri, nobully, perundungan, sosiometri nobully.*

Abstrak :

Penelitian ini bertujuan untuk mengeksplorasi efektivitas pendekatan sosiometri Nobully dalam mencegah bullying dini di lingkungan sekolah. Tujuan penelitian ini adalah menggunakan desain penelitian kualitatif dengan teknik studi kasus. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara terhadap siswa dan staf sekolah, serta analisis dokumen yang berkaitan dengan kebijakan sekolah. Hasil penelitian menunjukkan bahwa pendekatan sosiometri NoBully memberikan efek positif dalam menciptakan lingkungan sekolah yang lebih inklusif dan mengurangi insiden bullying. Integrasi metode-metode tersebut mendorong terbentuknya hubungan sosial yang lebih sehat di kalangan siswa, meningkatkan kesadaran akan pentingnya empati, dan mengubah dinamika kelompok untuk mendorong respons positif terhadap perbedaan. Temuan ini mendukung bahwa penerapan pendekatan sosiometri NoBully berpotensi menjadi strategi yang efektif dalam pencegahan dini terjadinya bullying di lingkungan sekolah, memberikan landasan bagi pengembangan program yang lebih komprehensif dalam menciptakan lingkungan belajar yang aman dan mendukung bagi seluruh siswa. Dengan menerapkan metode sosiometri NoBully, sekolah dapat menciptakan suasana yang lebih positif, dimana siswa merasa lebih nyaman, didukung, dan terhindar dari risiko perundungan.

Kata Kunci: *bullying, sosiometri, nobully, perundungan, sosiometri nobully.*

INTRODUCTION

Education is the main foundation in forming students' character and personality (Muali et al., 2021; Amir et al., 2022; Baharun, 2023), but the school environment is often not free from bullying problems. Bullying at school is not only psychologically detrimental to the victim but can also damage the educational climate as a whole. To overcome and prevent bullying, an early prevention approach is crucial.

One of the innovative early prevention methods that can be adopted at Nurul Jadid High School (SMA), Paiton, Probolinggo, is the NoBully sociometric approach. NoBully Sociometry is an approach that focuses on analyzing social interactions between students to identify potential bullying situations and create a safe and inclusive environment.

As an educational institution that cares about student welfare, Nurul Jadid High School can integrate the NoBully sociometric approach as an integral part of its anti-bullying program. Concrete steps involve all school components, from students, teachers, and parents, to create an environment free from bullying jointly.

Bullying is not a new phenomenon in society and is currently increasingly becoming a serious concern, especially in the setting of children and adolescents' education. Data released by the Indonesian Child Protection Commission (KPAI) in 2020 saw 119 cases of bullying against children. This number was stated by KPAI to have risen from previous years, with an average of 30-60 cases per year (Sobry, 2022). Meanwhile, the Ministry of Women's Empowerment and Child Protection (KemenPPPA) in its press release on December 6 2022 stated that based on the KPAI report, throughout 2011-2019 there were 1,765 cases of child bullying (HUMAS, PEREMPUAN, & ANAK, 2022). The number of increases in cases may be smaller than the actual facts, given that not all cases are reported or tracked. Schools are one of the popular places where bullying happens. Data shows that 84 percent of students stated that they had experienced bullying at school, while 75 percent stated that they were offenders of bullying at school(Hamel et al., 2021). Other data shows that 75 percent of Indonesian students admitted that they had experienced bullying during their high school years (Van Canegem et al., 2022).

Bullying at school is more often done in groups. On the other hand, victims are people who are rejected from groups that are involved in bullying or groups that are not involved in bullying. Self-esteem and group norms are the drivers of bullying at school. In addition, at school age students tend to conform to peer groups (Chung et al., 2020; Marucci et al., 2021).. Conformity can be considered as an existence in society. The impact of bullying at school is very dangerous. A number of researchers noted these dangerous impacts include: feeling insecure, prolonged depression, decreased motivation to study, closing oneself from social interactions, suicide (Haslan et al, 2021; Ledita Ezy Maulany et al., 2022).

