

ISSN 2354-8428
e-ISSN 2598-8727

JURNAL KEPERAWATAN

KOMPREHENSIF

COMPREHENSIVE NURSING JOURNAL

Published by :

**Sekolah Tinggi Ilmu Keperawatan
PPNI Jawa Barat**

Vol. 10 No. 3, July 2024



JURNAL KEPERAWATAN KOMPREHENSIF	VOL. 10	NO. 3	Bandung July 2024	ISSN 2354-8428	e-ISSN 2598-8727
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Research Article

The Effect of Psychoeducation with Roleplay on Knowledge of Physical Violence and Bullying Prevention in Adolescents in Junior High School

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Received : 05/04/2024

Revised : 25/07/2024

Accepted : 28/07/2024

Online : 31/07/2024

Published : 31/07/2024

Abstract

Aims: Bullying, characterized by physical or mental harm, can lead to negative effects on victims and perpetrators. Enhancing knowledge about bullying through role-play psychoeducation is crucial for prevention among junior high school students.

Methods: This study uses a pretest-posttest design to investigate the impact of psychoeducation roleplay on bullying knowledge among junior high school students, finding a significant effect on learning outcomes.

Results: Psychoeducation using roleplay can increase knowledge about bullying prevention among junior high school students at SMP Negeri 1 Karang Intan. This approach helps students understand the impact of bullying and how to prevent it, making them more enthusiastic and happy to participate. Research shows that increased empathy from witnesses can reduce bullying behavior. The relaxed and enjoyable environment of roleplay can help students understand the importance of prevention and reduce bullying.

Conclusions: The roleplay method in psychoeducation significantly enhanced students' knowledge of bullying prevention among junior high school students in Negeri 1 Karang Intan, Banjar Regency.

Keywords:

Bullying, Knowledge, Psychoeducation, Roleplay, Violence

INTRODUCTION

In the past year, there has been increasing news about cases of bullying that befell school children in primary, secondary and secondary education institutions. In February 2020, there was a case of bullying against a student whose finger had to be amputated, and a student who was kicked to death, becoming an extreme and fatal illustration of physical and psychological bullying carried out by students against their friends. In early October 2021, there was an incident of bullying against a grade 5 elementary school student in South Sumatra province. Based on reports, a 12 year old boy was suspected of being bullied by two seniors and one junior. The victim suffered a broken neck and was in a coma for up to two days (1,2). The Federation of

Indonesian Teachers' Unions (FSGI) noted that throughout 2023 there would be 30 cases of bullying in educational units. This number increased by nine cases from the previous year, which indicates that the regulations made have not been implemented optimally. Of the 30 cases, half occurred at junior high school level, 30 percent occurred at elementary school level, 10 percent at high school level, and 10 percent at vocational school level. At the junior high school level, bullying occurs most often, namely what students do to their peers (3,4).

The Ministry of Social Affairs obtained data from various regions, the number of cases reported in 2022 was recorded at 226 criminal cases against teenagers, of which 117 cases were bullying cases (5,6). This is

reinforced by data from the Indonesian Child Protection Commission (KPAI) that one area that received supervision throughout 2018 was that bullying cases were increasing, from 2011 to 2016 there were 253 cases recorded, of which 122 children were victims and 131 children were perpetrators (7). A similar thing also happened in the capital city of Tangerang, where while playing futsal in 2018, a student at SMP Negeri 3 class they are (8).

In fact, bullying is not something that has happened for the first time in the world of education, but recently bullying incidents have become more common in various types so that the effects are very varied (9). In this research, what will be studied is physical bullying. Physical bullying is the most common and often carried out in schools. Physical bullying is a physical action that leaves scars as a result of being kicked, pinched or pushed by the bully which is carried out based on emotion, anger and dislike for other people (10). This type of bullying has quite a heavy and varied psychological impact on the victim, the simplest impact is that the victim is often filled with anxiety and fear, in fact the biggest impact that is feared is that the victim will become a perpetrator of crime (11).

This incident of physical bullying can be prevented one way by playing a role. In playing this role, there are those who are the perpetrator, the victim and the person who intervenes in the bullying incident. Role plays will be played directly by junior high school students. Students who experience bullying will suffer losses such as experiencing juvenile delinquency, being lazy in studying, dropping grades and dropping out of school. Through role play or role playing, students can play roles. Students learn to see other people's perspectives and can appreciate the character of the role they are playing. Apart from that, playing roles can stimulate a person's interpersonal intelligence (11,12).

