

Assertive Behavior Of Bullying Victims At UPTD SMP Negeri 5 Barru

Nurasisa¹

Taufik²

¹²Muhammadiyah Barru University

¹nurasisahh@gmail.com

²ufikunm@gmail.com

Abstract

This study focuses on the assertive behavior of students who are victims of bullying, the supporting or inhibiting factors, and the role of guidance and counseling teachers in enhancing students' assertiveness at SMP Negeri 5 Barru. The objectives of this study are to understand the assertive behavior of students who are victims of bullying, to identify the supporting or inhibiting factors of their assertive behavior, and to determine the factors that support or inhibit students' assertive behavior. In UPTD SMP Negeri 5 Barru, this research involves three students, one guidance and counseling teacher, and two research informants. This study adopts a qualitative approach, and data collection methods such as observation, interviews, and documentation are employed. Data analysis involves data reduction, data presentation, and drawing conclusions. Based on the results of the research conducted at the Technical Implementation Unit (UPTD) of SMP Negeri 5 Barru, data were obtained regarding students experiencing issues related to bullying behavior, who were provided with individual and group counseling services. The researcher discussed what bullying is, the impact of bullying on an individual's well-being, and ways to address bullying. The researcher observed changes in student behavior after the implementation of Counseling Guidance Services to Address Bullying Behavior. This indicates that the implementation of Counseling Guidance Services to Address Bullying Behavior among students was successfully carried out through individual and group counseling sessions for three meetings.

Keywords: *Counseling Guidance, Stop Bullying*

Introduction

School is an educational institution where individuals are educated to acquire knowledge and build positive character traits. Everyone in school, including the principal, teachers, students, and other staff, can contribute to creating a conducive learning environment. This environment is crucial for educational success. However, the educational goals have not been fully achieved due to ongoing cases of adolescent violence that require attention from various parties. The increasing number of violence cases in schools raises concerns that violence may become commonplace and accepted in society. Bullying is one of the prevalent issues today, including within the school environment. For its victims, bullying often results in various negative impacts, one of which is social anxiety. Continuous intervention is necessary to assist bullying victims experiencing social anxiety (Rizki, Sukarti, & Uyun, 2015).

Students who struggle with adaptation and effective communication are more susceptible to bullying. Therefore, interpersonal interactions determine the quality of their relationships, and these interactions' outcomes can have either positive or negative

impacts on individuals' likelihood of becoming bullying victims (Salmiyati, Sulistyaningsih, & Ervika, 2020).

From the initial survey conducted by the researcher through observation and interviews with the guidance and counseling teacher at SMP Negeri 5 Barru, it was found that: "there are several issues occurring in this school, one of which is the problem of students' personal traits, generally happening in class 7, where students still exhibit introverted and closed-off behaviors carried over from elementary school. Verbal bullying is prevalent, consisting of taunting and ostracizing. Some students frequently mock their peers as subjects of ridicule, doing so continuously without regard for their peers' feelings."

Assertiveness is the ability to communicate your desires, feelings, and thoughts to others without feeling anxious while maintaining and respecting the rights and feelings of others, as well as considering good and bad attitudes and behaviors. This is supported by Dwi Lestari & Widya Savitri (2022), who state that assertiveness is the ability to express thoughts, feelings, needs, and desires confidently without harming oneself or violating the rights of others.

According to Kidar, Daud, and Fakhri (2021), being assertive is a trait possessed by individuals who have the ability to express their thoughts and feelings in an ethical manner, avoiding statements that would make others uncomfortable. Assertive behavior, as stated by Astuti & Muslikah (2019), requires individuals to express their desires firmly, especially for the millennial generation. This includes a commitment to defend personal rights fairly and honestly, while also respecting the rights of others. Meanwhile, according to Husnah, Wahyun & Fridani (2022), assertive behavior in adolescents is a crucial life skill in every aspect of life and plays a significant role in the adolescent developmental stage.

From the above description, it can be concluded that assertive behavior is a proactive, direct, honest, and courageous attitude in expressing one's thoughts and feelings politely without disturbing others.

According to Adiyono, Irvan & Rusanti (2022), Bullying is repetitive aggressive behavior perpetrated by individuals or groups against others, causing physical or psychological harm. Bullies target vulnerable individuals. From the definition of bullying provided above, it can be inferred that bullying is an aggressive act involving physical, verbal, or psychological violence carried out intentionally and repeatedly, resulting in physical injury or psychological distress to the victim.