This bullying prevention method offers a more proactive approach in dealing with bullying problems in the school environment. With a focus on early identification of potential bullying, the NoBully sociometric method studies

social interactions between students and group dynamics, allowing the detection of factors that trigger bullying before cases actually occur. Through the integration of website application technology, this approach provides a more efficient tool for structured data collection and rapid information access, providing a foundation for more effective handling of bullying situations in schools. The use of technology not only allows for earlier detection but also provides a chance for schools to implement preventive measures that are more timely and responsive to developing situations. One other innovative feature is an in-depth knowledge of the role of group conformity in the dynamics of bullying in the school environment. This method investigates how group conformity can influence students as perpetrators or victims of bullying, which then becomes the basis for creating more focused prevention strategies. By paying attention to the social-psychological factors that underlie bullying, this method aims to create a safer and more inclusive school environment for all students, as well as minimizing bullying incidents through smarter and more sustainable preventive measures. .

RESEARCH METHOD

In this study, the approach is qualitative with mixed methods. Qualitative methods allow researchers to dig deeper and understand the nuances of social relationships between students that quantitative methods may not be able to record (Strijker et al., 2020; Meyer et al., 2020). Meanwhile, mixed methods combine quantitative and qualitative data analysis to provide a more comprehensive knowledge of the effectiveness of the NoBully sociometric approach in preventing bullying in the school environment. This aims to obtain a broad and in-depth view regarding social dynamics and the application of sociometry in preventing bullying in the school environment.

Regarding data collection methods employed are through observation, interviews and documentation. Observations were performed, focusing on the activities of students at SMA Nurul Jadid. This method involved keenly watching and recording student behaviors, group dynamics, and situational aspects without interfering significantly in their activities. interviews aimed to delve deeply into the subject matter, seeking complete insights and opinions regarding bullying within the school context. The conversations were tailored to gather a nuanced knowledge of experiences and viewpoints related to the topic. literature review was performed to compile and analyze important scholarly resources related to sociometry and bullying.

The data collected in this study was analyzed using descriptive and inferential statistical analysis. Descriptive analysis was used to describe group characteristics, including age, gender, and grade level. Inferential analysis is used to test study hypotheses.

FINDINGS AND DISCUSSION

From the results of the problem analysis that has been described in the problem formulation, execution will focus on the sociometric method (Vaillancourt et al., 2021; Steenkamp et al., 2021). The aim of this action is to understand the picture of social relations between students who can be identified

as groups, record the names of students who are famous in identifying the group, and identify students who may not belong to a group or have no group identity. The sociometry will be applied in a website-based application.

Data Collection Results

From the results of data collection using observation and interview instruments at Nurul Jadid Paiton Probolinggo High School, the first step taken was to gain student data that would be used as samples for implementing nobully sociometry. The results of data collection for class 2 students at SMA Nurul Jadid Probolinggo were 400 male and female students as shown in the following table:

Tabel 1. Sample Dataset of Male and Female Students at Nurul Jadid Probolinggo High School

No	Name	Class
1	Luluk Mutiara Maknunah	XI
2	Airin Nuril Sabila	XI
3	A'isyah Anwar	XI
4	Lyna Auliya Muthi'ah	XI
5	Fauziah Indah Permatasari	XI
6	Reva Dwi Mariyatul Qivtiyah	XI
7	Sa'daika Mikaela Putri Ramadani	XI
8	Alifia Ilma Sabila	XI
9	Nilna Zahrah Afifah	XI
10	Uswatun Nisa'	XI
11	Najwa Bulan Safitri Kuswanto	XI
12	Athiqatul Wahdaniyah	XI
13	Imelda Lestari	XI
14	Najmah Aulia Syahar	XI
15	Fillah Syarifah Mz	XI
16	Safiratur Robbani	XI
17	Maimunah	XI
18	Siti Aisyah Asy'ari	

Male and female students will be asked to complete several questions that are specifically focused on relationship patterns that may be rejected or accepted between students in different activities. The questions that will be filled in on the web-based sociometry program are as follows:

