

## Understanding and Identifying Bullies in Al-Ishlahiyah Singosari Integrated Vocational School

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### Abstract

The widespread occurrence of bullying in schools today can have negative impacts and cause serious problems for the mental and academic well-being of both victims and perpetrators. This study aims to identify the perpetrators and victims of bullying at SMK Terpadu Al-Ishlahiyah Singosari and to strengthen programs for prevention and intervention. The research employs a descriptive quantitative method using the "No Bullying" application to collect sociometric data from 125 tenth-grade students across four vocational tracks. The sociogram results were analyzed using descriptive analysis techniques. The findings indicate that most tenth-grade students at SMK Terpadu Al-Ishlahiyah Singosari have either engaged in bullying or are currently involved in bullying. In each class, there are several students who have been reported by their classmates as perpetrators of bullying. This suggests that both male and female students have an equal tendency to bully their classmates. Additionally, there are several factors that may cause students to act as bullies. Based on these findings, bullying remains a serious issue at SMK Terpadu Al-Ishlahiyah Singosari.

**Keywords:** bullying; identification; sociogram

### 1. Introduction

Education plays a very important role in shaping the character and personality of students. Useful contributions to the life of society, the nation, and the state can be achieved through education. Education becomes an essential aspect that cannot be separated from human life and is a form of human effort to help students' minds achieve a better and sustainable civilization (Sujana, 2019). However, one of the challenges currently faced by educational institutions is the issue of bullying. The Programme for International Students Assessment (PISA, 2018) reports that Indonesia ranks fifth out of 78 countries in terms of the highest number of students experiencing bullying, with 41.1% of students being victims. Additionally, 22% of students in Indonesia experience insults and theft, 18% experience being pushed around, 15% are intimidated, 19% are ostracized, 14% report being threatened, and 20% experience the spread of defamatory rumors or bad news.

The increase in bullying cases in the educational world occurs due to factors that are often overlooked by various parties. These factors include internal and external factors. Internal factors, or those from within the child, include the child's desire to show strength and power over others. This includes aspects such as the need for respect, revenge for being in such a position previously, and a lack of understanding and application of religious values. External factors, or those from the child's environment, are the foundational or primary causes of bullying behavior. These external factors include family, peers, school, community environment, and mass media (Isman, 2019; Oktavianto, 2017; Yuyarti, 2018).

Bullying also occurs in secondary education, particularly among teenagers. Adolescence is a transitional phase from childhood to adulthood (Desmita, 2021). This period is often known

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as the search for identity (ego identity). During this phase, teenagers have strong emotional development, explosive emotions, and imperfect self-control (Al-Faruq et al., 2021). Teenagers often experience feelings of discomfort, unease, loneliness, and insecurity. When a teenager can control their emotions well, they are considered to have achieved emotional maturity. A teenager who lacks self-control may engage in behaviors that hurt others. An international survey in 2015 reported that up to 13% of 11-year-olds worldwide experienced bullying at least twice in the previous two months (Inchley et al., 2016), while estimates by Juvonen and Graham (2014) suggest that around 20-25% of young people are directly involved in bullying as victims or perpetrators, or even both.

The role of guidance and counseling becomes particularly important in addressing bullying cases. The guidance and counseling program at SMK Terpadu Al-Ishlahiyah Singosari is designed to create a safe and conducive learning environment. This program is based on an analysis of students' needs, including personal, social, and academic aspects (Bhakti, 2017). However, bullying cases still occur and require more intensive handling. Bullying not only disrupts the learning process but can also have long-term impacts such as decreased self-confidence, mental health issues, and even school dropout (Tumanggor, 2020). Research shows that preventing bullying requires a deep understanding of the dynamics within the school environment, including identifying the perpetrators. Efforts to tackle bullying must be based on accurate and up-to-date data regarding the prevalence, forms, and contributing factors of such behavior (Andryawan et al., 2023). Therefore, this study aims to identify bullying perpetrators in the 10th grade at SMK Terpadu Al-Ishlahiyah Singosari.

