



ABSTRAK

Penelitian sebelumnya menemukan prevalensi usia pelaku *bullying* berada pada masa akhir kanak-kanak yang berarti bahwa masalah *bullying* sudah muncul di lingkungan sekolah dasar. Hasil studi pendahuluan menunjukkan fenomena *bullying* juga terjadi di konteks sekolah dasar daerah perdesaan Jawa walaupun para siswa masih asing dengan istilah *bullying*. Fenomena *bullying* pada budaya Jawa menunjukkan kesenjangan terhadap kebudayaan yang menjunjung nilai kerukunan. Penelitian ini dilakukan untuk mengetahui pemahaman siswa dan guru terkait konsep *bullying* serta dinamika kemunculan perilaku tersebut. Metode penelitian yang digunakan ialah studi kasus. Pengambilan data dilakukan dengan mewawancarai dua pelaku *bullying* usia 9 dan 12 tahun serta individu terdekatnya yakni teman sebaya, guru, dan orangtua. Hasil penelitian menunjukkan bahwa guru dan siswa memahami *bullying* sebagai variasi perilaku negatif yang menimbulkan emosi negatif dan luka fisik. Intensi *bullying* merupakan aspek yang membedakan pemahaman guru dan siswa. Guru memandang pelaku tidak sengaja melakukan perilaku negatif sedangkan siswa memandang sebaliknya. Pada studi kasus ini, perilaku *bullying* dapat muncul melalui hasil *imprint* perilaku agresif dari orangtua dan perilaku tersebut kurang mendapat *punishment* yang tepat dari pihak sekolah. Hasil penelitian ini menunjukkan pentingnya keseragaman pemahaman *bullying* di antara seluruh personel sekolah dan kerja sama antara mikrosistem terdekat anak dalam mencegah perilaku *bullying*.

Kata kunci: ekologi sosial, pelaku *bullying*, siswa sekolah dasar, studi kasus



ABSTRACT

The previous study found that the age prevalence of bullying perpetrators is in late childhood which means that this behavior has arisen in the elementary school environment. Preliminary study results identified that bullying problems also occurring in the context of the elementary school in rural areas of Java even though students are still unfamiliar with the term bullying. The phenomenon of bullying in Javanese culture shows a gap in cultures that uphold the value of harmony. This study was conducted to determine students and teachers understanding of bullying concept and to find out the emergence of bullying behavior in primary school students. The research method used is a case study. Researcher interviewed two bully perpetrators age 9 and 12 and their significant other namely peers, teachers, and primary caregiver. The results showed that teacher and student understood bullying as a variation of negative behavior that causes negative emotions and physical injury. Bullying intention is an aspect that distinguishes the understanding of teacher and student. The teacher views the perpetrator unintentionally displaying negative behavior while the student views the opposite. The results also indicate bullying behavior can appear as a result of aggressive behavior imprinted from parents and lack of proper punishment from the school. This research shows the importance of uniformity of bullying understanding among all school personnel and cooperation between a child's proximal microsystems to prevent bullying.

Keywords: *bullying perpetrator, case study, primary school student, social ecology*