

BULLYING IN MADRASAH ALIYAH NEGERI III YOGYAKARTA

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Abstract

The purpose of this study is to find out how that is done by managers in dealing with bullying behavior in MAN III, and explore the basis of the opinion of the students' improvement. Once researchers know the advantages and disadvantages of handling bullying in schools based on the perspective of students, researchers may find the dynamics of psychological satisfaction or disappointment with the handling of bullying at school.

This study has a quantitative and qualitative data, quantitative data it is located on descriptive statistics and the final results are more qualitative, as has been written Als. Researchers used a quantitative approach is descriptive survey approach. The survey approach was used to explore the handling of bullying in schools and to explore the basics of the anti-bullying program. The subjects were teachers and students of educational institutions MAN III of Yogyakarta 2013-2014.

The results showed that the more dominant forms of bullying in MAN III is a form of verbal bullying which include teasing, ridicule, humiliation, harassment, intimidating. Verbal bullying is happening to fellow students in the classroom as well as among students in different classes to seniors even younger class. Although dominated by verbal bullying, physical bullying nature such as punching and kicking each but there will be very little percentage. The views or attitudes of students towards MAN III attempt to handle bullying behavior in general at the level of moderate or sufficient. This is demonstrated by the questionnaire data that 30% of students stated good, 56% moderate and 14% less, so it can be said that the overall handling of the attempted bullying behavior in the MAN III are moderate or sufficient condition.

Keywords: Bullying, MAN III.

A. Background

Every educational institution should ideally be a place (environment) that is safe, comfortable, and free from the pressure in order that the learning process goes well. The teachers have a responsibility to seek the best ways to have a positive influence on their students in learning and growing intellectually and morally. Suryabrata states that education is a process in which the teachers purposefully and responsibly give effect to the students, for the happiness of the students. The process requires facilities and conducive environment, material and clear objectives, and the ability of teachers to get along and delivery the course material to the students.¹

In reality, not all educational institutions are able to create such a conducive learning environment. It can be seen from the rise of news about injustice cases in the educational institutions in various cities of Indonesia recently. *Kompas* daily news, edition October 10, 2008 exposes in articles about a series of the persecution events in environmental education during 2007 and 2008. In 2007, starting from the death case of Cliff Muntu because of persecution by some senior officers in STPDN and it is ended by the news about Gazper gang in SMA 34 Pondok Labu. In 2008 is enlivened by the news of Nero gang, fights two high school students in Palu, and the case of Nyik-Nyik Geng.

Those facts come to light after a video HP (handphone) that records the events circulates widely in the community. *Kedaulatan Rakyat* daily news releases the circulation of video HP that show four young women who are members of the Nero gang struck another fellow young women who are considered not suitable or will compete. This event occurs in the subdistrict Juwana, Pati, Jawa Tengah.² *Jawa Pos* reports the circulation of a video about fight between two senior high school students who are suspected as a senior high school student in the city of Palu, Sulawesi Selatan.³ *Kompas* daily news reports a video HP which records a slaping action involving young women who called themselves the Nyik-Nyik Gang in SMA 1 Gondang Tulungagung.⁴

The persecution cases in the school environment are mostly done by the seniors to the juniors, and sometimes it occurs during school orientation (MOS). *Tempo* news writes the experience of Mr. Eka who had arrived early in SMA 90 in Petukangan Selatan, Jakarta Selatan.⁵ Mr. Eka just wanted to make sure his nephew- called it Sam, a superior school student in grade I- was assured his safety. Mr. Eka said his nephew was no longer daring to go to school after the events of “upgrading” by the senior of SMA 90 if he was not accompanied by relatives. Sam traumatized since the Nov. 25, when it was as many as 68 students of class I was forced to fight and wrestle each other by the second and third grade students at a football field in Bintaro Sector 9, Tangerang. Sam and 33 other students were injured in the entire body as a result of these activities.

¹Suryabrata, *Psikologi Pendidikan*. Jakarta: PT Raja Grafindo Persada, 2002, pg.50.

