



Child Mentoring to Cultivate Resilience of Vulnerability to Bullying

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Abstract

Bullying is a severe child problem that needs attention. School-age children are not only vulnerable to becoming victims but also perpetrators. It is a breakthrough intervention so that children are not susceptible to exposure. This community service program aims to cultivate children's resilience to protect themselves from the vulnerability of all kinds of bullying. It employed a mentoring method that involved three stages. The method used Service Learning (SL) method. It was as a medium for integrating voluntary community services with active reflection which is expected to enrich and strengthen training materials in community development with the use of existing assets and potential. They were the preparation, implementation, monitoring, and evaluation stages. The preparatory stage was done by observing school-age children's gathering points, identifying problems, and determining the mentoring program. The second was implementing a mentoring program based on the child's age. Then the third stage was monitoring and evaluation. The mentoring results found that school-age children participated in this program enthusiastically and participative. Knowledge, awareness, and commitment of school-age children in Cilodong, Depok, related to bullying prevention increased significantly.

Keywords: Child Mentoring, Cultivate Resilience, Vulnerability to Bullying

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INTRODUCTION

Bullying is repetitive aggressive behaviour with an imbalance of force (Smith, 2016). It is a pervasive problem that impacts children and school adolescents involved as perpetrators, victims, and observers (Nickerson, 2019). According to Bulu et al. (2019), peer factors, social media, and the social environment often influence bullying. According to him, bullying can have a destructive impact on the psychological condition of the victim. Therefore, it must be prevented by building love with all friends regardless of the physical condition, the environment of origin, and economic, social and religious friends. School-based bullying prevention is often based on theories that bullying is due to the influence of peers, parental factors, the school environment and the influence of society. Meanwhile, in Dorothy's view, it is influenced by factors such as the concepts of emotional intelligence (EI) and socio-emotional learning (SEL) (Espelage et al., 2018). On the other hand, it has a variety of impacts, including weakening self-confidence at the child's age (Jelita et al., 2021). In question, system-based intervention and protection are needed to prevent child offenders' vulnerability (Susanto, 2017).

Bullying of children is a severe problem that must be stopped and broken the chain. Schoolchildren are quite a victims of bullying cases compared to bullying in adulthood. Moreover, school-age children are not only victims but also perpetrators of bullying. However, quantitative data on the types of reports included in the institutions of service is an iceberg phenomenon and does not represent the fact that violence occurs in the environment of educational units. Because not all cases of bullying are recorded, reported and handled by service agencies, the data has not been accumulated nationally.

Bullying that occurs in educational units shows several typologies. First, it occurs because it is affected by senior infiltration. Second, it occurs due to a permissive environmental culture. Third, it occurs due to the influence of attachment to violent content and sadism. It often occurs in various forms, including:

1. Physical bullying. Any act against a child results in physical misery or suffering. They include slapping, impeding, stepping on feet, grabbing, spitting, spitting, throwing with goods, punishing by running around the field, punishing through push-ups;
2. Psychic bullying. Any act against a child results in the emergence of misery or suffering psychically. They include looking sarcastically, looking at threats, silence, excommunicating, terrorizing through short mobile phone messages or e-mails, looking condescending, glaring, and sneering;
3. Verbal bullying. Any act in the form of a verbal that results in the onset of misery and suffering of the child. They include cursing, insulting, dubbing, shouting, public humiliation, accusing, cheering, spreading gossip, slandering and refusing.
4. Symbolic bullying. Any act in a symbolic form results in the child's emergence of misery or suffering. They include images symbolizing violence in textbooks, pornography, discrimination, etc., that now appear in many textbooks.
5. Sexual bullying. Any act in a sexual form results in the onset of misery or suffering in the child. They include holding, squeezing sensitive parts, intercourse without or with coercion, and other forms that lead to sexual violence.
6. Cyberbullying. Every act of using cyber media results in the emergence of misery or suffering in children. It involves cyber violence, including; humiliating, demeaning, and spreading gossip on social networks (e.g., Facebook).

Latifah (2018) found that the tendency of perpetrators to bully includes physical bullying (72.7%) in the moderate category (64.2%). Meanwhile, the most impact on students due to bullying behaviour is that victims hold a sense of resentment towards bullying perpetrators (59.1%), with the impact of bullying on students in the moderate category (60.6%).