According to Indriani, Falihin & Said (2020), bullying behavior can be categorized into 3 forms: physical bullying, verbal bullying, and mental/psychological bullying. Physical bullying involves physical abuse that can have short-term and long-term consequences. Examples of physical abuse include slapping, shoving, kicking, tripping, spitting, extortion, throwing objects, running on the field, or punishing with push-ups. Verbal violence, the second form of harassment, is most commonly used by both boys and girls. It is verbal intimidation involving spoken or written words. Name-calling, yelling, embarrassing in public, accusing, booing, spreading rumors, and defaming friends are all examples of verbal bullying. Mental or psychological bullying is

the most dangerous type as it may not be visible or audible if you are not attentive enough. These forms of abuse occur.

According to Permata & Nasution (2022), bullying behavior is actions to hurt, threaten, terrorize, injure, and ridicule carried out by one or more individuals against others. Meanwhile, Muhopilah & Tentama (2019) state that personality, family, childhood experiences, and school environment are some of the factors influencing harassment. Overall, the conclusion that can be drawn is that bullying is a form of violence and aggression that occurs in the school environment. This behavior involves actions aimed at hurting and harming others.

According to Harahap & Saputri (2019), factors that cause students to be bullied tend to be due to the presence of students who are physically small and weak, lack self-confidence, have difficulty adapting to the environment, and are considered unattractive in the teenage environment such as students with dark skin, curly hair, and so on. Meanwhile, according to Herdyanti & Margaretha (2017), individuals who tend to become victims of bullying usually have negative self-concepts. Negative self-concepts are possessed by teenagers who lack self-confidence, have low self-esteem, and often withdraw from social interactions around them.

Based on the above explanations, overall there are external and internal factors that can influence someone to become a victim of bullying. These factors include physical differences, behavior, backgrounds, personality, and negative self-concepts. Understanding these factors is important in efforts to prevent and address bullying in the school environment.

Method

This research adopts a qualitative research approach. According to Sahir, S. H. (2021), qualitative research involves a deep understanding of the phenomena under study by examining them in detail on a case-by-case basis; the nature of the researched problem can vary. For qualitative research to be considered good, the collected data must be accurate and comprehensive, consisting of both primary and secondary data. The subjects of the research are 3 students, 1 guidance and counseling teacher, and 2 research informants at UPTD SMP Negeri 5 Barru. The data collection techniques employed include observation, interviews, and documentation. Data analysis involves data reduction, data presentation, and drawing conclusions.

Results

Based on the field research, data and information regarding the assertive behavior of students who are victims of bullying at UPTD SMP NEGERI 5 BARRU were obtained. In this research, the subjects were 3 students, 1 guidance and counseling teacher, and 2 research informants.

Through interviews with the respondents and direct observations in the field, data were collected to answer the research questions. Among the questions in this study were 3 main points: what are the assertive behaviors of students who are victims of bullying, what are the factors that support or hinder the assertive behavior of students

who are victims of bullying, and what is the role of the guidance and counseling teacher in enhancing the assertiveness of bullying victims at SMP Negeri 5 Barru.

Discussion

Assertive Behavior of Students Who Are Victims of Bullying at UPTD SMP Negeri 5 Barru

Based on interviews conducted by the researcher with 1 guidance and counseling teacher, 3 research subjects, and 2 informants at UPTD SMP Negeri 5 Barru on November 3, 2023, the lack of assertive behavior among students who are victims of bullying is evident as they remain silent when being bullied. "Bullying is a form of oppression or violence intentionally perpetrated by one person or a group of people who are stronger or more powerful, resulting in the victim becoming a silent, timid, and uninspired student at school" (Wwcr/03-11-2023/M/GuruBK).

That's how the attitude of students who are victims of bullying AFN, AN, and SN is like. I tend to be closed off, silent, afraid, and physically weak, which makes my friends further oppress me" (Wwcr/02-11-2023/AFN, AN, SN/Subject). The guidance and counseling teacher explained the lack of assertive behavior among students who are victims of bullying. One of the most common cases is when some students repeatedly tease their classmates with names they dislike, such as calling them by their parents' names, which makes them feel inferior and leads to them being closed off, lacking confidence, having difficulty socializing, and being silent. Therefore, children usually become victims of bullying by their peers, causing discomfort for them and making them less sociable, often angry, hurt, embarrassed, and lacking confidence, as if they were helpless.

