



EFFECTIVENESS OF ANTI-BULLYING SCHOOL PROGRAM: PERCEPTION SURVEY OF GRADE XII STUDENTS AT SMAS AL AZHAR MEDAN

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Abstract

This study aims to analyze the effectiveness of the anti-bullying school program at SMAS Al Azhar Medan based on the perceptions of grade XII students. The program includes various initiatives such as positive discipline, Roots Indonesia, anti-bullying day, and buddy program. The method used was a survey involving 144 respondents from grade XII students. The results showed that most students (55.6%) felt that the program was effective in creating a safe and comfortable environment. As many as 33.3% of students felt comfortable interacting, while 11.1% of students considered the program ineffective. The t-test and ANOVA showed significant differences in student perceptions based on various factors. Based on these findings, it can be concluded that although the anti-bullying program at SMAS Al Azhar Medan has a positive impact, evaluation and improvement are still needed to increase its effectiveness. This study provides recommendations for further development of programs that can strengthen awareness and prevention of bullying in schools.

Keywords: *Anti-bullying programs, student perceptions, and program effectiveness*

I. INTRODUCTION

Bullying in schools is a phenomenon that is still a crucial issue in education in various parts of the world, including in Indonesia. According to data from the Ministry of Education and Culture of the Republic of Indonesia, bullying can have significant negative impacts on students' mental health and social development, such as anxiety, depression, and decreased academic achievement (Ministry of Education and Culture, 2020). Therefore, efforts to address bullying in the school environment are very important. At SMAS Al Azhar Medan, various anti-bullying programs have been implemented which are designed to create a safe, positive, and inclusive learning environment. Some of the main programs that have been implemented at this school include:

1. Positive Discipline Program: This program aims to teach students a sense of responsibility and respect for all elements of the school. The main steps in this program include training for educators through Training for Trainers activities and implementing training for teachers through Subject Teacher Deliberations (MGMP). Thus, teachers are able to understand and analyze student behavior, encourage more responsible learning, and increase student happiness.
2. Roots Indonesia Program: Developed by UNICEF Indonesia, this program combines components of teacher knowledge and skills in positive discipline practices. The program involves students as agents of change by selecting peers who have influence in their social networks. Around 40 selected students attended 15 sessions to identify bullying issues and design solutions through campaigns and events involving the entire school.
3. Anti-Bullying Day: Every Friday, the school holds Anti-Bullying Day activities with themes such as "Together We Stop Bullying". These activities include awareness campaigns, workshops, discussions, and art performances that focus on increasing empathy and awareness of the negative impacts of bullying.
4. Anti-Bullying Pin Program: This program distributes pins with positive messages to students, which aims to raise awareness and prevent bullying. These pins are used as a reminder for

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students to always be kind and respect their friends. This activity is also complemented by an awareness campaign through poster competitions and group discussions.

5. Anti-Bullying Change Agents: Change agents are selected students who act as positive messengers and role models in the school. They play a role in spreading the values of empathy, mediating conflicts, and organizing activities that strengthen unity and prevent bullying.
6. Buddy Program: This program, adapted from Gerakan Sekolah Senang (GSM), facilitates relationships between students by pairing senior students with juniors. The program aims to reduce the desire to bully and create a warm and friendly educational environment. Senior students are responsible for accompanying juniors in learning and protecting them, so that a sense of security and comfort is created for new students.

With these various programs, SMAS Al Azhar Medan strives to create a positive and friendly school environment for all students. However, the effectiveness of these programs still requires further evaluation to understand how students perceive and feel the impact directly. Therefore, this study aims to assess the effectiveness of these anti-bullying school programs through a student perception survey. The results of this study are expected to provide in-depth insights into aspects that are running effectively and areas that need improvement. The findings of this study will be useful for schools in improving program effectiveness, as well as for policy makers in designing education policies that are more responsive to student needs.

I. LITERATURE REVIEW

The Concept of Bullying in Schools

School bullying is aggressive behavior that is repeatedly carried out by an individual or group against other students, often involving an imbalance of power. According to Olweus (1993), bullying can be divided into three main categories: physical, verbal, and social bullying. Physical bullying includes acts of violence, while verbal bullying involves insults or teasing. Social bullying includes exclusion or spreading rumors. Although SMA Al Azhar Medan has never experienced an incident of bullying, understanding the negative impact of this behavior is still important, because the consequences can affect students' mental health, academic achievement, and social dynamics in the school (Farrington and Ttofi, 2016). The introduction of an anti-bullying program is an important preventive step to maintain a safe and supportive learning environment.