Understanding the behavior of bullying perpetrators will enable schools to develop more targeted interventions and effective support systems for students affected by bullying (Marzuenda et al., 2022). The role of the school environment in shaping students' social behavior includes providing exemplary behavior, habits, advice, control mechanisms, and sanctions to be implemented appropriately and systematically. Additionally, there are various ways to observe social relationships within groups and classes. One tool that can be used is sociometric data collection. Using sociometry to study students' social relationships can reveal isolated individuals and popular ones (Devianti & Sari, 2021). This can help quickly identify bullying perpetrators based on classmate reports.

This study is expected to provide a clear picture of bullying patterns among 10th-grade students. The information obtained from this study will be used to design more effective interventions to prevent and handle bullying cases in schools. The importance of this research also lies in the effort to create a safe and inclusive school environment, where every student can learn and develop without fear or pressure. Therefore, this research aims not only to identify bullying perpetrators but also to strengthen the existing prevention and intervention programs at SMK Terpadu Al-Ishlahiyah Singosari, thus providing a tangible positive impact on students' well-being and development.

## 2. Method

The approach used in this research is a descriptive quantitative approach. Based on its definition, a descriptive approach is not used to test hypotheses but rather to describe variables, symptoms, and situations as they are. Since the research uses a descriptive quantitative approach, this study is analyzed to describe, examine, and explain a situation or phenomenon objectively using numbers without testing a specific hypothesis (Abdullah, 2015). This research was conducted over one week, starting from Thursday, June 6, 2024, to the following Thursday, June 13, 2024, via the online sociogram application "NoBull," which was distributed to all 10th-

grade students at SMK Terpadu Al-Ishlahiyah Singosari. The extended duration for filling out the survey was to ensure that all students had ample time to respond and complete the sociogram on the “NoBull” application.

In this study, the author aimed to investigate 10th-grade students. The research was conducted at a single school, SMK Terpadu Al-Ishlahiyah Singosari. The total number of 10th-grade students was 125. These students came from various departments, including 26 students from the Computer and Network Technology (TKJ) department, 26 students from the Broadcasting and Filmmaking (PF) department, 24 students from Office Management (MP 1), 26 students from Office Management (MP 2), and 23 students from Fashion Production Design (DPB).

To facilitate data analysis, the author used descriptive techniques to identify and describe the 10th-grade students from the five departments at SMK Terpadu Al-Ishlahiyah Singosari who were predominantly involved in bullying. The data analysis in this research used techniques described in the form of Top RS sociometry results and sociograms of the highest-ranking perpetrators. The descriptive analysis results were then interpreted as the basis for drawing conclusions and providing recommendations based on the research findings.

### 3. Results and Discussion

#### 3.1 Result

The NoBull Sociometry Application utilizes advanced technology for early detection through sociometry, enabling rapid identification of bullying behaviors. The NoBull Sociometry Application not only aims to respond to bullying but also to foster positive social engagement by identifying and promoting good relationships, thereby creating an inclusive and supportive culture for every student. NoBull offers not only early detection solutions but also provides educational tips for teachers and students. This helps raise awareness, understand bullying, and equip individuals with the skills to handle conflicts constructively. The application delivers analysis results to the school, using a comprehensive approach to prevent violations. By understanding behavioral patterns, schools can design more effective strategies and ensure that every action is based on accurate information.

The features offered by this application include: printed questionnaires, online questionnaires, import from Dapodik, import from Google Sheets, output per participant as a victim, output per participant as a perpetrator, NoBull sociogram, sociometric matrix, sociometric graph, sociometric index, top perpetrators, cover, NoBull sociometry guidelines, sociometry flow, and the concept of NoBull sociometry. The instrument's grid is divided into Indicator A and Indicator B. Indicator A in the NoBull application refers to the disclosure of events experienced by individuals, covering aspects of verbal, physical, social, and cyber bullying. Its focus is to allow users to report and describe their experiences related to various forms of bullying behavior they have encountered. Meanwhile, Indicator B highlights the disclosure of individual behaviors towards oneself, including attitudes such as name-calling, hostile behavior, domination, rudeness, or disrespect. These two indicators help schools identify harmful behavior patterns and develop appropriate strategies to prevent and address bullying in the educational environment. The reason the author uses the NoBull application is based on the recommendation of the school counselor, who invited the author to collaborate in using this application, with the aim of uncovering and identifying the perpetrators of bullying at SMK Terpadu Al-Ishlahiyah Singosari.

