Implementation Of The Roots Program To Reduce Bullying Behavior In Junior High Schools

Nakhma'ussolikhah [1] *, Anis Satul Muna [2], Sulistianingsih [3], Lina Marliani [4], Ficky Adi Kurniawan [5]

[1,2,3,4,] Bunga Bangsa Islamic University, Cirebon, Indonesia
[5,] Pujiono Centre Yogyakarta, Indonesia

*nakhmaali071115@gmail.com

Abstract. Bullying behavior is often ignored and rarely followed up to improve student behavior in the school environment. The aim of this research is to prevent bullying through group guidance services using sociodrama techniques at Bayt Tamyiz Indramayu Middle School. This research aims to explore and understand how group guidance services using sociodrama techniques can reduce bullying behavior at Bayt Tamyiz Indramayu Middle School. The research approach with qualitative methods provides an in-depth understanding of the experiences and perceptions of students, teachers and parents regarding behavioral interventions. The design of this research is a case study. Indicators of students experiencing bullying at school are 4 students, and subject teachers at school, homeroom teachers for classes VII, VIII, IX in collaboration with student parents.The research results found that the roots program development activities received a positive response from guidance and counseling teachers, subject teachers and other school officials. Anti-bullying prevention activities can run effectively and efficiently every semester. The anti-bullying program is carried out based on sociometric analysis of students in class to determine the level of sociality and close relationships for the most popular students and isolated students who are given individual counseling and group counseling services. From the sociometric results, it was found that students experienced bullying from the results of isolated students, students who were not liked by their friends in class. For the most popular students, namely students who are really liked in class, they will be given social group guidance services as leaders in group guidance using sociodrama techniques .

Key words: Root Program, Behavior, Bullying, Junior High Schools

INTRODUCTION

Bullying behavior carried out by students can have a negative impact on the school system, so it is necessary to produce a generation of children with character, morals and correct values who can help others (Silviyati et al., 2022) . In school environments such as Bayt Tamyiz Indramayu Middle School, bullying *behavior* still occurs frequently, disrupting the teaching and learning process and having a negative impact on the mental and emotional health of students who are victims.

Rudi Pramoko said that bullying *behavior* can be physical, verbal, mental or psychological. Physical bullying (hitting, spitting, slapping, etc.). Verbal bullying behavior (e.g., public insults, shouting, insults). Bullying behavior in mental or psychological form is the most dangerous because it is invisible to the eyes and ears and is very difficult to detect (Pramoko, 2019) . This condition also occurs at Bayt Tamyiz Middle School where bullying and bullying behavior is often invisible, arises from everyday conversations peppered with jokes, and is often carried out with the aim of creating closer communication with the people around them. As a result, the number of bullying incidents increased rapidly, there was a lack of awareness of the dangers of bullying, and efforts to eradicate bullying were neglected. Because most children think of it as just a joke and don't consider the dangers of the prank.

Bullies themselves lack feelings of empathy and therefore cannot judge their own feelings and actions compared to those of others, but they develop feelings of arrogance and believe that they are bigger and stronger than the people they bully (Andina, 2014) . Bayt Tamyiz Middle School students also tend to be victims of bullying who are seen to have significant changes, such as those who were initially cheerful to tend to be quiet, those who were initially diligent in going to school tend to have more excuses and absences as well as a decline in children's grades and achievements so that sometimes it makes parents feel surprised and blaming their children without knowing what has happened to children who are victims of bullying who tend to remain silent. Likewise, children who bully sometimes do not realize that what they do makes their friends uncomfortable and feel unsafe around them due to family environmental factors or previous places that make them normalize what they do.

Social roles come with a certain set of expectations and norms that are internalized by the individual. In terms of seniority, more senior individuals are often expected to lead, guide, and sometimes control more junior individuals. Based on the results of observations at Bayt Tamyiz Indramayu Middle School in the 2021-2022 academic year, the management of the Bayt Tamyiz Santri Association, abbreviated as ISBAT or in other schools, OSIS (because the school belongs to the Islamic boarding school foundation, it is called ISBAT) is still held by class IX students who are still teenagers and are separated. management with high school, and there was seniority in middle school which resulted in a tragedy of hostility between classes so that the school foundation supervisor who is still in office today changed the new school organization regulations where the management of core ISBAT schools is only held by students who are already at the high school level at the Bayt foundation Tamyiz. So since at the junior high school level there are no core administrators, the seniority situation at Bayt Tamyiz Middle School, which was initially tense, has begun to relax.

Middle school students are classified into the "Teenager" category. Based on the results of the 2018 *Program for International Student Assessment (PISA)* survey , Indonesia is the fifth country out of 78 countries with the highest prevalence of bullying among students (Sabrina et al., 2023) . Bayt Tamyiz Middle School students who are included in the group of teenage students often experience problems which according to adults such as parents and teachers, these problems are small things but often give rise to small violations which are repeated so that they become big violations.

(Pramoko, 2019) Most teenagers believe that if they look and act like members of a popular group, they will most likely be accepted in that group. At Bayt Tamyiz Indramayu Middle School, the role of peers towards middle school students whose category is teenagers is mainly related to posture, speaking style, preferred tendencies, appearance and behavior. Adolescents engage in behavior that makes themselves better known to others, such as showing off their skills or competing with each other to demonstrate their creativity, and a large number of adolescents engage in bullying behavior.

