Sociology Learning in Reducing Bullying in Kerinci District Senior High School

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Abstract

Introduction: Today, acts of violence from groups who use their power to harm a group of people are increasing, including bullying behavior. Generally, victims of bullying are children who can be ridiculed, such as children who are weak, shy, quiet and special (disabled, closed, smart, beautiful, or have certain body characteristics). The existence of sociology learning has been going on for a very long time but it has not provided awareness to people about rights and obligations, especially to groups that have power and strength in high school from various walks of life. This study aims to produce and develop an E-book in learning sociology using jurisprudential inquiry to reduce bullying in high school.

Objectives: Research has been carried out to see how sociology learning so far has minimized bullying behavior, especially in SMAN 13 Kerinci Regency and SMAN 4 Kerinci Regency.

Methods: In this study, qualitative and quantitative descriptive methods were used, namely using quantitative statistics. The research sample is all students in SMAN 13 and SMAN 4 Kerinci Regency by using random sampling as many as 100 respondents. Data The research describes descriptively qualitatively and quantitatively about how sociology learning so far has minimized bullying behavior among high school students in schools.

Results: The results of the study show that (1) learning sociology that does not run properly results in bullying behavior in SMA N 13 Kerinci Regency and SMAN 4 Kerinci Regency. (2) There are two kinds of bullying behavior that occurs in the form of; Physical bullying behavior includes (hitting, slapping, kicking, pinching and blocking behavior) In general, 45 respondents answered that they always did physical bullying. While verbal bullying that was studied in schools there were 5 question items such as: insulting, cursing, mocking, laughing and nicknames, in general, verbal bullying behavior with answers always found in schools has reached 75 respondents. Furthermore, the results of the analysis of teacher interviews suggest that sociology learning so far has only focused on cognitive assessment so that there is no anti-bullying attitude among high school students.

Conclusions:

Sociology learning that does not run properly results in bullying behavior in SMA N 13 Kerinci Regency and SMAN 4 Kerinci Regency. There are two kinds of bullying behavior that occurs in the form of; Physical bullying behavior includes (hitting, slapping, kicking, pinching and blocking behavior) In general, 45 respondents answered that they always did physical bullying. While verbal bullying that was studied in schools there were 5 question items such as: insulting, cursing, mocking, laughing and nicknames, in general, verbal bullying behavior with answers always found in schools has reached 75 respondents. Furthermore, the results of the analysis of teacher interviews suggest that sociology learning so far has only focused on cognitive assessment so that there is no anti-bullying attitude among high school students.

Keywords: sociology learning, verbal bullying, physical bullying.

1. Introduction

Every day there is an increasing phenomenon of *bullying* that occurs in schools. This can be seen from the data from the 2019 *Program for International Students Assessment (PISA) research, showing* 41.1% of students who claimed to have experienced *bullying in Indonesia.* The number of students who are *bullied* is far above the average for OECD member countries which is only 22.7%. In addition, Indonesia is in the fifth highest position out of 78 countries as the country with the most students experiencing *bullying* (*Organization for Economic Co-operation and Development* (OECD, 2019. Victims of *bullying* have a negative impact and not least if *bullying* is carried out in a harsh way. will result in depression and even long-term trauma for the victim, what is worse, the victim will commit suicide because she is not strong enough to bear the *bullying.The dominant* impact of *bullying* requires quick and effective alleviation efforts.

One area that has a high level of *bullying* is in Kerinci Regency. This is indicated by the results of a *survey* via *google form* , namely to 100 students as respondents which showed that more than 62% of high school students admitted to having been *bullied.* In addition, there are symptoms of criminal narcissism which aims to represent the presence of their group. This means that they deserve to be recognized and respected as a new gang, even if by means of violence. The occurrence of *bullying cases* carried out by teenagers is also caused by the lack of power of *external social control*, such as the family, teachers at school and the involvement and social support of elements of society in Kerinci Regency. The Kerinci District High School is one of the schools that cannot be avoided from *bullying behavior* . *Bullying* behavior that often occurs in SMA Kerinci Regency is verbal and physical *bullying. Verbal bullying* generally occurs among female students such as insinuating, making fun of, cheering. Meanwhile , physical *bullying* occurs among male students such as bullying, punching and other physical harm. However, it is possible that female students also do this physical *bullying* . *Physical bullying* is also carried out by students who are the majority and students in power in schools. There have been many cases of *bullying* in schools done, but not always according to what which expected.