This section contains images that present the results of data analysis along with interpretations of the results of the analysis that will be presented appropriately. The results obtained are as follows:

**NoBull Class X MP 1 Results**

SMK TERPADU AL-ISHLAHIAH SINGOSARI (Accredited B)  
GUIDANCE AND COUNSELING

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**Top 10 Perpetrators**  
GRADE: X MP 1 Second Semester - Academic Year 2023-2024  
Question [X]  
All Questions

Number	Student ID Number	Nama	Complaint
1		WAS	7
2		AW	3
3		PNZ	3
4		FFA	2
5		FAJ	2
6		ANSA	1
7		ID	1
8		JAP	1
9		NA	1
10		AHD	1

**Figure 1. Top Results RS for Class X MP 1**

Class X MP 1 consists of 23 students, with the majority being 21 male students and the remaining 3 female students. The results from the Top RS sociometry above indicate that several students have been identified as bullies based on their classmates' reports through the NoBull application. The details are as follows: WAS received 7 reports, AW and PNZ each received 3 reports, FFA and FAJ each received 2 reports, and ANSA, ID, JAP, NA, and AHD each received 1 report. All 10 of these names are female students.



**Figure 2. Sociogram Results of the Highest Bullying Perpetrators Class X MP 1**

Based on the sociogram results above, the total number of complaints from bullying perpetrators in class X MP 1 was 22 complaints with WAS students identified as the perpetrators of bullying who received the most complaints, namely 7 complaints.

**NoBull Class X MP 1 Results**

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**Top 11 Perpetrators**  
GRADE: X MP 2 Second Semester – Academic Year 2023-2024  
Question [X]  
All Questions

Number	Student ID Number	Nama	Complaint
1		FAS	2
2		LRY	2
3		MZRA	2
4		AMS	1
5		FF	1
6		ISS	1
7		MSS	1
8		NYA	1
9		PDE	1
10		RWR	1
11		RIF	1

**Figure 3. Top Results RS for Class X MP 2**

Meanwhile, Class X MP 2 consists of 26 female students. The Top RS sociometry results show that eleven students have been identified as bullies based on their classmates' reports through the NoBull application. Among them, FAS, LRY, and MZRA each received 2 reports, while AMS, FF, ISS, MSS, NYA, PDE, RWR, and RIF each received 1 report.



**Figure 4. Sociogram Results of the Highest Bullying Perpetrators Class X MP 2**

Based on the sociogram results above, it shows that there were 15 complaints in class X MP 2. Three students each received 2 complaints as perpetrators of bullying, namely FAS, LRY and MZRA.

**NoBull Class X PF Results**

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**Top 5 Perpetrators**

GRADE: X PF Second Semester – Academic Year 2023-2024

Question [X]

All Questions

Number	Student ID Number	Nama	Complaint
1		ALZ	4
2		IFZ	3
3		NMAA	3
4		ZDM	3
5		INA	2

**Figure 5. Top RS Results for Class X PF**

Class X PF consists of 26 students, with a composition of 16 female students and 10 male students. Based on the reports received from classmates through the NoBull application, five students in Class X PF have been identified as bullies. The bullies in this class include both male and female students. Among them, a student with the initials ALZ received 4 reports. IFZ, NMAA, and ZDM each received 3 reports, and INA received 2 reports from their classmates.



**Figure 6. Sociogram Results of the Highest Bullying Perpetrator in Class X PF**

The sociogram results for Class X PF show a total of 23 reports, with ALZ identified as the student receiving the most reports of bullying from classmates. Additionally, ALZ is a female student in her class.

**NoBull Class X TKJ Results**

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**Top 5 Perpetrators**

GRADE: X TKJ Second Semester – Academic Year 2023-2024

Question [X]

All Questions

Number	Student ID Number	Nama	Complaint
1		ARA	33
2		AR	6
3		AG	6
4		FA	6
5		RANC	4

**Figure 7. Top RS Results for Class X TKJ**

Class X TKJ consists primarily of male students, totaling 21, with the remaining 5 students being female, making a total of 26 students. Based on the Top RS results above, five students have been identified as bullies: four male students and one female student. The details are as follows: ARA received 33 reports, AR, AG, and FA each received 6 reports, and RANC received 4 reports.