² *Kedaulatan Rakyat* , 22 Juny 200, pg.5

³ *Jawa Pos*, 28 Juny 2008, pg. 7

⁴ *Kompas*, 23 October 2008, pg.15

⁵ *Koran Tempo*, 4 December 2008, pg.9

The News above proves the existence of physical persecution which is motivated as seniority in the school environment that sometimes occurs when a new school year. Another fact that is shown by the media is maltreatment among school children not only physical, motivated on seniority and particular time. *Kompas* raises three tragic stories of young women. A young woman named Riska almost committed suicide.⁶ The result psychologist diagnosis explained that Riska get depression because she was often derided as “fat” by her friends at school. Linda who was 15 years old had a different fate from Riska who was ultimately survived. The Grade I student of SLTPN in Jakarta was found hanged in her bedroom in June 2006. Linda was depressed due to ridicule her friends because she had ever not goe to the next grade. In July 2005 in Bantar Gebang, Fifi Kusrini, 13 year old, hanged herself in the bathroom. Kusrini’s father said his daughter was embarrassed because her friends ridiculed her as a child of porridge seller.

The news about the persecution that often occurs in the school environment and crowded by the media lead to a variety of scientific studies which are conducted by the experts, one of the themes is *bullying*. The term *bullying* may still sound unfamiliar for public. The word *bullying* is often defined as hazing, or harassment. Oleus in Krahe⁷ opines a person is considered a victim of *bullying* “when he/she confronted one or more negative action which is done repeatedly and occurs from time to time”. In addition, *bullying* involves strength and power that is not balanced, so that the victims are in a state of not being able to defend themselves effectively againts the negative actions that they receive. This reference can prove some events such as persecution of Cliff Muntu, Nero Gang, Gang Nyik-Nyik, can be categorized as *bullying* because there are victims who were persecuted and the victims were not able to defend themselves.

The cases of *bullying* to be one of the challenges in creating a conducive environment that is free from the pressures of physical and psychological. Why? In fact, the phenomenon of *bullying* often occurs in educational institutions ranging from the lowest to the highest educational institutions. The research of *Lembaga Pratista Indonesia* to the students from SD (elementary), SLTP (junior high school), and SMA (senior high school) in two subdistricts in Bogor which is presented by Netty Lesmanawati as cited in *Kompas*⁸, shows that the higher the school level, the higher the percentage of students who experience *bullying* from their friends at school. The behavior raise to peak in the grade 9 until the early of SMA (senior high school), despite Chappell *et al.* find the continuities of *bullying* is began from SMP, SMA until University.⁹

The issue of problems that occur in an educational environment should be solved by those who have competence in the field, including in the context of handling *bullying*. Ironically, qualified and abundant human resources in an area have not guaranteed the school in the region has a low level of

⁶ Kompas ,17 February 2009, pg.8

⁷Krahe, *Perilaku Agresif*, Yogyakarta: Pustaka Pelajar, 2005, pg. 68

⁸ Kompas, 17 February 2009, pg 11

⁹Mark S. Chappell, M.S., ad all. 2006. *Bullying in Elementary School, High School and College. Adolescence, Vol. 41, No. 164, Pg. 633.*

bullying yet. Yogyakarta where is known as the city of education proves that it has quite a lot of *bullying* cases and it is not much different from Jakarta and Surabaya.

Based on the background above, the researcher is interested in studying cases of *bullying* in MAN III Yogyakarta which focuses on the efforts that will be handling the case of *bullying*.

B. Problem Statements

1. What is the form of *bullying* that occurs in MAN III Yogyakarta?
2. How is the concept of *bullying* controlling which to be guidance in MAN III Yogyakarta?
3. How is the effect of policies on *bullying* in educational institutions based on the students' opinion?

C. Objectives of Study

Knowing how the steps of school administrators in dealing with *bullying* behavior in the school and exploring the basic of improvement through students' opinion. Knowing the advantages and disadvantages of handling the *bullying* in the school based on students' perspective, so that the researcher can find the dynamics of psychological satisfaction or disappointment toward the handling of *bullying* at school.