Achmad Juntika Nurihsan explains that group guidance services are support services for individuals delivered in a group atmosphere (Nurihsan, 2016) . The complexity of student problems resulting from group dynamics at Bayt Tamyiz Indramayu Middle School can be overcome by holding group guidance because it is better to allocate time to help 5 to 30 students at once compared to just helping one person.

The sociodrama technique, which was developed based on role theory by Jacob L. Moreno, offers an effective approach in helping individuals understand and change their behavior through understanding social roles and interpersonal dynamics (Hapsyah, 2019) . This technique can be applied in group tutoring services to reduce bullying behavior by helping students act out different social situations, thereby increasing empathy and social skills.

The social learning theory put forward by Albert Bandura states that behavior is learned through observation and imitation (Boiliu, 2022) . In the school context, students often imitate behavior they see around them, including bullying *behavior* . By using sociodrama techniques in group guidance, students can learn positive behavior through direct observation and practice in a controlled environment. However, the lack of a structured and sustainable guidance program at Bayt Tamyiz Indramayu Middle School hampers this learning process.

Previous research shows that group-based interventions can be effective in reducing negative behaviors such as bullying (Sullivan et al., 2021) . Group tutoring services that use sociodrama techniques allow students to discuss and practice ways to overcome difficult social situations, including bullying. However, at Bayt Tamyiz Indramayu Middle School, there are still challenges in consistently implementing this technique, such as limited time and resources.

 (KPAI), said incidents of students having their fingers cut or kicked to death by students against their friends were examples of extreme and deadly physical and psychological intimidation. KPAI recorded 37,381 complaints of violence against children in the nine years from 2011 to 2019. There were 2,473 reports of bullying in educational environments and on social media, and the number continues to increase. Unfortunately, there is little filtering in social media, family, school environments, and situations that disturb children when they occur.

We have teachers, parents and counselors, but their role becomes more prominent when violence occurs at school. Minister of Education and Culture Regulation Number 82 of 2015 concerning Prevention and Eradication of Acts of Violence in Educational Institutions already exists. However, extraordinary efforts are needed to prevent exposure to mass violence through the preparation of

psychologists in schools (Lestari, 2018) .

Addressing bullying behavior at school and the potential of sociodrama techniques in group guidance services, this research aims to prevent bullying behavior at Bayt Tamyiz Middle School Indramayu. In this way, it is hoped that more effective strategies can be found in reducing bullying behavior, creating a school environment that is safer and more conducive to student development. Based on the background of the problem above, it can be formulated as follows. 1. Can the implementation of group guidance services using sociodrama techniques reduce the bullying behavior of Bayt Tamyiz Indramayu Middle School students? 2. How do you plan the methods applied in group guidance services using sociodrama techniques to reduce bullying behavior for Bayt Tamyiz Indramayu Middle School students? .

METHOD

The research approach uses a qualitative descriptive phenomenological design method. This research aims to explore and understand how group guidance services using sociodrama techniques can reduce bullying behavior at Bayt Tamyiz Indramayu Midlle School. Sociodrama is a group counseling activity to increase students' understanding of the impact of bullying behaviorA qualitative approach was chosen because it provides an in-depth understanding of the experiences and perceptions of students, teachers and parents regarding the intervention carried out. As stated by Nakhma'ussolikhah (Ussolikhah, 2017) that a qualitative approach is research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of individual people and a type of research that can be used to study the state of natural objects. Data collection techniques using observation, interviews and documentation.

This design allows researchers to examine bullying phenomena and sociodramatic interventions in detail within the specific context of schools. This type of case study research aims to find out whether group guidance services using sociodrama techniques can reduce bullying *behavior* at Bayt Tamyiz Middle School. Indramayu using the method in the anti -bullying *roots program* . According to Rumiyati (Rumiyati, 2015) Sociometry is a method used to measure social relationships and interaction patterns in groups, allowing identification of individuals based on students' level of popularity. Technical triangulation can be carried out by examining data from the same source using different techniques. Sources of data from research can come from the Principal, Guidance and Guidance Teachers, Class Teachers, Subject Teachers, and Students. Qualitative data analysis is the conceptual interpretation of all existing data using analytical strategies.

RESULTS AND DISCUSSION

According to Prayitno, group guidance services are guidance services provided to people who seek guidance together or in groups so that their groups are large, strong and independent. The aim of group guidance is to prevent the person being guided from experiencing problems and difficulties (Saputri et al., 2018) .

According to WSWinkel and MM Sri Hastuti (Winkel & Hastuti, 2004) group tutoring is carried out when more than one student is being looked after. Group tutoring can be done in various ways, such as forming small groups for guidance purposes, forming discussion groups, and providing guidance to students who are members of the group. Group tutoring is a means to support the optimal development of each student who is expected to benefit from the educational experience. Group guidance activities are an orientation and guidance service provided to a large number of individuals in a group format, using group dynamics to discuss a particular topic, led by a group leader, and intended to increase understanding which is the development and review of individual decision/action making.

In the book entitled Group Guidance by Jahju Hartanti (Jahju, 2022) Group Guidance is a group activity in which the group leader provides information, helps group members become more social, or leads discussions to help group members achieve common goals. Groups can also be interpreted as helping individuals, which takes place in group situations. Group tutoring can take the form of informational or group activities to discuss educational, work, personal and social issues. Group guidance can be defined as leadership efforts carried out through situations, processes and group activities. The aim of group guidance is to develop individuals in the group optimally so that the

individuals being counseled gain self-understanding, self-acceptance, self-direction and self-actualization.