To prevent vulnerability to children's bullying, it needs breakthroughs to foster resilience so that children have self-protection to prevent children as victims or bullies. It means that resilience is needed. Individuals can fortify themselves to adapt positively and effectively as a strategy in facing something. Asmuni & Sultoni (2022) said that seven aspects shape individual resilience, including (a) emotional regulation, which is staying calm and focused in facing a challenge or problem; (b) impulse control is an individual's ability to control themselves; (c) an optimistic attitude is believing that the individual can solve a problem; (d) empathy is the individual's ability to understand others' emotional and psychological signs; (e)

problem analysis ability is the ability of individuals to identify the causes of the problems faced; (f) self-efficacy is the belief that the individual can solve the problem experienced; (g) increased positive aspects, namely the ability of individuals to interpret the problems faced as a force in the future (Reivich & Shatte, 2002).

Thus, the positive character that appears in children consistently needs a process of practice, not a sudden dating (Susanto, 2021; Khumairo & Anggriliana, 2022). Resilience character is also not a congenital factor from the birth of genetic origin but needs to be honed and trained. Characteristics of children who are resilient include (a) the child has emotional well-being, that is, being able to manage emotions well; (b) has a reliable filtering capability; (c) dares to reject or evade the vulnerability of bullying that has the potential to threaten the child; (d) problem-solving: able to understand the problem and be able to overcome according to the stage of age; (e) social competence; has the skills to adapt and socialize with its environment.

Based on the explanation, assistance for children in Cilodong, Depok, West Java to build resilience to bullying is vital. It is based on some considerations. First, due to online learning in the COVID-19 situation, children's access to digital media is relatively high, resulting in children being vulnerable to bullying. Second, the child's susceptibility to bullying requires intervention according to the needs of the group of children. Third, fostering resilience in school-age children is necessary to have self-awareness in children. It will be a preventative effect of all kinds of bullying.

METHOD

The method used the Service Learning (SL) approach as a medium to integrate voluntary community service with active reflection which is expected to enrich and strengthen community development training materials that utilize existing assets and potential (Samsul Arifin & Hanik Munfaridah, 2021; Amin, et al., 2022). Service Learning is a learning method that connects material and theory in class to implement real actions in the form of community service.

The mentoring involved three stages. They were the preparation, implementation, monitoring and evaluation stage. The preparatory stage was done by observing the gathering point of school-age children, identifying problems, and determining the kinds of mentoring. The second was implementation. The mentoring was given based on the child's age. Then the third stage was monitoring and evaluation. The mentoring was done in Cilodong, Depok. The participants were 120 school-age children. The researcher took the children as targets for mentoring programs randomly. It was taken from January to May 2021.

RESULT AND DISCUSSION

The vulnerability to bullying in children has become a severe challenge for Indonesia. Depok is one of the areas that has a vulnerability to bullying at the age of children. Sociologically, school-age children in Depok reflect multi-ethnic, multi-group and other diversity. This diversity is the wealth of the nation. Still, suppose it cannot correctly cultivate a culture of tolerance and respect for each other. In that case, it is vulnerable to the potential for bullying.

Thus, a planned intervention is needed so that school children are not vulnerable to being exposed to bullying, both victims and perpetrators. The intervention step is done through three stages. They are the preparation, the implementation and the monitoring and evaluation stage.

a. Preparatory Stage

1. Observations in Children's Groups

Observation activities are carried out on Monday – Thursday, January 3 – 6, 2021. Observations in this age group of children aim to find out the child's views regarding bullying, commitment to prevent and observe patterns of child interaction with children and the age environment of schoolchildren. Data were obtained from the observations that not all children understand the kinds of bullying. It requires literacy so that children know the various bullying and prevention strategies.

Figure 1 The results of environmental observations of school-age children are described in the table as follows:



Table 1. The results of environmental observations of school-age children

No	Questions	Observation Results
1	In what situations does the child intensively engage in the child's interaction with peers and seniors?	School-age children interact with peers and seniors reflected through various situations: playing, studying, exercising, and having break time.
2	What are the patterns of interaction between peers and between levels/seniors?	Interaction patterns are carried out in a friendly way. Still, in certain situations, when the child is not monitored by the teacher/adult, children can potentially carry out patterns of interaction that are not entirely in line with the

No	Questions	Observation Results
3	What kinds of bullying are prone to afflict children?	spirit of <i>bullying</i> prevention. Kinds of bullying that are prone to occur are verbal and cyberbullying. In contrast, physical and psychic bullying was not found in the observation results.
4	In what kind of situations are children prone to bullying?	The situation that is monitored from the observation results, when the child has break times, and jokes with friends, is a situation that is prone to bullying even though, from the results of observations, verbal <i>bullying</i> vulnerability is found.
5	What kind of children with characteristics are most vulnerable to being perpetrators/victims of bullying?	There is no particular characteristic of children who are vulnerable to being perpetrators and victims.
6	What is the role of the child's environment so that the child's vulnerability becomes a victim and the perpetrator of bullying can be prevented?	The role of the teacher is quite good, but from the recognition of some children, some access the content of warfare. Then the role of parents is necessary for prevention. The role of the teacher is quite good, but from the recognition of some children, some access the content of warfare. Then the role of parents is necessary for prevention.