Bullying has physical, psychological, social, and emotional impacts on the victims. Children sometimes struggle to adjust in order to gain acceptance from their social environment, which causes them to become non-assertive and disregard their own rights. Assertive behavior of students who are victims of bullying is crucial in helping them overcome such situations and maintaining their well-being. Assertive behavior enables students to protect themselves without being aggressive or passive. The Guidance and Counseling Teacher of SMP Negeri 5 Barru states that assertive behavior that can be exhibited by students who are victims of bullying includes:

- a) **Expressing Feelings:** Assertive students bravely express their feelings. They can voice their discomfort with disruptive behavior without fear or hesitation.
- b) **Setting Boundaries:** Assertive students can firmly communicate their boundaries to the bully. They can say that such behavior is unacceptable and request it to stop.
- c) **Seeking Help:** Students who are victims of bullying should feel comfortable seeking help from the guidance counselor, school staff, or adults who can help address the situation.
- d) **Awareness of Rights and Self-Worth:** Assertive students have a strong understanding of their rights and self-worth. They know that they have the right to live without fear and humiliation.

- e) **Avoiding Physical Fights:** Assertive students avoid getting involved in physical fights. They understand that physical violence does not solve problems and can lead to serious consequences.
- f) **Ignoring or Avoiding the Bully:** Sometimes, assertive behavior can mean ignoring or avoiding the bully. This is a wise action to protect oneself without engaging in confrontation.
- g) **Maintaining Social Support:** Students who are victims of bullying should maintain positive social relationships. Getting support from friends, family, and teachers can help them cope with the emotional impact of bullying.
- h) **Taking Legal Action if Necessary:** If the bullying situation is serious and ongoing, victims can report the incident to authorities or the police if necessary.
- i) **Self-Preservation:** Assertive students know when to maintain physical or emotional distance from the bully. They can also choose not to respond to provocative comments or actions.
- j) **Reporting Bullying:** Victims should always report bullying incidents to the school authorities or relevant authorities. Reporting is a crucial step in stopping bullying behavior.

It's important to remember that assertive behavior requires practice and support. Teachers, school staff, and parents should work together to help students who are victims of bullying develop these skills so they can handle situations better and maintain their well-being.

Factors that Support or Inhibit Assertive Behavior of Students Who Are Victims of Bullying at SMP Negeri 5 Barru

Based on interviews conducted by the researcher with the Guidance and Counseling teacher and several students from UPTD SMP Negeri 5 Barru, the researcher found that:

"The factors that support and hinder assertive behavior in students who are victims of bullying include self-esteem, weak thinking attitudes, advice from parents and guardians, family environment, and concerns about others' opinions about themselves" (Wwcr/03-11-2023/M/GuruBK)".

Linked to previous research, higher assertiveness correlates with higher socialization skills in students. Conversely, lower socialization skills in students lead to lower self-adjustment. Low assertiveness in students can be understood through various research findings, one of which I conducted by interviewing informant AZ, who is the informant for subjects AFN and SN, victims of bullying. AFN and SN, when in class, remain silent, find it difficult to contribute academically and non-academically, prefer to be alone, and AFN rarely communicates with classmates. Every day, AFN is bullied by a perpetrator with the initial R, for example, extortion, to the extent that sometimes AFN cannot go to the cafeteria during breaks because their money has been extorted (Wwcr/01-11-2023/Az/Informant 1).

Meanwhile, according to informant 2 with the initials MH, the victim of bullying AN is a quiet student in class. He also has a circle of friends within the class with several

classmates. The bullying actions that AN often receives involve mocking by repeatedly mentioning his parents' names, causing him to feel ashamed and inferior. He even had a bad experience a year ago when he was in 7th grade; one of his classmates slapped him, marking the first time he experienced bullying. This has persisted until now, as he is currently in 8th grade. When I asked the informant why AN is usually bullied, the informant gave an answer that AN is often bullied when he tries to assert his rights, such as confiding in a teacher. The informant also mentioned that AN often complains to the teacher and is physically weak, leading to favoritism towards his friends (Wwcr/01-11-2023/MH/Informant 2).

School, which should be a comfortable and safe place to receive education provided by teachers as surrogate parents while in the school environment, is unfortunately not felt by some students. There are still many students who are unable to assert their rights as individuals.

Therefore, assertive behavior is crucial in students' development, because if a student cannot behave assertively, consciously or unconsciously, the student will lose their personal rights as individuals and tend to be unable to become free individuals, always under the control of others. Based on the preliminary research conducted by the author, another factor that can influence students' assertive behavior is economic factors within the family. All three subjects or (victims), namely AFN, AN, SN, come from economically disadvantaged backgrounds.