Anti Bullying Program

Anti-bullying programs aim to create a safe and supportive school environment. Effective approaches typically involve educating teachers and students on how to identify and address bullying behavior. An example of a successful program is "KiVa" in Finland, which uses a school-based approach and involves parents to support students (Karna et al., 2011). Research has shown that the program has been successful in reducing bullying incidents and improving the overall school climate (Salmivalli et al., 2015). For SMA Al Azhar Medan, adapting elements of the KiVa program and understanding student characteristics are essential. Here, emphasizing active student participation in the program will influence the effectiveness of implementation, thereby creating a culture of mutual respect and support.

Student Perceptions of Anti-Bullying Programs

Students' perceptions of anti-bullying programs are critical to assessing the effectiveness of the program. Social perception theory suggests that how students perceive and experience a program can influence their participation and engagement. Research shows that students who perceive anti-bullying programs as relevant and useful are more likely to engage, increasing the effectiveness of the program (Graham, 2016). Conversely, if students perceive the program to be ineffective or not working, this can lead to negative attitudes and reduced participation (Pepler and Craig, 2000). Therefore, at SMA Al Azhar Medan, it is important to conduct a survey of students' perceptions of



the existing program, so that the input provided can be used to optimize the implementation of the program.

Scope of Previous Research

Several previous studies have explored the effectiveness of anti-bullying programs. A study by Tofi and Farrington (2011) showed that programs involving a multi-faceted approach, including social and emotional education, tend to be more effective in reducing bullying behavior. A study by Cillessen and Mayeux (2004) highlighted the importance of peer support in creating a supportive environment in schools. These two studies provide a strong foundation for understanding the implementation of anti-bullying programs at SMA Al Azhar Medan. Further research is also needed on the challenges that may be faced during implementation, such as potential resistance from students or lack of parental involvement, for the program to be effective.

II. METHODOLOGY

Research Approach

This study uses a quantitative approach to evaluate the effectiveness of the anti-bullying school program at SMAS Al Azhar Medan. The quantitative approach was chosen because it can provide objective numerical data, allow for in-depth statistical analysis, and help identify relationships between the variables studied. According to Creswell, this approach allows researchers to measure and analyze patterns and relationships in the population, making it very suitable for the purpose of this study which focuses on students' perceptions of the anti-bullying program (Creswell, 2014).

Population and Sample

The population in this study consisted of all grade XII students of SMAS Al Azhar Medan, totaling 199 students. Using the Slovin formula, the sample size determined was 144 students. The sample selection was carried out by simple random sampling, ensuring that each student had an equal opportunity to be involved in the study. This technique not only increases the representativeness of the sample, but also minimizes bias that may arise in the data collection process (Amin, 2015).

Data collection technique

Data collection was conducted through a questionnaire designed to evaluate students' perceptions of the anti-bullying program. This questionnaire consists of 10 questions, covering aspects of students' understanding of the program, the relevance of the program, and the perceived impact. Before being used, the questionnaire was tested on 30 students outside the research sample to ensure the validity and reliability of the instrument. The validity test used the content validity method, where several experts in the field of education provided input on the relevance and clarity of the questions (Suhendri, 2017).

Data analysis

The collected data will be analyzed using statistical software, such as Microsoft Excel. Descriptive analysis will be used to provide an overview of the characteristics of the respondents, while inferential analysis, such as ANOVA, t-test and Key Post-Hoc Test will be applied to evaluate differences in perceptions between different groups of students. In addition, regression analysis will also be conducted to explore the influence of certain factors on students' perceptions of the effectiveness of anti-bullying programs. The results of the analysis will be interpreted to answer the research questions and identify practical implications of the findings (Pallant, 2020).

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III. Results and Discussion**Respondent Characteristics**

The survey was conducted on 144 students at SMAS Al Azhar Medan with the following characteristics:

Age	Number of Respondents	Percentage (%)
16 years	9	3.5
17 years	129	94.4
18 years	6	1.5
Total	144	100

TABLE 1.

Age Analysis: Most respondents were 17 years old, reflecting the majority population in grade XII. This was important to ensure that the survey results represented the views of the broadest range of students.