Table 2. Question web-based

No	Question
1	What do you think about diversity and inclusion in the school environment? This question aims to assess students' perceptions of diversity and the extent to which they feel inclusive of their peers?
2	Have you ever felt rejected or ignored in a group activity at school? If yes, explain further. This question

	aims to explore students' personal experiences related to being rejected or ignored, to detect potential signs of bullying?
3	What do you think about group norms in schools and to what extent do they influence social interactions? This question aims to examine students' perceptions of group norms and the extent to which these norms can influence social relationships in the school environment.
4	How do you assess relationships between students in small groups or teams when working together on school projects? This question aims to explore the dynamics of relationships within a small group or team, whether there are positive relationship patterns or whether there is potential for conflict.
5	Do you feel peer pressure to conform to certain norms? If yes, explain in more detail. This question aims to investigate whether students feel there is pressure from their peers that could influence their decisions or behavior.

Analysis

Nobully's sociometric analysis was carried out to understand the structure of social relationships among students, with the aim of identifying certain groups, recording the names of students who are popular in these groups, and identifying those who do not belong to a group or have no group identification.

From the results of the analysis using nobuli sociometry which has been executed by the web application, several data were obtained which will become recommendations for a counseling approach to schools regarding the list of popular students in group identification, and students who are rejected in group identification or do not have group identification. Counseling is directed at monitoring the activities of students who are identified as a group and the condition of students who are rejected in group identification or do not have group identification.

In addition, through sociometric analysis, schools can receive final results that are represented in graphical form. This graph provides a visual representation that makes it easier for schools to understand the number of students who are indicated to be carrying out bullying activities. By using graphs, schools can quickly identify patterns and trends that may emerge in social relationships between students. This provides deeper insight into the extent to which the problem of bullying is pervasive in the school environment.

Implementation

From the results of data collection, data analysis, the data will be implemented on a website as follows:

Data analysis is implemented in a web application so that it is easy and fast for teachers to carry out analysis, as in the following form. Figure 1.

Figure 1. Form Analisis Data

On this form, students fill in answers to several questions that focus on relationship patterns that may be rejected or accepted between students in various activities. The graphic on the form shows the relationship between students being rejected or accepted in several activities as in Figure 2.
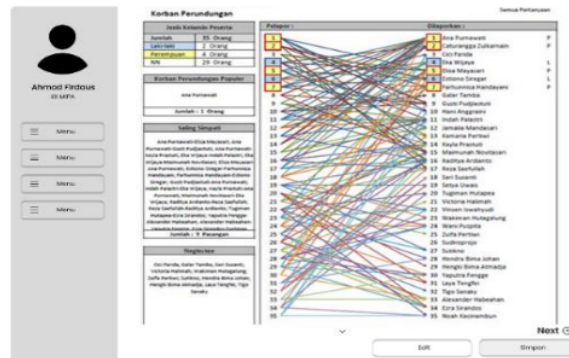
Figur 2. Graph of No Bully Sociometric Analysis Results

By looking at the sociometric analysis results graph, schools can more effectively take suitable preventive or intervention steps. A better understanding of the social dynamics among students allows schools to spot areas that require special attention or support programs that can help reduce the incidence of bullying. Apart from that, this graph can also be used as a monitoring tool to measure the effectiveness of anti-bullying programs that have been adopted by schools.

The importance of using graphs in analyzing sociometric results is so that schools can take more targeted and timely action in building a safe and supportive environment for all students. By involving the visual dimension, schools can more efficiently and effectively handle and reduce bullying within the scope of education.

CONCLUSION

The conclusion of this study is that there are efforts to prevent bullying from an early age in schools using the Nobully sociometric information system. This web information system produces an analysis of the social relational identification of students in schools which divides the output into maps and diagrams of the relationships of students who can be identified as groups, a list of popular students in group identification, and students who are rejected in group identification or do not have group identification. All of these outcomes are supported by output reasons for connectedness between students and rejection among students identified as groups.

After Nobully's sociometric analysis approach has been carried out, the next step is to use a counseling approach to the social network activities of students who are identified as groups and to students who are rejected on the list who are identified as not having groups.

The suggestion for developing this sociometric application is to make an Android-based application so that it can be accessed quickly and more efficiently.

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