D. Literature Riview

Studies on *bullying* in the schools have not been found a lot in Indonesia or the researcher has trouble to access it. The researchers in Australia, America and Europe have proved empirically the phenomenon of *bullying* in the perspective of psychology, mental health, and sociology, such as the research of Mark S. Chappell, *et al.* which reveal four important facts: *firstly* the ongoing *bullying* behaviors begin from SMP, SMA until campus. *Secondly*, *bullying* knows no gender differences, only boys are more and more inclined to verbal and physical *bullying*, while girls more into social *bullying*. *Thirdly*, it is found that there is a relation between a *bullying* behavior and a habit of carrying a weapon. *Fourthly*, the perpetrators of *bullying* potentially have mental health disorders, including anxiety, depression and suicide.¹⁰

The fourth fact of Chappell is explored more deeply by Ersilia Menesini, *et al.*¹¹ specifically the perpetrators of *bullying* who have serious psychological problems are more directed to the external symptoms, these symptoms include behavior of damaging or breaking the rules, and aggressive behavior. Meanwhile, the victims of *bullying* are more likely to be internal problems such as aloof or reserved, somatic complaints, anxiety to depression. For the victims and perpetrators have internal and external issues that significantly compared to those not involved.

¹⁰Mark S. Chapell, M.S., ad all. 2006. *Bullying in Elementary School, High School. and College. Adolescence, Vol. 41, No. 164, Pg. 733.*

¹¹Ersilia Menesini, dkk (2009)

The research of Fleschler Melissa Peskin, *et al.*,¹² and Espelage and Holt¹³ complete the facts that *bullying* is prevalent among urban society, weak economic social, blacks and Latin in SMP and SMA. Most of the perpetrators or the victims of *bullying* are boys, and the *bullying* that often occurs is ridiculing, harassing, physical, and become derision. The highest case is ridicule and call. Espelage and Holt explain more specifically that there is a sexual abuse in *bullying*.

Siti Hafsa Budi Argiati¹⁴ conducts a case study of *bullying* in SMA Yogyakarta. The results of this study provide information about the forms of *bullying*, the cause of getting *bullying* treatment, the reactions after receiving *bullying*, the impact of *bullying*, the frequency of *bullying* and the presperators of *bullying*. All Hafsa's research use quantitative methods by using sempel procedure, survey and statistical analysis.

Ratna Juwita, a psychologist of Universitas Indonesia, conducts a survey research on the picture of *bullying* in SMP and SMA in Jakarta, Surabaya, Yogyakarta. Yogyakarta ranks highest in the case of *bullying*. The cases of *bullying* are found in 70.65 percent of SMP and SMA in Yogyakarta.¹⁵ The result of Juwita's research is confirmed by the results of Siti Hafsa Budi Argiati's research. Argiati examines the forms of *bullying* which are experienced by students of SMA in Yogyakarta. Argiati's research conducts from May to October 2008 with a sample of 113 students in two public and private SMA in Yogyakarta. The results show that the highest physical *bullying* is kicked or pushed, the next punishment is push-up or run, hit, tripped or stepped on foot, being pulled or slapped, thrown with the goods, spat upon, asked money. Menwhile, the highest psychological *bullying* is slandered or gossiped, the next and so on is publicly humiliated, insulted or abused, accused of, cheered, and threatened.¹⁶

The research that is conducted by the writer is the theme of *bullying*, as the research cited above, the difference is a descriptive survey approach which is used in this study is designed with the concept of co-operation to rearrange the framework of improvement, not only to explore a problems. Subject of this study has similarities with the previous researches, namely school students, the difference lies in the variation of school level. This research focuses on students of SMA level by beginning from extracting data from school administrators, while three out of five references above are more comprehensive research by taking sempel ranging from SMP level until college level.

The points of facts about *bullying* research in the scool are to identify the perpetrators or the victims, the types, and the effects. This study examines the problem totally new or at least researchers have never found the results of research that explores the steps of school administrators in dealing with *bullying* behavior in the school and explores the basic of improvement through students' opinion.