Group guidance is a counseling guidance service activity for students formed in groups who have the same problems, and is an activity that is non-confidential, personal and social. It can be concluded that it includes academic, academic and vocational issues. With group dynamics, interaction occurs between members who exchange ideas and help solve problems, as well as between group leaders who provide information about the problem. Achieve personal, social, academic and professional development. Guidance and counseling services using sociodrama techniques can reduce bullying behavior in teenagers

Morneo is a character who sparked sociodrama. Sociodrama was born from Morena's love of the world of theater, interest in human dynamics, and commitment to social activism. Sociodrama is a group technique in which members act spontaneously according to agreed social situations. Sociodrama helps people express their thoughts and feelings, solve problems and clarify their values. The main aim of the sociodrama technique is to provide an overview of students' social attitudes towards positive and negative treatment so that they can observe directly the impact of bullying behavior. Sociodrama was also put forward by Blatner which was based on the assumption that group organization is influenced by social roles and the cultural level of a particular society.

The sociodrama and *role play methods* are two pedagogical methods whose meaning can be said to be the same, so they are often confused in their implementation. The term sociodrama consists of the words socio or society and drama. The word drama refers to events or occurrences in human life that involve psychological conflict, upheaval, or conflict between two or more people. Meanwhile, role playing means taking on the role of the person being played, for example playing the role of a teacher, an arrogant child, a parent, etc. These two methods are usually abbreviated as the "sociodrama" method. It is a teaching method that exposes students to issues of social relations to achieve certain teaching goals. Social relationship problems are dramatized by students with the guidance of teachers. Through this method, teachers aim to teach behavior in relationships between humans (Susiati, 2020) .

Sociodrama is a form of delivering learning by showing and depicting or dramatizing behavior in social relationships in social dramas. Where social drama itself is an educational method where the teacher gives students the task of dramatizing a social situation that contains a problem so that students can solve problems that arise from that social situation (Dewi, 2017) .

From the statements of several experts regarding sociodrama, it can be concluded that sociodrama is a type of role play which aims to solve problems that usually occur in everyday social life. This educational method dramatizes problematic social situations so that students can solve problems arising from these social situations through role-playing activities.

The word *Root* comes from an English word which means 'root' and also 'source' according to the Indonesian dictionary (Indonesia, 2016) . And the word *Roots* is a plural word which means roots or sources. The Roots program itself is an anti -bullying *program* that is preventive in nature and with the word *Roots* which means root itself, it is intended to overcome bullying from its roots or to the source of the problem.

The figure of the anti-bullying program that has successfully launched *Olweus* Bullying *Prevention A program* that has been implemented in various schools throughout the world, namely Dr. Dan Olweus is a Norwegian psychologist known for his detailed research on bullying in schools. *Olweus's* theory of bullying is based on the understanding that bullying is not an ordinary and harmless act, but is an aggressive act that can have serious consequences for both the victim and the perpetrator. *Olwes'* theory emphasizes the importance of involving the entire school community, including students, teachers, school staff, and parents, in efforts to prevent and overcome bullying. The program developed by *Olweus* focuses on a holistic approach to creating a safe, fun, and bullying-free school environment (Sullivan et al., 2021) .
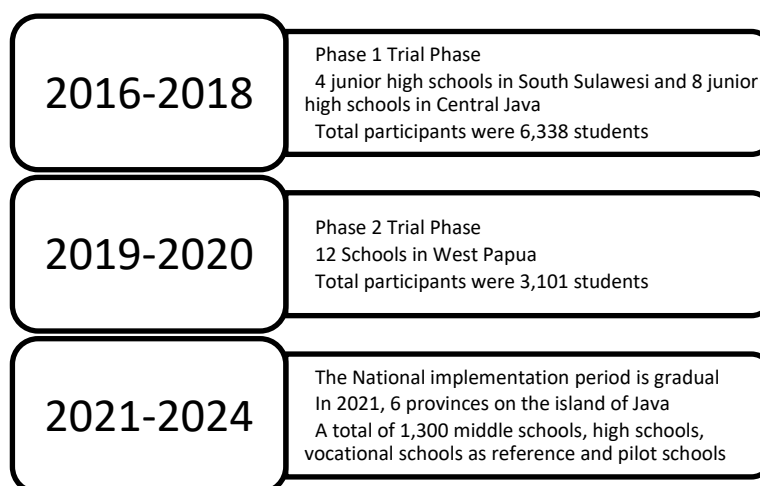
Roots Bullying *Prevention* Program is carried out by the Center for Character Strengthening (Puspeka) with the United Nations Children's Fund (Unicef) Indonesia and the Directorate of Middle Schools, High Schools and Vocational Schools of the Ministry of Education and Culture, which is based on Minister of Education and Culture Regulation number 82 of 2015 and several other bases, namely as follows:
1. Law no 20 of 2003 concerning the National Education System
2. Presidential Decree no 82 of 2019 concerning the Ministry of Education and Culture

3. Minister of Education and Culture Regulation no. 62 of 2014 concerning Extracurricular Activities in Primary Education and Secondary Education
4. Minister of Education and Culture Regulation No. 82 of 2015 concerning Prevention and Management of Acts of Violence in Educational Unit Environments
5. Minister of Education and Culture Regulation no 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024
6. Minister of Education and Culture Regulation no 87 of 2017 concerning Strengthening Character Education.