**Figure 8. Sociogram Results of the Highest Bullying Perpetrator in Class X TKJ**

Based on the sociogram results above, the total number of reports in Class X TKJ is 76. ARA, one of the male students in this class, has been identified as the main bully, receiving the highest number of reports 33 from classmates.

## NoBull Class X DPB Results

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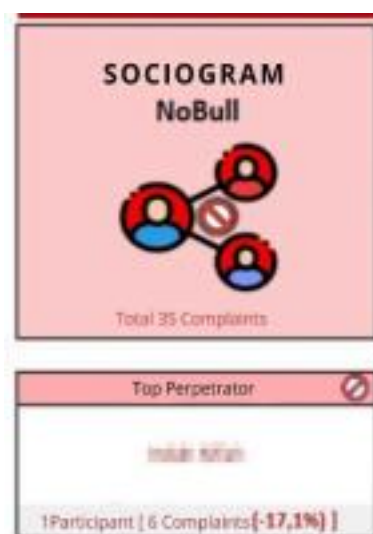
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**Top 12 Perpetrators**  
GRADE: X DPB Second Semester - Academic Year 2023-2024  
Question [X]  
All Questions

Number	Student ID Number	Nama	Complaint
1		IA	6
2		NNA	5
3		SB	4
4		ACJ	3
5		TJ	3
6		AM	2
7		DMKP	2
8		KA	2
9		DAS	1
10		FZ	1
11		RPA	1
12		ARR	1

**Figure 9. Top RS Results for Class X PDB**

Similar to Class X MP 2, Class X DPB is entirely composed of female students, totaling 23. Despite consisting only of female students, the Top RS results above show that the number of students identified as bullies in this class is quite high. Based on classmates' reports, there are 12 identified bullies with the following details: IA received 6 reports, NNA received 5 reports, SB received 4 reports, ACJ and TJ each received 3 reports, AM, DMKP, and KA each received 2 reports, and ARR, DAS, FZ, and RPA each received 1 report.



**Figure 10 Sociogram of Top Bullying Perpetrators in Grade X DPB**

Based on the sociogram results for Class X DPB, there is a total of 35 reports, with the student identified as IA receiving the most reports, a total of 6, from classmates.

### 3.2 Discussion

Based on the research conducted, several findings have been identified, including the identification of several 10th-grade students at SMK Terpadu Al-Ishlahiyah Singosari as bullies based on complaints from their classmates. The causes of bullying can be attributed to various factors such as classroom dynamics, individual student characteristics, school environment,

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family environment, and peer environment. According to Lestari (2016), high levels of communication among peers can influence one another, both negatively and positively. Ballerina and Immanuel (2019) stated that the negative influence of peers is greater. Who found that the causes of bullying include internal factors, family factors, media influence, peer factors, and the surrounding environment (Nugroho et al., 2020). Personal factors such as personality traits, individual attitudes, and social environments, including friends, play roles in the development and reinforcement of bullying behavior and family background (Nugroho et al., 2020). The author's findings during the research indicated an imbalance in the number of female and male students in each 10th-grade class at SMK Terpadu Al-Ishlahiyah Singosari.

Adolescent boys and girls exhibit different behaviors. Boys tend to be more aggressive than girls. This aligns with Aulya et al. (2016), who found that boys have higher levels of aggressive behavior than girls. Found that boys are 56.25% more likely to engage in verbal, psychological, and physical bullying than girls, who accounted for 43.75% (Halimah et al., 2015). However, this does not mean that girls do not have the potential to be bullies. According to Putri & Nauli (2015), there is a relationship between gender and bullying behavior. Gender plays a role in bullying cases, with boys being more dominant in physical and verbal bullying, while girls engage in psychological and verbal bullying (Aminah et al., 2019). The study's findings also showed that both female and male 10th-grade students engaged in bullying. According to the data, female students were more dominant as bullies, although one class had male students with the highest number of complaints. Thus, this study also found that the prevalence of bullying can be influenced by the majority gender in the class.