Factors Supporting or Inhibiting Assertive Behavior of Students Who Are Victims of Bullying at SMP Negeri 5 Barru:

a) Factors Supporting Assertive Behavior:

1. Family Support: Families providing emotional support and openly discussing issues such as bullying can help students become more assertive. Supportive families help students understand their rights and self-worth.
2. Education and Training: School education and training programs that teach assertive communication skills can be highly beneficial. This may include assertiveness training, understanding rights and responsibilities, and conflict resolution in healthy ways.
3. Adult Involvement: When students feel supported by teachers, school staff, and other adults, they are more likely to become assertive. Adult support can motivate students to address bullying situations.
4. Increased Self-Awareness: Students with a strong understanding of their rights and self-worth tend to become more assertive. Good self-awareness can help them recognize unhealthy behaviors and feel confident in protecting themselves.
5. Self-Empowerment: Engaging in extracurricular activities or learning physical skills like martial arts can provide students with physical confidence that can help them feel safer and more assertive.

b) Factors Inhibiting Assertive Behavior:

1. Lack of Social Support: Students who feel isolated or lack sufficient social support tend to be less assertive. Peer and family support are crucial.

2. Fear and Shame: Often, bullying victims feel afraid or ashamed to express themselves, fearing further isolation or ridicule by perpetrators. This can inhibit assertive behavior.
3. Lack of Assertive Skills: Students may not know how to communicate their feelings clearly and firmly without being aggressive. Lack of assertive skills can inhibit effective responses to bullying situations.
4. Lack of Awareness: Students unaware of their rights and self-worth may be less inclined to act assertively. Self-awareness is a first step in developing assertive behavior.
5. Anxiety and Stress: When students constantly feel anxious or stressed due to bullying, it can inhibit their ability to behave assertively. Anxiety can disrupt the ability to think and act clearly.
6. Economic Factors: Economic factors can also lead to bullying due to experiencing poverty in terms of shabby fashion, sometimes children discriminate based on caste to gain a group of hedonistic friendships, having little pocket money, not owning a good vehicle, and also not owning famous electronic items.

Overcoming Factors Inhibiting Assertive Behavior is important to involve teachers, school staff, and parents to provide the necessary support, education, and training to students who are victims of bullying. With proper support, students can develop their assertive skills and effectively address bullying situations.

The Role of Guidance and Counseling Teachers in Enhancing Assertiveness of Bullying Victims at SMP Negeri 5 Barru

Based on interviews conducted by the researcher with guidance and counseling teachers at UPTD SMP Negeri 5 Barru, it was stated that:

"The guidance and counseling teacher has the task of providing guidance and counseling services in the personal, social, learning, and career fields. Guidance and counseling services are very useful in the development of students, especially in the area of assertive behavior. (Wwcr/03-11-2023/M/GuruBK)."

Assertive behavior is the ability to say "no", the ability to ask for help or express requests, as well as the ability to express positive or negative feelings, and the ability to initiate, continue, and end conversations. This means that assertive behavior is the ability to express oneself or communicate according to what is within oneself, whether positive or negative.

Guidance and counseling teachers in schools have a foundational role in the implementation of guidance and counseling services, making the execution more effective and efficient. The role of guidance and counseling teachers in enhancing the assertiveness of bullying victims is crucial in improving the assertiveness of bullying victims. Guidance and counseling teachers play a broad role in providing emotional support, guidance, and necessary tools to help bullying victims become more assertive.

Here are some things done by the Guidance and Counseling Teachers at SMP Negeri 5 Barru to enhance the assertiveness of bullying victims:

- a) **Listening and Understanding:** Listening empathetically to the stories and experiences of bullying victims. This allows victims to feel heard and understood, which is the first step in building trust.
- b) **Learning Assertiveness:** Providing training on assertiveness to bullying victims. This involves teaching healthy communication skills, including how to express their feelings and needs clearly and firmly without being aggressive.
- c) **Building Self-Esteem:** Helping bullying victims to improve their self-confidence. This can be done through individual or group counseling sessions focusing on developing self-confidence, recognizing their strengths, and understanding their worth.
- d) **Teaching Conflict Resolution:** Providing training in handling conflicts in healthy and effective ways. This includes managing emotions and facing conflict situations wisely.
- e) **Self-Empowerment:** Providing support in motivating bullying victims to take positive actions against bullying situations. They can help victims identify appropriate solutions and plan actions to be taken.
- f) **Individual Counseling:** Conducting individual counseling sessions with bullying victims to discuss their experiences, help them understand their feelings, and find appropriate solutions.
- g) **Group Counseling:** Facilitating support groups for bullying victims, where they can share their experiences with others experiencing similar situations. This can help them feel more supported and less isolated.
- h) **Parental Involvement:** Collaborating with the parents of bullying victims to help them support their children. Parents can play a role in helping their children build assertiveness and understand how to handle bullying situations.
- i) **Prevention:** In addition to providing support to victims, guidance and counseling teachers also have a role in bullying prevention. They can provide training to the entire school community on the importance of identifying, reporting, and preventing bullying.
- j) **With a strong role in providing support, guidance, and training,** guidance and counseling teachers can help bullying victims develop their assertiveness, enabling them to better face and overcome bullying situations and build the confidence needed to lead healthier and happier lives.