Role-playing learning method where there is an exchange of roles that occurs with fellow friends, the victim becomes the perpetrator and vice versa, this method is very possible to make the perpetrator realise that what he did was a mistake, so that the victim will not become the perpetrator and vice versa in the future (13,14). Through this method can increase the knowledge of junior high school students to firmly defend their rights so as not to do it to others, and for the perpetrators can feel what the victim feels so that they are aware of their mistakes and do not repeat bullying behaviour to others again. So that the purpose of this research is to prevent bullying by increasing psychoeducational knowledge through roleplay.

METHODS

This research method is pre-experimental with one group pretest-posttest design. The research location was carried out at SMP Negeri 1 Karang Intan, Banjar Regency, in March 2023. The sampling technique was purposive sampling, namely grades one to three, totaling 20 students. The research instrument is a question about knowledge of bullying which consists of 17 questions in the form of closed ended questions which have been tested for validity and reliability. The stages in carrying out this research are that junior high school students will first be given a questionnaire about Knowledge of Bullying, namely the meaning of bullying, the consequences of bullying, the causes of bullying and how to prevent bullying as a pre-test, then the students will be taught how to play roles, beforehand they will be given a role script and SAP then students immediately play according to the assigned role. After completing the role play, the students were given the same questionnaire again as a post test. The research population was all students of SMP Negeri 1 Karang Intan, totaling 136 people. Data analysis used in this research was the paired sample t-test.

RESULTS

Table 1. Pretest and Posttest Score of Roleplay Psychoeducation Intervention

	n	Min value	Max value	Mean	SD
Pretest	20	52	82	76,6000	13,51958
Posttest	20	71	100	90,1500	9,28085

Table 1 shows the pretest and posttest results of the implementation of roleplay psychoeducation on bullying. The minimum pretest value is 52 and the maximum is 82. The minimum posttest value is 82 and the maximum posttest value is 100. The mean value of the pretest is 76.6000 and the posttest is 90.1500.

Table 2. The Effect of Psychoeducation with Roleplay Method on Knowledge of bullying Prevention

n	Mean Difference	95% CI (Lower/Upper)	Asymp. Sig. (2-tailed)
20	-13.55000	-19.32501 -7.77499	0.039

Table 2 shows the results of Mean difference -13.55000, p value 0.039 <0.005 which means there is a significant difference in junior high school students after psychoeducation with roleplay.

DISCUSSION

Knowledge can improve through the psychoeducation process when employing the roleplay approach, which is why this circumstance happens. Students' positive emotions during role-playing in front of their peers and instructors provide evidence that bullying prevention information has an impact. Receiving information, particularly health-related information, becomes easier for someone with a higher level of understanding. For example, while working with junior high school kids, health education that uses a range of modalities can be easily customized to individuals in society (15,16). Students that are enrolled in junior high school at SMP Negeri 1 Karang Intan are considered to be teens. teens are the age group that enjoys trying new things and is able to readily memorize new information. The fact that these pupils are so removed from the hustle and bustle of the city, along with their limited access to social media,

has resulted in a very limited understanding of bullying among them. The application of psychoeducation is carried out in a laid-back manner while playing by making the situation comfortable; nonetheless, the knowledge that is presented is sufficient to be well absorbed by all of the junior high school students who are enrolled at SMP Negeri 1 Karang Intan.

Knowledge about bullying in junior high school children is an important thing that must be improved because they are still vulnerable to getting into trouble with their friends and are not able to control their emotions well. So there is a big possibility that they will bully their friends in the form of physical, verbal or psychological bullying. Previous research was conducted on elementary school children regarding bullying behavior. The results of this research showed that the perpetrator's awareness could reduce bullying behavior and there was increased empathy from witnesses of bullying so that bullying could be prevented (17,18).

Increasing knowledge with psychoeducation carried out by means of roleplay by students of SMP Negeri 1 Karang Intan aims to make students interested in paying attention to the

material and the material provided is easy to digest so that the material can be absorbed well by students and they do not carry out bullying wherever they are. Role playing for junior high school children is something good and fun so they consider role playing to be fun so they are enthusiastic about the process and want to avoid bullying. This can be known based on the results of a questionnaire regarding knowledge of bullying prevention which has been proven effective in preventing bullying in junior high school students where they can understand what the impact is and how to prevent bullying.

CONCLUSION

An increase in students' knowledge scores from before the roleplay was carried out to after the roleplay was carried out demonstrates that there is an influence of psychoeducation using the roleplay method on increasing knowledge of bullying prevention among junior high school students in Negeri 1 Karang Intan, Banjar Regency. This is demonstrated by the fact that the students' knowledge scores increased.

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