¹²Melissa Fleschler Peskin, dkk (2006) Frisen, A., Jonsson, AK., Persson, C. 2007. Adolescents' Perception of *Bullying*: Who is the Victim? Who is the Bully? What can be done to Stop *Bullying*? *Adolescence*, Vol. 42, No. 168, Pg. 749.

¹³Espelage, D.L. dan Holt, K.M, *Dating Violence & Sexual Harassment Across the Bully-Victim Continuum among Middle and High School Students*. *J Youth Adolescence*, 36, 2006Pg. 799-811.

¹⁴Argiati, S.H.B. 2008. *Hasil Penelitian: Studi Kasus Perilaku Bullying pada Remaja di Yogyakarta* Yogyakarta: Fakultas Psikologi Universitas Sarjana Wiyata Taman Siswa.

¹⁵Kompas, 17 Mei 2008, pg.15

¹⁶Argiati, 2008; Harian Jogja, 8 Mey 2009; Radar Jogja, 8 Mey 2009; Kompas, 27 November 2008.

E. Theoretical Framework

O'Moore & Minton state that a student who is being bullied when h/ she is chosen to receive something unpleasant by another student or group of students. The students who are victims of *bullying* will experience an unpleasant action repeatedly, and it is difficult for him to defend him/ herself.

Bullying is a situation where the abuse of power or authority either physically or mentally committed by a person or group to the victim who is unable to defend or maintain him/ herself because of weak physically and or mentally so that the victim feels pressured and trauma. Oleus in Krahe argues, someone is considered to be a victim of *bullying* "when he confronted one or more negative actions which is done repeatedly and occurs from time to time." In addition, *bullying* involves strength and power that is not balanced, so that the victims are in a state of not being able to defend themselves effectively to negative actions that they receive.

In addition, Krahe explains the term of *bullying* has two forms: being able to be form of action directly or indirectly. Direct *bullying* includes physical abuse to the victim, while indirect *bullying* consists of a variety of strategies that lead to target socially isolated and excluded. According to Krahe, *bullying* always involves the following three elements: (1) an imbalance of strength; (2) intent to injure, (3) the threat of further aggression, and when the escalation of *bullying* increases unceasingly, the fourth element appears, that is terror. *Bullying* is understood as a situation which is created when there are three different characters meet, namely the perpetrators, victims, witnesses. *Bullying* can happen by recognizing these three characters. Bullies feel satisfied if he "ruled" around his friends, the laugh of his friends when he plays the victim gives him praise because he feels that he had a sense of humor, cool and popular.

Bullying often occurs in educational institutions ranging from the lowest to the highest educational institutions. The research of Lembaga Pratista Indonesia to the students of SD, SLTP, and SLTA in two subdistricts in Bogor which is presented by Netty Lesmanawati as cited in *Kompas*,¹⁷ shows that the higher the school level, the higher the percentage of students who experience *bullying* from their friends at school. The behavior gets to peak in the grade 9 through early SMA, despite Chappell *et al.* find the continuities of *bullying* behavior begin in SMP, SMA until University.¹⁸

Everyone can be a victim or perpetrator of *bullying*. Chappell's study¹⁹ proves that the perpetrator of *bullying* at school can be both men and women, including teachers. Argiati finds most perpetrator of *bullying* is school friends, followed by strangers, neighbors, teachers, parents and siblings.²⁰ Peskin, *et al.* are more specifically highlight *bullying* which has background minority race, their research in America find that African -American racial minorities are more likely to be perpetrators and victims of *bullying*.

¹⁷ Kompas, 17 Februari 2009, pg 11

¹⁸ Mark S. Chappell, M.S., ad all. 2006. *Bullying in Elementary School, High School and College. Adolescence, Vol. 41, No. 164*, Pg. 633.

¹⁹ Ibid, hlm 633

²⁰ Argiati, *Hasil Penelitian: Studi Kasus Perilaku Bullying pada Remaja di Yogyakarta*, Yogyakarta: Fakultas Psikologi Universitas Sarjana Wiyata Taman Siswa, 2008 hlm 79.