Roots pilot implementation carried out by UNICEF and partners from 2017 to 2020, the Roots program has been implemented in several countries and also tested in several schools in Indonesia. Results gathered through this pilot program show that bullying can be reduced by up to 30% after implementation. A characteristic of the Roots Indonesia program approach is its focus on the role of school students as "agents of change" who spread good messages and actions among their peers. As one of the UN agencies tasked with protecting children's rights, overcoming oppression is part of UNICEF's services, namely the 'child protection' function, especially protection from violence. In Indonesia, UNICEF is working with the Indonesian government to tackle bullying through the *Roots program* , which combines teacher training to implement positive discipline practices.

Figure 1. Implementation Phase of the Roots Program in Indonesia

2016-2018	Phase 1 Trial Phase 4 junior high schools in South Sulawesi and 8 junior high schools in Central Java Total participants were 6,338 students
2019-2020	Phase 2 Trial Phase 12 Schools in West Papua Total participants were 3,101 students
2021-2024	The National implementation period is gradual In 2021, 6 provinces on the island of Java A total of 1,300 middle schools, high schools, vocational schools as reference and pilot schools

Source: Prepared by the author from UNICEF, 2020

Roots DI Indonesia Bullying Prevention Program was implemented in 2016-2018 in 4 junior high schools in South Sulawesi, reaching 3,568 students; 4 junior high schools in Central Java and succeeded in reaching 2,770 students. In 2019, it was implemented in 12 schools in West Papua and reached 2,821 students. Then the Ministry of Women's Empowerment and Child Protection, abbreviated as KPPPA, adapted this bullying prevention model in 7 provinces (Jakarta, West Java, Yogyakarta, South Sumatra, Bangka Belitung, and West Kalimantan), reaching at least 280 students.

Roots Indonesia is an intervention model based on scientific evidence and children's participation, which has been developed through workshops with the government, universities, youth and community groups where the targets of this roots program are junior high school (SMP) students aged 12-15 years. The use of the *Roots* program has the initial working method *of Roots* where junior high school students "choose" peers who usually spend time together to become Agents of change or members of the OSIS (students who have influence in their social network) who are then 40 Agents of Change from each school attended 15 sessions outside school hours to identify bullying issues in schools, as well as develop, implement and evaluate solutions created by themselves through campaigns and events involving the entire school (Unicef, 2020) .

Roots program is a bullying prevention program promoted by the Indonesian government together with UNICEF Indonesia and partners to spread the *Roots anti*-bullying *program* to schools in Indonesia which has been implemented by UNICEF in several countries and has been tested in several schools in

Indonesia which was able to reduce up to 30% of cases. bullying after this program was carried out.

Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Anwar Makarim explained that there is an urgent need to combat bullying effectively and sustainably in educational institutions in Indonesia. He said, based on the results of the 2021 National Assessment or 2022 Education Report, around 25 percent of Indonesian students had experienced various forms of bullying, whether physical, verbal, social/interpersonal, or online (Unicef, 2020) . The overall objective of the *Roots anti*-bullying *program* is as follows:

a. Building positive interactions in the school environment, with a focus on the role of students at school as agents of change to spread good messages and behavior in the school environment, especially among their peers (Bowes et al., 2019) .

b. Help prevent negative behavior in schools and communities by better understanding the causes of bullying. This not only benefits victims of bullying, but also prevents perpetrators from continuing their aggressive behavior and helps create a safer and more supportive environment (Devi & Yulianandra, 2023) .

c. Reduce violence and intimidation

d. Increase the involvement of all stakeholders in encouraging an inclusive and friendly school culture (Unicef, 2020) .

e. Develop school and community policies based on empirical evidence regarding the effectiveness of bullying prevention and response strategies. This helps increase consistency, transparency and efficiency in addressing bullying issues in various situations (Unicef, 2020) .

From several objectives of the *Roots program* that have been explained from various sources, it can be concluded that the purpose of holding the *Roots program* is to prevent bullying and create safe situations and conditions in schools.

Roots Program are the same as the indicators for the success of bullying prevention programs in general, namely the reduction in the number of bullying reports during the time period before and after program implementation, where a significant decrease shows the effectiveness of the anti-bullying program intervention, namely *Roots.*

The next indicator is changes in students' perceptions and attitudes towards bullying by conducting surveys before and after the program to determine changes in students' perceptions and attitudes towards bullying . For example, after the implementation of the program, did students feel safer at school or, on the contrary, increased student participation in anti- bullying *activities* such as in discussion groups, workshops, and anti-bullying projects such as *Roots* . And also measure changes in the quality of relationships between students, including the level of cooperation. Create empathy and respect between them.

There is an evaluation of staff and teacher training on the detection, prevention and management of bullying *incidents* . Such as whether staff and teachers feel better prepared and able to deal with bullying situations after attending training, whether parents and the community are involved in supporting anti- bullying *programs* at school.

The indicators above will answer whether there is an influence from the anti -bullying or *roots program* that has been intervened in the school program. Including aspects such as students' happiness, self-confidence, and participation in *Roots Program activities* . As well as input from students, parents, school staff and the community regarding the effectiveness of the program and suggestions for community improvement regarding the effectiveness of the *Roots program* for improvement (Unicef, 2020) .

