Empathy Therapy Reduces Bullying Behaviour

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ABSTRACT

School is a place or institution for students to receive instruction under the supervision of a teacher. In this system, students progress through a series of teaching and learning activities at school. Not only that, bullying is also not spared at school. This study aims to examine the effect of empathy therapy on reducing bullying behavior in elementary school students. This research was conducted at SDN Rangkah 6, Surabaya. The research subjects used in this study were 20 students divided into 10 boys and 10 girls. The research design used was the Experimental Pre-Post Test One Group Design with the Paired Sample T-Test analysis technique. The results showed that significance = 0,000 (p <0,05) and the average bullying behavior during the posttest (10,90) was lower than the average bullying behavior during the pretest (18,98), meaning Empathy training is effective in reducing bullying behavior in public elementary school students.
Keywords: : Bullying; Empathy Therapy; Elementary School Students

INTRODUCTION

Bullying is an activity in which a person suppresses or abuses other people, both individually and as a group. Bullying is the act of using force to hurt a person or group of people either verbally, physically or psychologically so that the victim feels pressured, traumatized and helpless (Sejiwa, 2008). Komisi Perlindungan Anak Indonesia (KPAI) released data that throughout 2022, there have been at least 226 cases of physical and psychological violence, including bullying, the number of which continues to increase to date (reported from Kompas.com , 25/11/2022). Bullying does not happen by itself according to Ariesto (2009), the factors that cause bullying include: Family, School, Peer Group Factors, Conditions of the social environment and television and print media.

According to Akbar (2013) the impact experienced by victims of bullying is experiencing various kinds of disorders which include low psychological wellbeing where victims will feel uncomfortable, afraid, low self-esteem, and worthless, poor social adjustment in their lives. where the victim is afraid to go to school and doesn't even want to go to school and withdraws from social interactions. The most severe impact caused by bullying is suicide. Based on the results of observations and interviews conducted by research in schools, it was found that children who commit acts of bullying do not know that their actions can harm or impact other people. Children who bully do not always understand that their behavior is a form of bullying to others.

Based on several studies, it was found that there is a positive relationship between bullying behavior and low empathy skills and increasing empathy skills can reduce bullying behavior. According to Hatch (in untari, 2014) empathy is understanding the hearts, minds and souls of other people including their motives, backgrounds and feelings. The greater the empathy for others, the greater the

appreciation and respect for them. Davis (2008) explains four aspects of empathy, namely: 1. Perspective taking, namely the tendency of a person to take another person's point of view spontaneously 2. Fantasy, namely the ability of a person to change themselves imaginatively in experiencing the feelings and actions of imaginary characters in books, films, and plays that are read or watched 3. Empathic concern, which is a feeling of sympathy that is oriented towards other people and concern for the misfortunes experienced by other people 4. Personal distress, namely self-oriented personal anxiety and anxiety in dealing with unpleasant interpersonal settings. Personal distress can be called negative empathy (negative empathic).

It is important for researchers to use empathy therapy in this research because several studies have found that empathy has an effect on reducing bullying behavior. In addition, previous research has found that there is a relationship between empathy and bullying behavior. Researchers use empathy therapy to reduce bullying behavior according to previous studies. Research that has been conducted by Fatimatuzzahro, et-al. (2018) with the title "efektivitas terapi empati untuk menurunkan perilaku bullying pada anak usia sekolah dasar". In the abstract of the study it is known that empathy therapy is effective in reducing bullying behavior tendencies. In addition to this research, there is also research that has been conducted by Stanbury et al (2009) from the United States who have conducted research on "The Effects Of An Empathy Building Program On Bullying Behavior". positive effect on the reduction of bullying behavior. The results were more in girls than boys. Girls feel more sensitive to feel the feelings of other people.

The purpose of this research is to test the effectiveness of empathy training to reduce bullying behavior in students. The hypothesis that the researchers made was "Empathy Therapy Effectively Reduces Bullying Behavior".

METHOD

Research Design
The type of research used is an experimental design using a Quasi Experiment Pre-Post Test One Group Design. The sampling technique used was a purposive sampling technique with the following criteria: Grade VI students who are bullies, bullying behavior in the high and very high categories and are willing to be and participate in the entire research process.

Participants
The research subjects that will be used in this study are 20 grade VI students who attend SDN Rangkah 6 Surabaya and consist of 10 male students and 10 female students.