According to Barton, *bullying* is an intensive attack that can be physical, verbal or relational.²¹ Peskin identifies, in social *bullying* is not significant differences in terms of gender, it is different from types of verbal and physical *bullying* where boys more severely than girls.

In the school environment, *bullying* cases occur when it is predicted by the perpetrator will be no examination, especially in places that are free from supervision of teachers and parents, such as classrooms, school hall, canteen, yard, field, restrooms. *Bullying* occurs also in the wider region, for example on the way to school or otherwise, and in all places through short messages or e-mails in mobile phone.

F. Research Methodology

This study has a quantitative and qualitative data. The quantitative data are located on descriptive statistics and the final results are more qualitative, as has been written by Alsa. A quantitative approach that is used by the researcher is descriptive survey approach, which according to Creswell can be used to explore the attitude of the population, community needs, and can be as an evaluation program. The survey design, according to Alsa, is a procedure in quantitative research where the researcher is conducted the survey or provides a questionnaire to describe the attitudes, opinions, behaviors, or respondents' characteristics. The result of survey is used as a claim about the trends in the population.

The survey approach is used to explore the handling of *bullying* in school and to explore the basics of the anti-*bullying* program. The researcher tries to describe the concepts that are used by the school in handling *bullying*, the responses to handling *bullying* which is done by school, and the pictures of improvement steps; all of them are obtained through perspective of teachers and students.

The subjects of this research are teachers and students of educational institution MAN III Yogyakarta period 2013-2014. Using the descriptive survey is the logical choice for the researcher in terms of manpower, cost and time. Technically, descriptive study according to Sugiyono,²²

there is no significance test, no error level, because the researcher does not intend to make generalizations, so there is no generalization error.

The researcher only measures the facts as they are, without measuring the subjects. The researcher uses torch design to obtain the information about the reality of a large number of individuals (population), by selecting a small number of individuals of the study group. The researcher does not make conclusions that apply to populations where samples are taken. In this study the data are not only from the questionnaire, but also from interview with teachers and some students who have experience such as having the case or handling the case, besides it is accompanied by the opinion of experts.

This study applies a survey approach to collect the data, the survey refers to the type of school survey. According to Van Dalen as cited in Arikunto, school survey aims at improving the efficiency and effectiveness of education. The problem relates to the learning situation, the learning process, the characteristics of educational personnel, the state of students, and the things that support the teaching and learning process. *Bullying* in the school is a problem that must be given serious attention because it can mess up the learning situation.

The researcher completes the method of questionnaire survey by interview, documentation, and observation. The interview is equipped by recording equipment and recording devices. The questions in interview are based on general guidelines and informal conventionally. The results of interview that have been written is submitted and shown to the subject in order to be corrected and supplemented so as expected. The data sources that are obtained from documents do not prepared due to the request of the researcher, the documents have existed before the researcher asks. The documents are obtained through the activities of educational institution relating to control *bullying*. The third source of data is the observation, in order to uncover the complexity and social patterns. This observation requires the researcher to assimilate and follow the school activities either directly in the educational activities of *bullying* and controlling the activities of the other, by getting involved as it is expected to capture the dynamics of the social relationship in the school that is being investigated.

The data collected are analyzed by using descriptive statistical techniques which is commonly used in the survey study. Van Dalen defines survey study as a part of descriptive study. The study has a specific descriptive statistical analysis. According to Sugiyono, descriptive statistics is used to analyze statistical data in a way to describe or depict the data that has been collected as they are, without intending to make conclusions which apply to the public or generalizations.

Descriptive statistical method is not the only technique to analyze this study, but also this study applies a qualitative analysis. The researcher has conducted a preliminary analysis before entering the field; this early analysis is only temporary and will thrive when in the real field. This study initially focuses on the concept and *bullying* control program. Further, the research continues to the field after the early analysis is complete. During the field, the analysis will be continued based on questionnaires, interview and dynamic of social relation with a focus on the application of anti-*bullying* program and the implications for students.