This research provides important insights into bullying at SMK Terpadu Al-Ishlahiyah Singosari. Based on these findings, the study can contribute to the development of more effective bullying prevention and intervention programs. Some implications or contributions of this research include the need for increased education about bullying for students, teachers, and parents to enhance understanding of the forms of bullying, its impacts, and ways to prevent it, especially within the school environment. Effective intervention programs also need to be developed to help bullying victims and change the behavior of bullies. Building communication and collaboration between the school, parents, and the surrounding community is equally important to create a safe, bullying-free environment. Knowledge about bullying is crucial for learning and information. This aligns with the research by Amawidyati and Muhammad (2017), which states that knowledge about bullying is important for learning as it can form a complex mental change process affecting attitudes and subjective norms.

The services that should be provided by counselors to students include preventive, curative, and preservative actions. This is consistent with previous research conducted at SMA Negeri 1 Amandraya, which addressed counseling services related to bullying by providing early knowledge about moral values to students and organizing counseling activities that explain what bullying is, the forms of bullying behavior, and the impacts of bullying. Curative actions should be taken to raise awareness among bullies, while for victims, curative actions are useful for strengthening their psychological resilience, with counselors calling victims to the counseling room for support services. Additionally, counseling also involves preservative actions to impose sanctions or penalties on bullies to prevent further bullying and deter them from repeating the behavior (Bu'ulolo et al., 2022).

Furthermore, counselors should provide service programs that include classical guidance services, individual counseling services, group guidance services, and information services. This aligns with previous research conducted at SMA Hang Tuah 4 Surabaya, which aimed to prevent bullying among students. The first service is classical guidance, where direct information is

provided to students about bullying behavior, motivating bullies to stop bullying and encouraging victims to recover from their trauma. The second service is individual counseling, which involves calling bullies to understand the factors behind their behavior and provide them with understanding about their actions. The third service is group counseling, where groups are formed, and both bullies and victims can share their problems in turn, which are then discussed together with group members and the counselor. The last service is information, which involves classroom learning about bullying and its impacts, and posting "stop bullying" posters on the school's bulletin boards to remind students about the dangers of bullying. Schools also collaborate with other parties such as homeroom teachers, parents, and the principal. This collaboration helps school counselors address bullying behavior in the school (Gultom, 2021).

#### 4. Conclusion

The effects felt by bullying victims can obviously impact and disrupt their development and potential. Several factors influence students to become bullies at school, not only internal factors but also external ones, such as peer relationships. A negative peer environment can make students easily inclined to negative behaviors, including bullying, and social media, which currently often showcases teenage violence and other similar acts, can serve as examples for students. Therefore, efforts are needed to address these issues and enhance students' awareness and understanding of the negative impacts of bullying comprehensively as a relevant basis for planning and decision-making in resolving these problems. Schools can also guide teachers and students to create a positive and supportive environment to strengthen good relationships within the school community, thus extending beyond mere teaching and learning activities.

The role of a Guidance and Counseling (BK) teacher or school counselor is also crucial in this matter. School counselors can actively provide individual or group counseling services, especially to students identified as bullies, and support bullying victims to help them gain the courage to stand up against the bullies and report to the school authorities. Therefore, the collaboration and involvement of all related parties are essential for the success of the follow-up actions to prevent and reduce bullying cases in schools. Additionally, the role of students' environments, such as family and friendships, can significantly influence students in shaping their character. Schools can also involve parents in anti-bullying efforts by reporting students' activities at school.

By implementing the basic steps mentioned above, it is hoped that it will not only increase students' understanding and awareness of the negative impacts of bullying but also motivate and inspire all related parties to work together to facilitate, combat, and prevent bullying behavior. This way, students can focus on their duties as learners and achieve optimal development, preparing themselves for a bright future. Future researchers can develop new research methods or improve existing ones based on these findings. This study can also inspire more innovative data analysis aligned with the research objectives. Additionally, this research can serve as a foundation to update the understanding and knowledge of school bullies, leading to the development of more effective intervention and prevention efforts.

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