Instrument
The type of research used is an experimental design using a Quasi Experiment Pre-Post Test One Group Design. The sampling technique used was a purposive sampling technique with the following criteria: Grade VI students who are bullies, bullying behavior in the high and very high categories and are willing to be and participate in the entire research process. The research subjects that will be used in this study are 20 grade VI students who attend SDN Rangkah 6 Surabaya and consist of 10 male students and 10 female students. This bullying behavior scale measuring tool was compiled and made by Rachmawati (2019) which has passed validity and reliability tests. The bullying behavior scale measurement tool was compiled and made based on Olweus (2006) theory. The following is the operational definition and blue print of bullying behavior variables.

Table 1. Operational definition and blue print of bullying behavior scale

Variable	operational definition	aspect	indicator
Bullying behavior (Pre-Post Test)	Bullying behavior is intentional behavior, such as taunting or hitting, which results in someone being uncomfortable or injured and occurs repeatedly. Bullying is a strong person disturbing a weak person and can also be interpreted as an older child disturbing a younger child and it is carried out in a planned manner, both individually and in groups.	Offensive and negative	Bullying behavior is negative behavior, carried out by bullies that can cause injury to victims of bullying
		Done repeatedly	Forms of behavior that bullies carry out with continuous and repeated intensity to do
	Fav : Correct answers get a score of 1 and wrong answers score 0. UnFav : Correct answers get a score of 0 and wrong answers score 1	There is a power imbalance between the parties involved	There is an imbalance or power imbalance between the perpetrators of bullying and victims of bullying

Sources : Olweus (2006)

Research procedure

Data collection was carried out by giving a pre-test before empathy training and post-test after empathy training and the research stages used in this study are described in the following chart :

Table 2. Research Stage

EG = Pre-Test → X → Post-Test
Information :
EG : Experimental Group
Pre-Test : Measurement of Bullying Level before Empathy Training
X : Treatment (Empathy Training)
Post-Test : Measurement of Bullying Level after Empathy Training

The experimental research that will be carried out involves 20 students of SDN Rangkah 6 Surabaya. The 20 students who will be used in this research are grade VI students and the research will be conducted for 2 days with an activity duration of 4 hours per day, the total duration of the activity is 8 hours. The pretest and post-test used in this study used the same statement. As for the activities carried out during therapy are 1.Presentation 2.Discussion 3.Games 4.Worksheet

The method used in training is the experiential learning method according to Pfeiffer & Jones (in Enfield, McQuitty, & Smith, 2007), with the following stages: 1. The Experiencing Stage, which is the stage where the trainees are asked to carry out a process in the form of an activity. Participants will obtain information by feeling, thinking, and carrying out an activity, whether in a game, role play, case study or watching a film 2. Publishing stage, namely the stage where participants share experiences

about their reactions and observations of the activities that have been carried out. So that participants express opinions about things that are felt, thought, and behaviors that arise when experiencing them 3. Processing Stage, where participants are asked to review the activities that have been carried out and relate them to experiences that have been experienced during the training process or in everyday life 4. Generalizing stage, where participants are invited to draw conclusions on the training material provided. This stage is a preparatory stage in applying the skills acquired in the training process to everyday life. Applying stage, namely the stage where participants are asked to formulate practical strategies that can be applied to certain contexts in everyday life 5. Applying stage, namely the stage where participants are asked to formulate practical strategies that can be applied to certain contexts in everyday life.

The following are the stages of empathy therapy: 1. The scale of bullying behavior tendencies, the researcher used a self-made behavioral checklist derived from forms of bullying behavior with Olwaus' theory (2006). Bullying behavior consists of several forms, namely physical bullying, verbal bullying, and relational and social bullying 2. Empathy Therapy Module. During empathy therapy, researchers operationalize aspects, behavior uses Albert Bandura's Social Learning theory. Empathy therapy becomes an activity session, let's see a good film, let's understand others, this is what I have to do and it's yours and it's mine. Furthermore, for the affective aspect of empathy therapy, the researcher describes it as an activity session I respond to you, let's recognize myself, what I need, my good response to you, my empathy, being aware of the existence of other people, kindness films, and mindfulness 3. Diary, Compiled by the researcher as one of the media in implementing empathy therapy to write down his experiences applying empathy values after participating in the empathy therapy process from day to day 4. Worksheets (worksheets), This worksheet contains statements about the things that have been obtained by the subject after participating in an empathy therapy activity session.