The results of the questionnaire are analyzed by using descriptive statistics, while interview and observation are analyzed based on qualitative patterns with descriptions as follows: data reduction, coding and categorization, data display, and conclusion.²³ The conclusion is organized to find out the meaning of the data that has been collected and analyzed. The conclusion is made with open, and more detailed after passing re-evaluation process and discussions with friends who have the competence in the field of education. This is taken to ensure the reliability and validity of the study.

G. Results and Discussion

The forms of *bullying* are more dominant in MAYOGA is a form of verbal *bullying* including teasing, ridicule, humiliation, harassment, intimidating. Verbal *bullying* happens among students in the classroom as well as among students in different classes to even seniors to juniors. Although

²¹Krahe, *Perilaku Agresif*, Yogyakarta: Pustaka Pelajar, 2005, hlm. 102,

²²Sugiyono *Metode Penelitian Pendidikan. Pendekatan Kualitatif dan R & D*. Bandung: Alfabeta, 2009, pg. 78

²³Sugiyono, *Memahami Penelitian Kuantitatif*: Bandung: CV. Alfabeta, 2007, pg 31

predominantly verbal *bullying*, physical *bullying* such as punching and kicking is found, but it is in very small percentage.

Verbal *bullying* is also done by the students to their teachers, for instance cheering the teacher when the teacher is just about to start delivering the explanation. It can also be abused by deliberately not listening to what the teacher speaks, and the students deliberately speak each other or even crowded themselves. This is intentionally done by students in order the teacher feels cornered and feels his/ her presence is not required.

Another form of *Bullying* in MAYOGA can be a threat, a stare. Staring eyes may indicate a threat to not tell to the teachers for the actions that have been done which break the rules. The cultural factor also affects the meaning of an action whether it is categorized as *bullying* or not. Furthermore, these actions have big or small psychis effects, for example in jogja, a great voice can be categorized as *membull* (intimidation). These *bullying* actions impact psychologically and physically. The greater psychological impact is on the physical form of *bullying* in *Madrasah* because it will lead the *Madrasah's* policy to remove the perpetrator from the *Madrasah*.

Handling the cases of *bullying* includes preventive and curative efforts. Preventive efforts of verbal *bullying* in MAYOGA are the teachers give effective communication materials. The material of effective communication is given classically. The materials of effective communication include: how to talk well, how to respect people, if anyone speak, the other should listen which is followed by eye contact. By giving this communicative material, the students are expected to communicate well. It is important to do considering in *Madrasah*, the students will not only communicate with their classmates but also with their juniors or their seniors, servants or employees, teachers, principal, and the committee of *Madrasah*.

The other preventive efforts are also conducted by identifying the needs and the problems of students. The teacher in this case implements counseling section which makes analysis of the needs and the problems of students. The students are required to fill IKMS or instrument to identify the needs and the problems of students. Then the results of the data collected through the questionnaire will be followed up by BK to be analyzed the problems and the needs of the students as obtained through the questionnaire. In analyzing, the problems will be rated in accordance with the priorities of students including issues related to the actions that will be potentially as *bullying*. After mapping the problem, and making the priority order which needs to be resolved soon, and classifying the problems which are relatively common in one group, then the further action the teacher conducts group counseling. The group counseling is conducted step by step, and if a majority of group members have improved, and there is a remaining one in the group, it should be followed by individual counseling.

The curative efforts are also made by the school (*Madrasah*). When physical fight happens either at school or outside of school (there is a social report) then the students are prepared new challenge in form physical fight by using boxing gloves, watched by the other students who are prepared by the school. The decision to issue a student at the school is usually handled directly by principal after consulting with other teachers and other school leaders, based on the rules that have been made. The students' rules published in the form of a pocket book that has been approved by the students, parents, and the *Madrasah*.

The other efforts against *bullying* are also done by the discussion among teachers. The teachers share (sharing of information) to the BK teacher if they find any events in the classroom, inappropriate behavior and breaking the rules. Preventive and curative efforts for *bullying* actually are done systemically; the principal is a decision maker considering what the better is for the student who does *bullying*. Meanwhile, the class teacher, BK teacher, and the student division try to confirm and mediate in this case. Furthermore, the teacher explains that the students who behave false bravado normally they are less able to explore their potential, and it is found many in MAYOGA.