As stated by Rochman Natawidjaja, guidance is interpreted as a continuous process of providing assistance to individuals so that they can understand themselves, thereby enabling them to direct themselves and act appropriately according to the goals and circumstances of the family and society. Consequently, they can experience happiness in their lives and make meaningful contributions.

Conclusion

Based on the results of the above research, it can be concluded that:

1. Assertive behavior of students who are victims of bullying is crucial in helping them overcome such situations and maintain their well-being. Assertive behavior allows students to protect themselves without being aggressive or passive.
2. Factors Supporting or Hindering the Assertive Behavior of Students Who Are Victims of Bullying at SMP Negeri 5 Barru include: Family support, Education and training, Adult involvement in problem-solving, Student self-awareness. Meanwhile, factors hindering assertive behavior include: Lack of social support, Fear or shame, Lack of skills, Awareness and anxiety and stress.
3. The role of guidance and counseling teachers in enhancing the assertiveness of bullying victims includes being a guidance and counseling teacher required to listen and understand, know what assertiveness is, build emotional and self-confidence of students, teach conflict resolution, encourage and motivate victims, and conduct individual counseling to help them solve problems and find solutions.

References

- Adiyono, A., Irvan, I., & Rusanti, R. (2022). The Role of Teachers in Overcoming Bullying Behavior. *Al-Madrasah: Journal of Madrasah Ibtidaiyah Education*, 6(3), 649-658.
- Astuti, D. W., & Muslikah, M. (2019). The Relationship Between Self-Concept and Assertive Behavior of 11th Grade Students. *JURNAL EDUKASI: Journal of Guidance and Counseling*, 5(2), 168-182.
- Dwilestari, N. M. A. K., & Wideasavitri, P. N. (2022). Organizational Student Assertiveness in Terms of Emotional Intelligence and Gender. *Udayana Psychology Journal*, 9(1), 11-22.
- Harahap, E., & Saputri, N. M. I. (2019). Psychological Impact on Bullying Victims in Barumon State High School. *RISTEKDIK: Journal of Guidance and Counseling*, 4(1), 68-75.
- Herdyanti, F., & Margaretha, M. (2017). The Relationship Between Self-Concept and Tendency to Become Bullying Victims in Early Adolescents. *Undip Psychology Journal*, 15(2), 92-98.
- Husnah, S., Wahyuni, E., & Fridani, L. (2022). Description of Assertive Behavior of High School Students. *Edukatif: Journal of Educational Sciences*, 4(1), 1370-1377.
- Indriani, L., Falihin, D., & Said, M. (2020). Bullying Behavior of Students in 23rd State Junior High School in Makassar. *Social Landscape Journal*, 1(2), 31-38.
- Muhopilah, P., & Tentama, F. (2019). Factors Influencing Bullying Behavior. *Journal of Applied Psychology and Education*, 1(2), 99.
- Kidar, F. F., Daud, M., & Fakhri, N. (2021). The Effect of Effective Communication Training on Increasing Assertive Behavior. *Journal of Student Talent Psychology*, 1(1), 33-41.
- Permata, J. T., & Nasution, F. Z. (2022). Bullying Behavior Toward Peers in Adolescents. *Educativo: Journal of Education*, 1(2), 614-620.

- Rizki, K., Sukarti, S., & Uyun, Q. (2015). Assertiveness Training for Reducing Social Anxiety in Bullying Victims. *Journal of Applied Psychological Sciences*, 3(2), 200-214.
- Sahir, S. H. (2021). *Research Methodology*. KBM Indonesia.
- Salmiyati, S., Sulistyaningsih, W., & Ervika, E. (2020). Anxiety in Children Who Are Bullying Victims: Effectiveness of Expressive Writing Therapy in Reducing Anxiety. *Psychopolytan: Journal of Psychology*, 4(1), 49-56.