Data Analysis Techniques

Table 3. Normality test

Variable	Shapiro-Wilk		
	Statistic	df	Sig.
Perilaku Bullying (pre-test)	0,946	20	0,304

Sources : SPSS (Statistical Productl and Service Solution) versi 25.0 for windows

Based on the normality test from the results of the table above, a significance value was obtained for the pre-test of 0,304 (p > 0,05). Because the significance value of the pre-test score of the gratitude training is greater than 0,05, it can be said that the data is normally distributed. Because the data is normally distributed, to find out whether the proposed hypothesis is accepted or not, a parametric statistical test is performed, namely the paired sample t-test.

RESULT

1. Descriptive Data
   Knowledge is divided into five categories, namely very high, high, medium, low and very low. During the pre-test, most of the respondents had levels of bullying that tended to range from very high to moderate with an average score of 18,85. The level of bullying decreased after being given empathy training, namely the majority of respondents had a level of bullying that tended to be from moderate to very low with an average value of 10,90. Details can be seen in the following table.

Table 4. The level of bullying before and after the empathy training was given

Category	Pre-test		Post-test	
	Tot	%	Tot	%
Very High (23-30)	1	5%	0	0%
High (18-22)	15	75%	0	0%
Moderate (13-17)	4	20%	4	20%
Low (8-12)	0	0%	14	70%
Very Low (0-7)	0	0%	2	10%
Total	20	100%	20	100%
Mean	18,85		10,90	
SD	5,1			
p Value = 0,000				

Based on the descriptive data table, it can be seen from the results of the Pre-Test that the Bullying Behavior variable tends to be in the Moderate to High category. Meanwhile, the Post-Test results of the Bullying Behavior variable tend to be in the Moderate to Low category

2. Bullying Behavior
   The hypothesis states that empathy therapy is effective in reducing bullying behavior in students of SDN Rangkah 6 Surabaya, there is a significant decrease which is analyzed using the Paired sample t-test technique. Researchers used the test because the prerequisite test was met.

Table 5. Hypothesis test

Variabel	t	Sig.	Mean (Pre-test)	Mean (Post-test)
Perilaku Bullying	17,525	0,000	18,85	10,90

Sources : SPSS (Statistical Productl and Service Solution) versi 25.0 for windows

Based on the analysis obtained t = 17, 525 and sig = 0.000 ($p < 0,05$) means that there is a significant difference in bullying behavior during pre-test and post-test bullying behavior, during pre-test (mean = 18,85) decreased during post-test (mean = 10,90). These findings prove the research hypothesis that empathy training is effective in reducing bullying behavior in elementary school students.

DISCUSSION

The results of the Paired Sample T-Test showed that the hypothesis was accepted. This indicated that there was a significant decrease in bullying behavior in elementary school students. The results of this study are supported by previous research, research conducted by Rachmawati (2019) showed the same results, that is, empathy therapy is effective in reducing bullying behavior in elementary school students. Fatimatuzzahro and Suseno (2016) also showed that increasing empathy is effective in reducing bullying behavior in students.

Empathy is the ability to understand how others feel. Children who have low empathy tend to be unable to feel what other people are feeling so that their sensitivity to understanding the emotions of others is low. These children don't care whether the actions they are currently doing are harming or hurting others or not. These factors trigger interaction failures that lead to violent behavior at school (bullying). Empathy appears naturally from infancy, but the development of empathy does not just grow and develop, many factors influence it. The ability to empathize is complex because it involves aspects

of maturity and skill. The ability of empathy possessed by an individual is influenced by several things, namely Socialization, from an early age a child must be taught to want to share or share in positive and not excessive terms. For children, sometimes there are many things that make a lot of questions in their minds. As a child their curiosity about something is also quite high. Since childhood, parents are required to be able to give understanding to children about helping others, sharing with those in need and doing good to fellow human beings.

Then empathy therapy is used in which students are given knowledge or understanding about empathy and bullying behavior which has the aim of increasing student empathy. Someone who has a high sense of empathy tends to be able to feel the emotions or feelings of other people and will avoid negative behavior (bullying behavior). These results indicate that giving knowledge to children about bullying makes them see and understand bullying behavior itself. Bullying behavior can be prevented with preventive measures, but if bullying behavior has already occurred in the school environment, it is the job of the principal, teachers and parents to work hand in hand to reduce or even eliminate bullying that occurs.

Based on the results of data analysis, it can be concluded that the results of data analysis showed a significant influence between before and after giving empathy training and effective empathy training to reduce bullying behavior in students who become bullies at SDN Rangkah 6 Surabaya. It can be concluded that the higher a person's empathy, the lower a person will do bullying behavior, conversely the lower a person's empathy, the higher a person will do bullying behavior. Researchers suggest empathy therapy as one way to reduce bullying behavior.

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