Furthermore, the views or the attitudes of students toward Madrasah efforts against the *bullying* is enough respect, as well as the questionnaire data shows that 30% of students state good, 56% medium and 14% less. So it can be said that overall the handling of *bullying* behavior which is attempted by *Madrasah* is in medium or enough condition. Positive and respect attitude of the students towards the handling of the *bullying* cases should be greeted positively by the *Madrasah* with improving the efforts to handle the *bullying* case in order to achieve maximally. It is important to do considering that the school condition which is free from *bullying* will help the learning process that takes place in the *Madrasah* well.

H. Conclusion

1. The case of *bullying* in MAN III Yogyakarta is quite various, physical and non-physical. Physical *bullying* is only rarely found, unlike the case of verbal *bullying*. Verbal *bullying* is very various, for example in the form of ridicule: using the derogatory words both to classmates and seniors to juniors. Another form also appears in the form of threats and terrors either sent via sms or online media.
2. Handling the problem of *bullying* is done both preventive and curative. Preventive efforts are done in several ways as follows:
 - a. The teachers provide effective communication materials. The material of effective communication is given classically. The effective communication materials such as: a good attitude and polite talk, respecting the other person, willing to listen and value the opinions of friends, and others.
 - b. Identifying the needs and the problems of students. The counseling section teacher (BK teacher) makes the analysis of the needs and the problems of students. The students are required to fill IKMS instrument or instrument of identification needs and problems of students. Then the results of the data collected through the questionnaire will be followed up by BK to be analyzed the problems and the needs of the students. The results of the analysis are embodied in the form of ranking the problems which are experienced by the students, determining the handling priority, including the issues related to the actions that will be potentially as *bullying*. After mapping the problems and making the priority order which needs to be resolved soon, and classifying the problems which are relatively common in one group, then the further action the teacher conducts group counseling. The group counseling is conducted step by step, and if a majority of group members have improved,

and there is a remaining one in the group, it should be followed by individual counseling.

- c. Discussion among teachers. The teachers share and tell what comes out in the classroom; inappropriate behavior will be shared with the BK teachers. Preventive and curative efforts for *bullying* actually are done systemically; the principal is a decision maker considering what the better is for the student who does *bullying*. For example, it violates the fundamental such as to be a fight, then the principal will make the policy, the students are welcome to come out from *Madrasah*. Meanwhile, the class teacher, BK teacher, and the student division try to confirm and mediate in this case. Furthermore, the teacher explains that the students who behave "over acting" (hero) normally they are less able to explore their potential, and it is found many in MAYOGA.

Meanwhile the curative treatments are done in the following ways:

- a. If there is a fight in the classroom then immediately they have to move out. In curative effort, if there is a case, the subjects are called, and it is responsive action. When there are students who have a fight, the students directly move out from school. Before removed from *Madrasah*, this incident is confirmed to the class teacher or guidance counselor (BK teacher). Having confirmed that indeed it occurs among students, then the confirmation is done by BK teacher, student division, class teacher, and then the subjects (students) are given the questions about what the triggers are to fight each other, and followed by peace efforts. The following, BK carries out the mediation functions to those who have conflict but not both confronted. For each subject is asked differently then they are met together. The time of mediation is relative, depending on the cooperation and collaboration of many parts, especially the students as perpetrators.
 - b. If there is a physical fight, then it will be prepared challenging/ boxing arena (by using boxing gloves), and the audiences are ready to watch. If there is an attack by overwhelming numbers to someone, then the offenders are required to register themselves to have a fight, they will prepare and arrange a time when they will compete.
3. For the views or the attitude of students toward the efforts of *Madrasah* in handling the *bullying* behavior, generally they are at the level of medium or sufficient. It can be seen from the result of questionnaire survey that 30% of students state good, 56% medium, and 14% less. So it can be said that overall the handling of *bullying* behavior which is attempted by *Madrasah* is in medium or enough condition.

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