Sociology learning is one of the lessons that focuses on the process of personality formation so that students' character values are embedded. The purpose of learning sociology is to provide students with the ability and knowledge to live in society and provide the ability to adapt in society. However, the existence of sociology learning as one of the social subjects that focuses on social values and character of students in schools has not been optimal in overcoming *bullying* problems and show performance that has not been maximized (Putri Linda, 2020) . Based on the content analysis of the thesis on Sociology learning made by Sociology students, Padang State University from 2014 - 2021, it was found that Sociology learning in schools is still dominant using a teacher-centered learning approach. The learning method used is more using the lecture method. This analysis is in line with research (Erianjoni, 2015) the study found that data on the presentation of Sociology learning materials in schools only relied on textbooks provided at schools. Sociology learning does not present learning that can solve problems that occur in society (Junaidi et al., 2020).

2. Objectives

Given e ineffective condition of learning sociology in handling so far in schools in overcoming *bullying* , it is necessary to have a *jurisprudential inquiry approach* that is based on methods and media that are close to students' daily lives. For this reason, the application of Android technology in the form of e-books in sociology learning is one step effective in addressing this problematic condition. The use of learning media is very important so that the message conveyed by the teacher to students can be conveyed to the maximum and students can understand the message conveyed by the teacher. In addition to the selection of learning media, understanding the character of students, understanding the class atmosphere must also be considered so that the target of learning outcomes is achieved. The use of technology as a learning medium in sociology subjects also has its own advantages because it usually sees social phenomena directly entering the community, but with technology we can see social phenomena in technology (Dewi Suminar, 2019) . So it is assumed that the existence of a *jurisprudential inquiry model* based on technology can quickly alleviate the obstacles and problems of *bullying* in the community senior high school.

3. Methods

The research method used in this research is descriptive qualitative and quantitative. The research population is SMA Negeri 13 and SMA Negeri 4 Kerinci Regency. The research subjects were 100 students as research respondents. Retrieval of research data by distributing questionnaires using a Likert scale. The data was processed using the help of SPSS 19.

4. Results

In this section, the results obtained provide an overview regarding *bullying* behavior which occurs because of the ineffective learning process of sociology among high school students and the quality of the implementation of learning by sociology teachers in the classroom . In the following, data findings and discussion of research results are presented .

1) *bullying* **behavior that occurs due to ineffective sociology learning among students high school student.**

In this section, we will describe the results of the description of bullying behavior that occur due to the ineffective learning process of sociology among high school students. The findings of the needs analysis relate to the description of *bullying* behavior that occurs due to the ineffective sociology learning process among high school students In general, they are in the medium category, in certain aspects *bullying* behavior occurs in the high and low categories. A clearer explanation regarding the description of *bullying* behavior is presented in the following matrix.

Table 4.1 Profile *of* Bullying Behavior because the process of learning sociology is not effective among high school students.

No	Aspects of *Bullying* Behavior	Descriptive Statistics						Category
		mean		SD	Range	Score		
		Score	%			Min	Max	
1	*Bullying* behavior is related to physical *bullying*	2.7	55.4	1.1	4	1	5	Currently
2	*Bullying* behavior is related to verbal *bullying*	2.8	56	1.2	4	1	5	Currently
Average		2.7	56.4	1.2	4	1	5	Currently

The data in table 4.1 shows that in general *bullying* behavior which occurs because the sociology learning process is not effective among high school students as a whole is in the medium category with a percentage of 56.4%. If we pay attention to each aspect, namely physical *bullying* with a percentage of 55.4%, and *verbal bullying* with a percentage of 5-6 , all of which are in the medium category . Initial overview of *bullying* behavior This implies that *bullying* behavior often occur because the process of learning sociology is not effective among high school students . This condition equally occurs in schools located in Kerinci Regency . Data on *bullying* behavior that occurred because of the ineffective sociological learning process among high school students in school in Kerinci Regency. The following is described in more detail *bullying* behavior which occurs because of the ineffective sociology learning process among high school students per aspect.
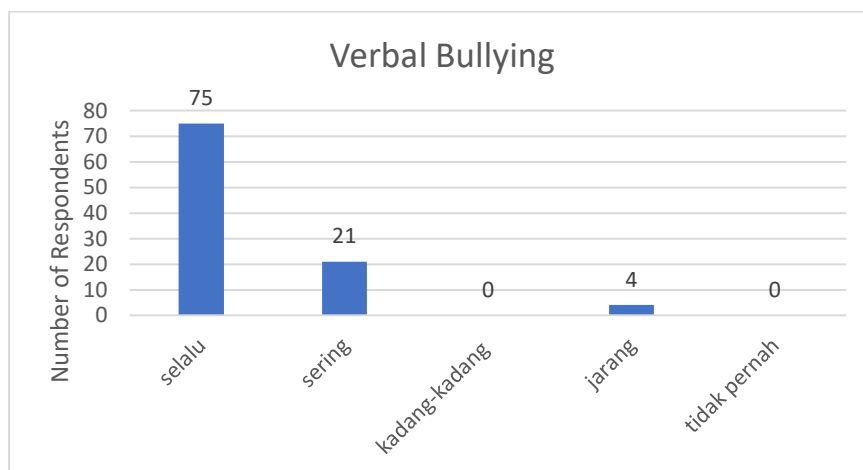
Figure 1. Frequency of verbal bullying behavior at school