2. Problem Identification

Based on the results of the observations in question, the problem can be identified as follows; First, verbal bullying is still prone to occur at the age of schoolchildren, so appropriate intervention is needed as needed. Second, when children have break times and are often used to joking with friends, it is a situation that is prone to bullying even though the results of observations found the vulnerability of verbal bullying. Third, there is no particular characteristic of school-age children who are vulnerable to being perpetrators and victims. Fourth, some children access war content, so they need a parent role for prevention. Because children access violent content can cause imitation of behaviour as reflected in the content in question.

3. Determining the Mentoring

Based on the observation and identification of the problem in question, it is considered necessary to establish the necessary kinds of mentoring. If you look at the identification, bullying prevention literacy is needed through several stages of the process and methods. The necessary stages are making literacy materials, preparing relevant videos, preparing games, carrying out literacy activities and ending with monitoring and evaluation.

b. Implementation

1. Child Bullying Prevention Mentoring

The researcher gave the school-age children mentoring in Cilodong, Depok. It was on Wednesday-Thursday, April 7-8, 2021. Each participant should monitor the child's conditioning for this mentoring process to involve the class teacher properly. So that the mentoring process can be carried out according to plan and the impact of literacy can be felt by children as the target of mentoring.

Figure 2 Child Bullying Prevention Mentoring



Mentoring in preventing bullying in children was carried out through some processes. They made literacy material, prepared relevant games, and made literacy adjustments to the child's age. At last, was monitoring and evaluation.

Table 2. Mentoring activities

No	Questions	Implementation
1	What are the things conveyed in bullying prevention literacy activities in school-age children?	The material presented in bullying prevention literacy activities includes; understanding bullying, kinds of bullying, situations that are prone to bullying, the role that must be done if you become a victim, the role that must be done so as not to become a perpetrator and the efforts made if friends become victims.
2	What educational games are prepared to perfect bullying prevention literacy materials?	Educational games use card media, are distributed randomly and have been written about bullying and efforts that must be made not to become victims and bullies.
3	How is the implementation of literacy carried out?	Literacy is carried out based on age group and grade level so that the selection of methods can be adjusted to the age phase and grade level of

No	Questions	Implementation
4	How is the evaluation process carried out?	school-age children. Evaluation of the implementation of literacy is carried out related to two important things; first, an evaluation of the absorbency of participants; second, evaluation of the activation process.

Bullying prevention literacy efforts are intended, in line with the research of Wildan Hakim et al., that bullying prevention literacy is not only psychic and physical but significant verbal bullying related to cyberbullying. They are considering that children today are in contact with communication technology. With adequate literacy, students can understand what cyberbullying means, the kinds of cyberbullying that perpetrators often use, recognize the perpetrator's characteristics, and how to prevent cyberbullying that occurs to themselves and others (Hakim et al., 2018). Mentoring through literacy activities is a positive breakthrough in fostering children's resilience to bullying vulnerability. Because this literacy ability certainly does not appear suddenly but is formed (by design) by the learning process in schools, it is hoped that what is called self-awareness literacy (self-awareness literacy) will appear (Kodrat, 2019).

c. Monitoring and Evaluation Phase

Monitoring is collecting and analyzing information based on an activity to know, evaluate, and take action on the errors produced. In addition, the word evaluation is an English term. It is defined as assessment (Megawaty & Putra, 2020). In this case, the evaluation measures the effectiveness of the related program. Evaluation of the implementation of literacy is related to two essential things. First, evaluation of participants' absorption helps between the pre-test and the post-test results. The second is to evaluate the program process.

Based on the monitoring and evaluation results, school-age children's participation in this activity is enthusiastic and certainly participatory. Children's knowledge, awareness and commitment to bullying prevention efforts have increased significantly.

CONCLUSION

This community service implements child mentoring to foster resilience to vulnerability to bullying problems. This assistance is carried out through three stages. They are the preparation, implementation, monitoring and evaluation stage. The preparatory stage is done by observing the gathering point of school-age children, identifying problems, and determining the mentoring program. Second is the mentoring implementation based on the children's age. The third stage is monitoring and evaluation. The investigation finds that school-age children participating in this activity were enthusiastic and participatory. The knowledge, awareness and commitment of school-age children in Cilodong, Depok, regarding bullying prevention have increased significantly. Nevertheless, each group of children has diverse challenges and needs. This approach is not necessarily

effectively used for groups of children in other areas. It needs further research and relevant mentoring effectively based on the needs.

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