Regularly monitoring and evaluating these indicators will help in assessing the success and effectiveness *of Roots* implemented in schools. The initial stage of the *Roots anti*-bullying *program* is to conduct an initial assessment of the state of bullying in schools by looking for private ratings of bullies and bully victims using sociometric instruments. Where the results obtained will become data for researchers to be able to find out the conditions of bullying that occur at Bayt Tamyiz Middle School Indramayu and the names that emerge from the sociometric data as bullies and victims of bullying will be submitted to the Guidance Counseling Teacher at Bayt Tamyiz Middle School Indramayu. As according to Rumiyati (Rumiyati, 2015) sociometric work involves designing, making instruments, and carrying out measurements and analysis. The collected data is processed and analyzed, the results of which become the basis for decision making regarding the implementation of certain activity programs.

The duties and roles of each role holder in the Roots anti-bullying program are as follows:

a. The National Facilitator is a guide for teachers in selected schools to understand Indonesian *Roots* .
b. *Roots* learning material to agents of change.

Agents of change are 30 selected students from each school who have a big influence at school to change the attitudes and behavior of their peers .

Figure 2 . *Roots* **Program Implementation Stage**
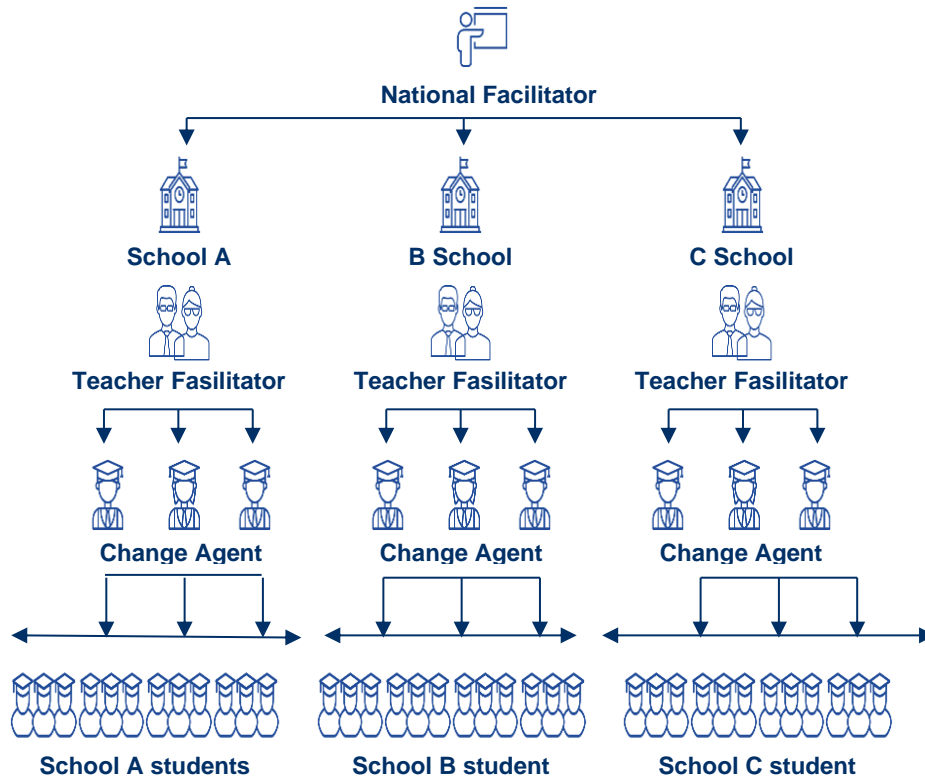
Source: images from PUSPEKA and KEMENDIKBUDRISTEK

The mechanism for implementing the *Roots program* involves several roles from national facilitators appointed in various education sectors to carry out special training on the anti-bullying program, namely *Roots,* which is attended by 2 teacher facilitators from each school. After that, the teacher facilitators held special training for all teachers and continued with training for all selected students at the school about what the 2 teacher facilitators got from attending the *Roots training.* And all the teachers and students who were selected became agents of change who spread goodness and implemented anti-bullying knowledge from the *Roots program* which was obtained after attending 10-15 meetings in the *Roots program* .

There are 10-15 training meetings held with a satlan/RPL, each of which has the following title:

Table 1. Mandatory Modules *of the Roots Anti-***Bullying** *Program*

No	Mandatory Module	No	Mandatory Module
1	Program Introduction	6	Providing a response to conflict
2	Increase trust in peer groups	7	Make positive behavioral changes
3	Get to know bullying	8	Develop recommendations for school violence prevention policies
4	Effective Leadership and Communication	9	Develop practicing role plays based on student observations of bullying behavior at school
5	See different Perspectives and build healthy relationships	10	Create actions that involve all students

Compulsory modules are modules that are used as requirements for program completion. So the 10 mandatory modules that have been mentioned must be followed by all *Roots change agents* as a condition for completing the program.