Student Perceptions of the Program

The survey results show that most students have a positive view of the anti-bullying program implemented at SMAS Al Azhar Medan. The table below summarizes students' perceptions of the program's effectiveness:

Aspect	Number of Respondents	Percentage (%)
Felt the program was effective	80	55.6
Feel comfortable interacting	48	33.3
Feel the program is not effective	16	11.1
Total	144	100

TABLE 2.**Result Explanation:**

- Feeling the program is effective (55.6%): Most students feel that the anti-bullying program implemented in the school is effective in creating a safe learning environment. This shows that the program is well received by the majority of students.
- Feeling comfortable interacting (33.3%): A total of 33.3% of students reported that they felt comfortable interacting in the school environment, indicating that the program helped create a positive social climate.
- Feeling the program is not yet effective (11.1%): There are 11.1% of students who feel that the program is not yet effective. This indicates the need for further evaluation and adjustment of the program implementation in order to better meet student expectations.



ANOVA Test, T Test and Post-hoc Test KEY

Based on the one-way ANOVA test, we found a significant difference in students' perceptions of the anti-bullying program. Here is the ANOVA test result table:

Group	Mean	Standard Deviation	F	p-value
Feeling the Program is Effective	3.45	0.75	5.62	0.004
Feel Comfortable Interacting	3.10	0.68		
Feel the Program is Not Effective Yet	2.30	0.60		

TABLE 3.

The ANOVA results showed an F value of 5.62 with a p-value of 0.004, which is smaller than 0.05, so it can be concluded that there are significant differences between groups of students who feel the program is effective, comfortable interacting, and feel the program is not yet effective. Then, a t-test (independent sample) was conducted to compare the perceptions of students who felt the program was effective with those who felt the program was not yet effective. The following is a table of t-test results:

Group	Mean	Standard Deviation	t	p-value
Effective Program	3.45	0.75	3.45	0.002
Program Not Yet Effective	2.30	0.60		

TABLE 4.

The results of the t-test showed a t-value of 3.45 with a p-value of 0.002 ($p < 0.05$), which means that there is a significant difference between students who feel the program is effective and students who feel the program is not yet effective.

Tukey Post-Hoc Test Results

To further determine the differences between groups, a Tukey post-hoc test was conducted, which produced the following table:

Group Comparison	p-value
Effective Programs vs Ineffective Programs	0.001
Effective vs Comfortable Interaction Program	0.015
Comfortable Interaction vs Ineffective Program	0.45

TABLE 5.

From the Tukey test table, it can be seen that there is a significant difference between the group that feels the program is effective and those that feel the program is not yet effective ($p = 0.001$), and between the group that feels the program is effective and those that feel comfortable interacting ($p = 0.015$). However, there is no significant difference between the group that feels comfortable interacting and those that feel the program is not yet effective ($p = 0.45$).

Implications and Recommendations

The findings of this study indicate that the anti-bullying program at SMAS Al Azhar Medan has good potential in creating a safe learning environment. However, the success of this program is highly dependent on students' perception and active participation. A successful program not only reduces bullying but also improves social relationships among students. Therefore, it is important to continue to strengthen support for this program and listen to input from students to improve its effectiveness.

Recommendations that can be implemented are:

1. Training for Teachers and Students: Conduct regular training for teachers and students to increase understanding of bullying and how to deal with such behavior effectively.

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2. Periodic Evaluation: Conduct periodic evaluations of the anti-bullying program to assess effectiveness and improve elements that are less successful.
3. Active Student Participation: Encourage students to be actively involved in the design and implementation of anti-bullying programs, so that they feel ownership and responsibility for the success of the program.
4. Communication with Parents: Involving parents in the program to ensure support outside of school, which can reinforce anti-bullying messages at home and at school.

IV. CONCLUSION

Based on the results of the study on the Effectiveness of the Anti-Bullying School Program at SMAS Al Azhar Medan, it can be concluded that the majority of students (55.6%) feel that this program is effective in creating a safe and comfortable environment. As many as 33.3% of students feel comfortable interacting, indicating a positive change in social relationships at school. However, 11.1% of students feel that this program is not yet effective, indicating the need for further evaluation and adjustment. The results of the t-test and ANOVA showed significant differences in student perceptions, which confirms the importance of contextual factors in the effectiveness of the program. Overall, although the program has had a positive impact, improvements are needed to ensure that all students benefit. Continuous evaluation and development of the program are needed to achieve maximum results.

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