Verbal bullying that was researched at school contained 5 question items such as: insulting, cursing, controlling, laughing and nicknames. A total of 100 respondents 75 respondents always answered, while 20 respondents gave frequent answers. In another option, 4 respondents answered less frequently. Finally, there were no findings regarding occasional and infrequent answers to questions regarding verbal bullying. In general, verbal bullying with answers that are always found in schools has reached 75 respondents.

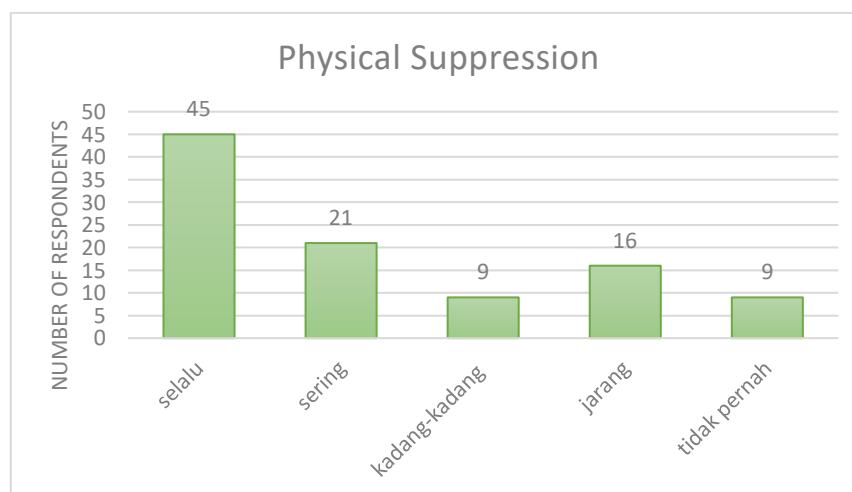On the aspect of physical suppression how often is it done at school as shown in figure 2.

Figure 2. Frequency of physical bullying behavior at school

The results of the questionnaire analysis describe how often the behavior Physical Oppression. Physical bullying studied *including hitting, kicking, pinching and* blocking behaviors that happened at school. A total of 100 respondents in the study contained 45 respondents always answer. While 20 respondents gave frequent answers. In another option, there were 16 respondents who gave answers less frequently, but it was found that 9 respondents gave answers sometimes and never did physical bullying in high school.

On The table above shows that there are many verbal and physical *bullying behaviors* that occur among high school students. Therefore, an *e-book* of sociology learning is needed to reduce *bullying* behavior in the sociology learning process with several materials such as social phenomena, material values and norms , the role of socialization in personality formation and material deviant behavior so that *bullying* behavior can be reduced among high school students . The materials in sociology learning can be explained in detail to create social order and harmony at school and in society as well as in line with prevailing values and norms and in accordance with

the government's expectations of generation Z, namely having I function as *agent of change, social control* and *moral force.*

2) **Curriculum analysis conducted on sociology subjects in high school**

On Step analysis curriculum useful for knowing curriculum whichused in school, knowing basic competencies, indicators of sociology learning, the purpose of learning sociology, the composition of the material teaching that is in sociology lessons that can be used as material for the manufacture of sociology learning tools in the form of book electronic sociology and evaluation of sociology learning. So that on Step planning design product, structure or component on ingredient teach in accordance with curriculum which used. As for ThingWhat is done is to collect information from various sources about the curriculum used, and the subject matter of sociology being targeted making *e-books* that is on Theory learning sociology class X semester g is fine .Besides information about Theory learning, information other which must collected is the syllabus and the basic competencies of learning sociology class X semester g is ok on class X high school as reference writer for make ingredientteach sociology which in accordance with curriculum which apply.