Apart from the 10 mandatory modules above, there are also 5 additional but optional modules for schools that still want to continue implementing the anti-bullying roots program, the titles of the 5 optional modules are as follows:
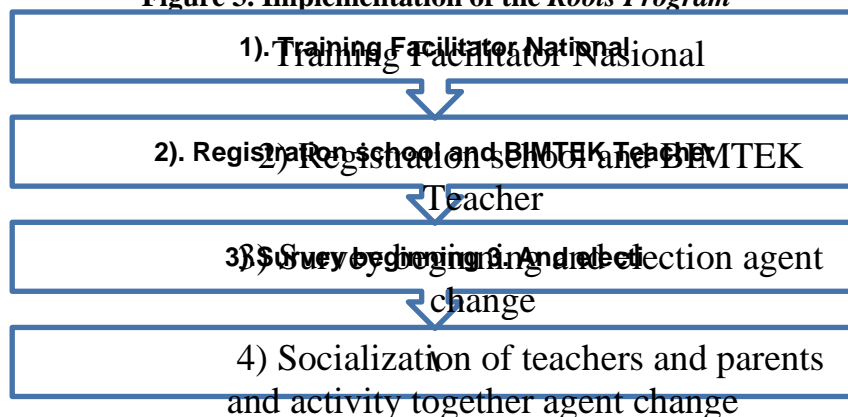
Table 2 . *Roots* **Anti-Bullying Program Optional Module**

No	Additional Optional Modules
1	Designing Roots activities at school
2	Crafting and reinforcing messages
3	Preparation for Roots activities at school
4	Implementation of Roots activities at school
5	Evaluation of the roots program

The 5 optional module titles that have been mentioned are for schools that want to continue and evaluate the results of the *roots program* . So the total modules that serve as a reference for making RPL/Satlan for guidance services for the anti-bullying program group are 15 modules in total. Namely 10 mandatory modules and 5 optional modules.

The implementation of the Roots Program has been divided into four interconnected parts and the description is as follows:

Figure 3. Implementation of the *Roots Program*

1) Training Facilitator Nasional

2) Registration school and BIMTEK Teacher

3) Survey beginning 3 And selection agent change

4) Socialization of teachers and parents and activity together agent change

An initial survey and selection of Change Agents will be carried out in each school. Namely,

with the School/Teacher Facilitator making a Google Form/vote selection box as a medium for selecting students/i Agents of Change, then the Principal of the school makes an announcement so that students fill in the Google Form/ballot paper with the names of 10 classmates who frequently interact with the students/I , and continued with the School / Teacher Facilitator selecting 30 student names from the top, middle and bottom lists, then the School / Teacher Facilitator gave a brief explanation about the Roots program & offered students to join to become agents of change, for students who agree to join the School / Teacher Facilitator asks for a permission letter from the parents and a consent form, for students who do not agree to join then the School / Teacher Facilitator selects the student next in line. If the permission letter has been received then the Student and Teacher Facilitator can start the program, however if the permission letter is not received then the School / Teacher Facilitator chooses the student next in line.

Figure 4 . Selection of Change Agents from Peers

Source: Image by author from UNICEF, 2020

The image above is an illustration of how thirty students were selected who were proven to have good social networks with their friends who were selected directly by the students by writing down the names of the 10 friends they interacted with most frequently during the last month. Change agents will be selected from a variety of positions on the student list.

The outline of the steps for selecting a change agent is as follows:

Figure 5 . Outline of Steps for Selection of Change Agents

Outline the change agent's preferred steps

School/teacher facilitator creates a Google Form/vote selection box as a medium for selecting students as agents of change	The principal made an announcement asking students to fill out a Google form or ballot paper with the names of 10 classmates who often interact with students	The school selects 30 registered students, students agree to join / students do not agree to join. with information regarding permission letter received / permission letter not received

Source: images from PUSPEKA and KEMENDIKBUDRISTEK

The things that need to be considered when selecting a change agent are as follows:
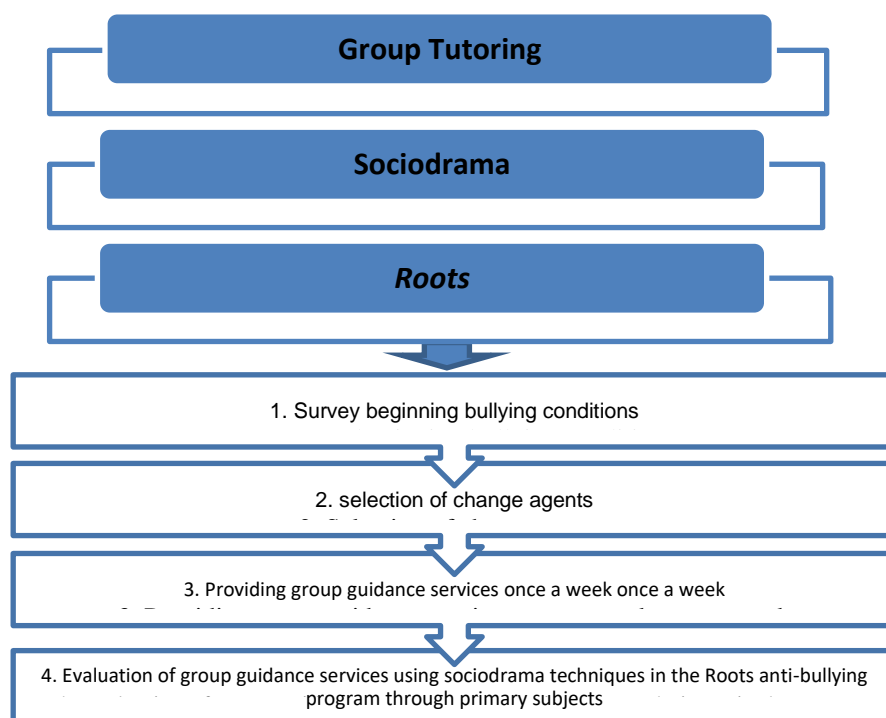1. Balance the number of male and female change agents, by ensuring a balance of participation between men and women, we can guarantee inclusivity and involve students without distinction between ethnicity, religion, race and intergroup.
2. If a school has a policy to reduce extracurricular activities for grades 9 and 12 to focus on preparing for graduation, then the school can allocate change agent quotas for grades 7, 8, 10, and 11
3. The selection of Change Agents in Google Form or Ballot Box format should be done per level, so that there are 3 Google Form links/3 ballot boxes so that the election results are not mixed up.The aim of selecting change agents is to increase student participation and activity in class. The social development of imitation can be developed with derivatives of sociodrama techniques

The sociodrama technique is a method in group guidance services that involves role playing in social situations related to certain problems or conflicts. This technique is used to help participants understand various points of view, develop empathy, and find solutions to the problems they face. Meanwhile, the anti-bullying roots program is a bullying prevention program that focuses on empowering students as peer leaders to promote positive behavior and create a safe and inclusive school environment. The program involves a variety of activities designed to raise awareness about bullying, strengthen relationships between students, and encourage change in school culture. By playing roles, empathy and understanding can be developed and students can also feel and understand the feelings and perspectives of other people, including victims of bullying. This helps develop empathy among participants. Roots program.

Sociodrama in the roots program can improve sociodrama social skills through interaction and role playing, students learn communication skills, conflict resolution, and cooperation and leaders use these social skills to influence and guide their peers, creating a more positive school environment. Group tutoring sessions provide a safe and supportive environment for students to share their experiences and feelings. Students who experience bullying can find support from their peers, which can help them feel more heard, understood, and less alone.

Anti-bullying programs that involve group mentoring help in establishing a more positive, inclusive, and supportive school culture. By having open discussions and cooperation between students, values such as mutual respect and tolerance can be instilled and strengthened throughout the school community. Previous studies become one of the basic references in conducting research. The results of this research show that the facilitators were successful in carrying out persuasive communication with their students in the Roots Indonesia program to become agents of change in schools in preventing bullying and spreading positive behavior. This program also has a positive impact on students, where students become aware and willing to take action to prevent bullying voluntarily and have an anti-bullying attitude. What this research has in common is that it both examines the Indonesian Roots Program and bullying. The difference lies in the objects studied where in this research it shows that the facilitators were successful in carrying out persuasive communication with their students in the Roots Indonesia program to become agents of change in schools in preventing bullying and spreading positive behavior.

Figure 6 . Program Scheme

Group Tutoring

Sociodrama

Roots

1. Survey beginning bullying conditions

2. selection of change agents

3. Providing group guidance services once a week once a week

4. Evaluation of group guidance services using sociodrama techniques in the Roots anti-bullying program through primary subjects

CONCLUSION

The roots program to reduce bullying behavior has an important role for schools to develop the roots program on an ongoing basis. Anti-bullying activities are one of the school's efforts to address critical problems that occur among students in Indonesia. Implementation of anti-bullying prevention activities involves teachers, students and parents as supporting factors for verbal bullying. The anti-bullying movement in schools has an influence on the learning process, learning achievement and attitudes of independence in dealing with personal problems. The development of personal social aspects is influenced by students' success in understanding internal problems and the problem solving process. Group guidance services using sociodrama techniques can reduce bullying behavior gradually. Understanding and self-awareness as preventive efforts can be accepted by schools and students as drivers of anti-bullying behavior programs.

BIBLIOGRAPHY

Agusta, I. (2003). Teknik pengumpulan dan analisis data kualitatif. *Pusat Penelitian Sosial Ekonomi. Litbang Pertanian, Bogor*, *27*(10), 179–188.

Andina, E. (2014). Budaya kekerasan antar anak di sekolah dasar. *Dalam Jurnal Info Singkat Kesejahteraan Sosial*, *6*(1), 9–12.

Boiliu, E. R. (2022). Aplikasi Teori Belajar Sosial Albert Bandura Terhadap PAK Masa Kini. *Jurnal Ilmu Teologi Dan Pendidikan Agama Kristen*, *3*(2), 133–143.

Bowes, L., Aryani, F., Ohan, F., Haryanti, R. H., Winarna, S., Arsianto, Y., Budiyawati, H., Widowati, E., Saraswati, R., & Kristianto, Y. (2019). The development and pilot testing of an adolescent bullying intervention in Indonesia–the ROOTS Indonesia program. *Global Health Action*, *12*(1), 1656905.

Chotimah, C. (2020). Efektivitas Metode Odoa (One Day One Ayat) dalam Menghafal Alquran di SMP Mbah Bolong Jombang. *Jurnal Education and Development*, *8*(4), 281.

Devi, K. J. F., & Yulianandra, P. V. (2023). The Implementation of Roots Program in Overcoming Bullying in Schools: A Case Study in Jakarta. *KnE Social Sciences*, 80–100.

Dewi, R. R. (2017). Metode Sosiodrama. *RPP (Rencana Pelaksanaan Pembelajaran)*, 2–3.

Djamarah, S. B., & Zain, A. (2010). Strategi Belajar Mengajar Jakarta: Rineka Cipta. *Kemampuan Spasial*.