Next data revealed in the needs analysis stage is curriculum analysis sociology learning among high school students and learning which conducted by teacher sociology During this to lower *bullying* behavior that occurs among high school students . Data were disclosed by conducting interviews with teacher sociology in PUBLIC HIGH SCHOOL 13 Kerinci and teacher Sociology of SMA 4 Kerinci. Summary results Interview with teacher sociology served on the matrix following.

Table 4.2 Summary of Interview Results with Sociology Teachers

Question Indicator	Sociology Teacher Answers
Indicator Question No. 1	**SMAN 13 Kerinci** : There are several obstacles in Teaching sociology experienced by sociology teachers at SMA 13 is in adjusting to the new curriculum related to clarity of formulation, conformity with basic competencies, accommodating competencies or skills that students must possess, and so on .
	SMAN 4 Kerinci : Sociology learning in class can be said to have been carried out well, but it cannot be denied that there are still many obstacles that must be experienced by teachers in providing material such as learning media which is still minimal and the methods used by teachers make some students unable to understand the material. well.
Indicator Question No. 2 and 3	**SMAN 13 Kerinci** : Students' understanding of the material that has been studied is quite good , but students who should be able to re-explain the material after participating in the lesson are still few.
	SMAN 4 Kerinci : Students have not been able to explain the material well, especially in explaining a phenomenon as an example of a problem in the material explained by the teacher.
Indicator Question No. 4 and 5	**SMAN 13 Kerinci** : The KKM for sociology class X at SMAN 13 Kerinci is 80. The learning resources/teaching materials used for teaching are textbooks and worksheets.
	SMAN 4 Kerinci : KKM for sociology class X SMAN 4 Kerinci is 80. Worksheets and textbooks are the main learning resources used by class X sociology students.
Indicator Question No. 6 and 7	**SMAN 13 Kerinci** : Sociology teachers at SMAN 13 generally make their own lesson plans but are referred to from the teacher team's lesson plans or refer to the MGMP of sociology teachers in Kerinci Regency which are applied to the implementation of classroom learning.

	SMAN 4 Kerinci : At SMAN 4 Kerinci, teachers are required to be able to make their own lesson plans, but the perception is shared with other sociology teachers.
Indicator Question No. 8-10	**SMAN 13 Kerinci** : So far we have used teaching materials purchased from publishers. Therefore, in my opinion, it is necessary to develop sociology teaching materials, especially teaching materials that are easily understood by students when learning in class.
	SMAN 4 Kerinci : The existing teaching materials definitely need to be developed according to the needs of students in the classroom. So far, it has only focused on teaching materials or textbooks purchased from publishers.
Indicator Question No. 11-14	**SMAN 13 Kerinci** : I have never used the Jurisprudential *Inquiry* approach in learning sociology . So far, I have carried out the learning process using the lecture method and occasionally conducting the discussion method.
	SMAN 4 Kerinci : In class we involve students in group learning but have never used the *Jurisprudential Inquiry approach* In addition, in our opinion, certain material is easier if it is conveyed to students by the lecture method.
Indicator Question No. 15 and 16	**SMAN 13 Kerinci** : In my opinion, the learning media used so far have not been able to support the learning process optimally. We need a media that is easy to apply and close to the daily life of students so that the material explained by the teacher is easily understood by students.
	SMAN 4 Kerinci : Incomplete infrastructure makes learning media very minimally used. Whereas learning media is one of the important components that must be in the learning process so that students can be actively involved in the classroom.

Based on the data in table 4.2 It is known that 1) in general sociology learning in class can be said to have been carried out well, but there are several obstacles in teaching sociology experienced by sociology teachers at SMA 13 is in adjusting to the new curriculum related to clarity of formulation, conformity with basic competencies, accommodating competencies or skills that students must possess ; 2) Overall, the KKM for sociology class X at SMAN Kerinci is 80. The learning resources/teaching materials used for teaching are textbooks and worksheets. 3) Sociology teachers are generally required to be able to make their own lesson plans which refer to the making of the teacher team's lesson plans or refer to the MGMP of sociology teachers in Kerinci Regency which will later be applied to the implementation of learning in the classroom ; 4 Existing teaching materials still need to be developed according to the needs of students in the classroom. So far, it has only focused on teaching materials or textbooks purchased from publishers; 5) In the learning process it has been carried out in groups but has never used the *Jurisprudential Inquiry approach* , in addition to certain material delivered to students by the lecture method ; 6) The learning media used so far have not been able to support the learning process optimally. We need a media that is easy to apply and close to the daily life of students so that the material explained by the teacher is easily understood by students.

3)   Analysis of Student Characteristics

Plan for develop something product must customized onneeds. Learning which meant in accordance with needs is existencethe gap between the student's desired skill ability and attitude with Skills and attitude which owned now. This sociology learning *e-book* is designed to be used by students and teachers. Before developing *an e-book,* sociology learning needs to be done analysis student and teacher as target main user *e-books the* study of sociology will developed. Analysis student meant for gather information which related with characteristics student, ability base student, style study student, and situation that lesson needed students.
Students who will use this product are students of class X in high school. Grade X students at SMA SMA N 13 Kerinci and grade X students at SMAN 4 Kerinci Padang are in the age range of 15-17 years. According to Danim

(2010:80), student reach Step operational formal Piaget's versionat about 13 years of age or older, at which point they develop new tools to manipulate information. They can think abstractly and deductively. Studenton Step this also could consider possibility time front, look foranswers, handle problems flexibly, examine hypotheses, and be interesting conclusion on incident which they no experience direct. Next data that is revealed at the needs analysis stage is the data on student characteristics. A student characteristic analysis was carried out by looking at the characteristics of students in learning sociologyof students' responses to learning sociology . Data is disclosed by distributing questionnaires to class X students in PUBLIC HIGH SCHOOL 13 Kerinci and class X students at SMA 4 Kerinci. Summary results questionnaire with with class X served on the matrix following.

Table 4.3 Summary of the results of the questionnaire with class X students in high school

Question Indicator	Important Points Answers for Class X Students in High School
Indicator Question No. 1-5	**SMAN 13 Kerinci** : Students have a good understanding in socioligi lessons seen from the interest of students in taking sociology lessons even though there are still some students said that the learning resources for sociology were not very interesting, either in the form of textbooks or worksheets.
	SMAN 4 Kerinci : In general, students' understanding of sociology lessons is good, but learning resources for sociology lessons, especially in the form of textbooks, are not very interesting for students, so there are still some students who express their liking for sociology lessons.
Indicator Question No. 6-10	**SMAN 13 Kerinci** : The teaching materials used in sociology lessons by the teacher are quite interesting for students, but some students reveal that the teaching materials should not use colors that are too flashy and display interesting pictures, especially in the example section.
	SMAN 4 Kerinci : Teachers tend to use teaching materials that are the same without any novelty and also teaching materials should use colors that are not too excessive.
Indicator Question No. 11 and 14	**SMAN 13 Kerinci** : Students tend to answer yellow as the preferred color in the whole textbook that will be used in sociology lessons.
	SMAN 4 Kerinci : yellow and/or blue are the dominant colors desired by students. Students have a way different when they do not understand the subject matter of sociology well, such as asking back to the teacher or asking friends.
Indicator Question No. 12 and 13	**SMAN 13 Kerinci** : The paper size desired by students in general is to use ordinary paper size or A4 21 x 29.7 cm on the grounds that it is not too heavy to carry so that when the sociology lesson process students prefer to be in groups
	SMAN 4 Kerinci : students do not really like textbooks that require a lot of space because students in sociology tend to like studying in groups although there are also some students who like independent study.
Indicator Question No. 1 5 and 16	**SMAN 13 Kerinci** : Overall, the students answered that they preferred the discussion method in the sociology lesson process and each group had an active role in discussing.
	SMAN 4 Kerinci : Some students answered that they preferred the discussion method with all members in an active discussion group, although there were still some students who answered that only group representatives were sufficient.
Indicator Question No. 1 7 and 18	**SMAN 13 Kerinci** : students tend to answer visually or pictures are very popular as a medium for learning sociology, although there are some students who also like audio (sound).

	high school 4 Kerinci : Textbooks that have examples by displaying interesting pictures are actually more liked by most students, especially in class X.

Based on the data in table 4.3 it is known that 1) Students have a good understanding of sociology lessons, as can be seen from students' interest in taking sociology lessons even though there are still some students said that the learning resources for sociology were not very interesting, either in the form of textbooks or worksheets ; 2) The textbooks used in sociology lessons by the teacher are quite interesting for students, but some students reveal that the teaching materials should not use colors that are too flashy and display interesting pictures, especially in the example section; 3) Overall, the students answered that they preferred the discussion method in the sociology lesson process and each group had an active role in discussing. Results analysis to student in on Becomes guidelines main for researcher to develop an *e-book product for* sociology learning. Through analysis this expected so that product *e-books* Sociology learning using *jurisprudential inquiry* to reduce *bullying* among adolescent high school students can used student in accordance with need.