Hapsyah, D. R. (2019). EFEKTIVITAS BIMBINGAN KELOMPOK DENGAN TEKNIK SOSIODRAMA UNTUK MENGURANGI PRASANGKA PESERTA DIDIK SEKOLAH DASAR. *Jurnal Tunas Bangsa*, *6*(2), 162–175. https://ejournal.bbg.ac.id/tunasbangsa/article/view/956

Indonesia, K. B. B. (2016). Kementerian Pendidikan dan Kebudayaan Republik Indonesia. *Diakses Pada Senin*, *12*.

Ismail, T. (2019). Pentingnya Peran Guru Kelas Dalam Mengatasi Perilaku Bullying Siswa Di Sekolah. *Prosiding Seminar Nasional PGSD UST*, *1*.

Jahju, H. (2022). Bimbingan Kelompok. In *Book*.

Khisna, K. M. (2023). Layanan Bimbingan Kelompok Teknik Diskusi Untuk Meningkatkan Kedisiplinan Siswa Kelas XI SMK Darussalam. *Bimbingan Konseling Islam*.

Kholidah, L. N., & Nasih, A. M. (2009). *Metode dan Teknik Pembelajaran Pendidikan Agama Islam*. Refrika Aditama.

Kuantitatif, P. P. (2016). Metode Penelitian Kunatitatif Kualitatif dan R&D. *Alfabeta, Bandung*.

Lestari, D. P. (2018). Peran Komisi Perlindungan Anak Indonesia (KPAI) dalam Perlindungan Korban Kekerasan Anak. *Martabat*, *2*(2), 315–338.

Mongardini, C. (2018). *Robert K. Merton and contemporary sociology*. Routledge.

Nurihsan, A. J. (2016). *Bimbingan dan Konseling: dalam berbagai latar kehidupan*. Refika Aditama.

Pramoko, R. (2019). Pengaruh penerimaan diri remaja terhadap perilaku bullying pada siswa kelas VIII Smp Negeri 1 Turi. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*, *5*(2), 195–203.

Prayitno, P., Afdal, A., Ifdil, I., & Ardi, Z. (2017). *Layanan Bimbingan Kelompok dan Konseling Kelompok yang Berhasil: Dasar dan Profil*.

Rahardjo, M. (2017). Studi Kasus Dalam Penelitian Kualitatif. *Malang: UIN Maulana Malik Ibrahim*.

Rukajat, A. (2018). *Pendekatan penelitian kualitatif (Qualitative research approach)*. Deepublish.

Rumiyati, A. T. (2015). Konsep dasar sosiometri. *Dalam Sats4244/Modul*, *1*, 16.

Sabrina, F., Nurmaguphita, D., & Sutejo, S. K. (2023). *Perilaku bully berhubungan dengan stres pada remaja: literature revew*. Universitas' Aisyiyah Yogyakarta.

Safitri, A., & Andrianto, S. (2015). Hubungan antara kohesivitas dengan intensi perilaku agresi pada suporter sepak bola. *Psikis: Jurnal Psikologi Islami*, *1*(2), 11–23.

Saputri, S. M., Prayitno, P., & Jaya, Y. (2018). Kinerja Guru Bimbingan Dan Konseling Serta Pembinaannya. *ENLIGHTEN: Jurnal Bimbingan Konseling Islam*, *1*(1), 1–20.

Silviyati, M., NAKHMA'USSOLIKHAH, N., & Putri, V. D. (2022). Dampak Negativ Verbal Bullying Bagi Siswa. *Coution: Journal of Counseling and Education*, *3*(2), 128–135.

Sullivan, T. N., Farrell, A. D., Sutherland, K. S., Behrhorst, K. L., Garthe, R. C., & Greene, A. (2021). Evaluation of the Olweus Bullying Prevention Program in US urban middle schools using a multiple baseline experimental design. *Prevention Science*, *22*(8), 1134–1146.

Susiati, S. (2020). *Metode Pembelajaran Bahasa Indonesia: Sosiodrama*.

Syamsuri, A. S., & Md, A. (2021). *Pendidikan Guru dan Pembelajaran*. Nas Media Pustaka.

Ulul, A. (2016). Bimbingan dan konseling perkembangan di sekolah. *Yogyakarta: CV. Budi Utama*.

Unicef. (2020). Perundungan di indonesia: Fakta-fakta kunci, solusi, dan rekomendasi. *Unicef. Org. Last Modified*.

Ussolikhah, N. (2017). Studi tentang penggunaan cybercounseling untuk layanan konseling individual bersama mahasiswa program studi Bimbingan dan Konseling UNU Cirebon. *Oasis: Jurnal Ilmiah Kajian Islam*, *2*(1), 28–43.

Ussolikhah, N. (2020). Konsep Bimbingan Dan Konseling Perspektif Pendidikan Karakter Non Dikotomik. *Coution: Journal of Counseling and Education*, *1*(2), 17–26.

Winkel, W. S., & Hastuti, M. M. S. (2004). Bimbingan Kelompok di Institusi Pendidikan. *Yogyakarta: Mela Abadi*.Almukhambetov, B. M. T., & Nebessayeva, Z. (2015). The Application Of Figuratif Arts Capabilities In The Art-Pedagogical Activity Of A Teacher". *Journal Procedia Social and Behavioral Science*, *197*, 1525–1529.