5. Discussion

The sociology learning e-book using jurisprudential inquiry was developed based on preliminary research, namely based on the results of the analysis carried out on high school students using the e-book in the sociology learning process with several materials such as social phenomena material, values and norms material, the role of socialization in personality formation and material deviant behavior so that bullying behavior can be reduced among high school students. The materials in sociology learning can be explained in detail to create social order and harmony in schools and in society as well as in line with prevailing values and norms and in accordance with the government's expectations for generation Z, namely having a function as an agent of change, social control and moral force. Research (Wahyu Endang Setyowati dkk, 2017; Prisanti Windi Andini dkk, 2019; Ela Zain Zakiyah dkk, 2017; Lolita Winnaar dkk, 2018; William J & Hayden C, 2019). After reading the fictional e-book together plots dealing with bullying were analyzed and four themes emerged: 1) text-based interpretations of bullying; 2) personal experiences and perspectives on bullying; 3) intimidation in relation to friendship and social position; and 4) lessons learned to overcome bullying through action and advocacy. Data findings at the needs analysis stage provide an overview regarding bullying behavior that occurs due to the ineffective sociology learning process among high school students and the quality of the implementation of learning by sociology teachers in class. Based on previous research conducted (Brigtte Smit dkk, 2016; Wiwied Widiyanti, 2019; Christopher Donoghue dkk 2014; Sian Emily Jones dkk, 2014; Yuli Permata Sari & Welhendri Azwar, 2017; Elizabeth M.Hughes, 2018) the perpetrator also does bullying to get revenge, this is because the perpetrator is a victim. Revenge is in the form of imitating the behavior he received.

Based on observations made at two schools, namely SMAN 4 Kerinci and SMAN 13 Kerinci from 2019 to 2021, the two schools experienced a lot of bullying behavior among high school students. In this study, researchers made open observations which were classified by Sanafiah Faisal (in Sugiyono, 2011). Researchers in data collection stated frankly to data sources, that researchers were conducting research. The observations that the researchers made at SMAN 4 Kerinci in the control class were from 08.00 WIB to 09.00 WIB and in the experimental class from 10.00 WIB to 11.00 WIB on July 19 2022 while the observations at SMAN 13 Kerinci in the control class were from 08.00 WIB to 09.00 WIB and in the experimental class from 10.00 WIB to 11.00 WIB on July 18 2022. At the analysis stage this research also found data that the bullying behavior of class X high school students was in the high category. This conclusion was obtained based on pretest data conducted at two schools, namely SMAN 4 Kerinci and SMAN 13 Kerinci. The pretest results each get an average value of 121.5 with high criteria. The data consisted of 106 students divided into 56 students at SMAN 4 Kerinci and 50 students at SMAN 13 Kerinci.

The measurement of student bullying behavior was carried out using a student bullying behavior questionnaire which consisted of 34 statements that had to be filled in by class X students. This student bullying behavior questionnaire was developed based on the theory put forward by Barbara Coloroso (Suryatmini, 2008) dividing bullying into several forms, as follows: (1) verbal bullying, in the form of nicknames, reproaches, slander, cruel

criticism, insults, untrue accusations and statements with the nuances of sexual solicitation or sexual harassment, (2) physical bullying, in the form of hitting, choking, elbowing, punching , kicking, biting, pinching, clawing and spitting on children who are being bullied to a painful position, as well as damaging and destroying clothes and goods and (3) relational bullying, through neglect, exclusion, such as aggressive glances, glances, sighs breath, and rough body language. According to Yusuf & Fahrudin (2012) there are several factors that influence bullying behavior, namely: individual factors, family factors, peers, school factors, media factors, self-control factors.

On the other hand, sociology subjects have an important role (1) to grow students' awareness as citizens; (2). Growing sensitivity towards sustainable development, preservation of the natural environment, and social issues; (3) increasing the capacity of students to be able to carry out social empowerment (Ministry of Education and Culture, 2016).

However, at the level of implementation in the field based on research at the analysis stage it was found that sociology learning carried out in schools tends to be oriented towards achieving students' cognitive abilities in the field of Sociology. Sociology learning in senior high schools also tends to be presented with a teacher centered learning approach. This is what makes sociology learning meaningless and unable to achieve the full learning objectives.

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