

# BULLYING IN INDONESIA:

Key Facts, Solutions, and Recommendations



Photo: Students participating in Roots Indonesia program in 2017 (Taken by UNICEF Indonesia)

## Violence Against Children\*

**2/3** 

girls or boys aged 13-17 have experienced at least one type of violence in their lives.

**3/4** 

of children and adolescents who have experienced at least one type of violence **reported that perpetrators were their friends or peers.**

\*National Survey of Children and Adolescents' Life Experience (SNPHAR) conducted by the Ministry of Women's Empowerment and Child Protection (MoWCEP), 2018.

## Prevalence of Bullying in Indonesia

**41%**



students aged 15

have experienced bullying at least a few times a month, according to PISA (Programme for International Student Assessment) Study in 2018<sup>1</sup>

### Types of bullying

Proportion of students aged 15 who reported that it occurred at least a few times a month



I got hit or pushed around by other students



18%

12.8%

23.1%



Other students took away or destroyed things that belong to me



22%

18.7%

25.2%



I was threatened by other students



14%

10%

18.2%



Other students made fun of me



22%

19.4%

25.6%



Other students left me out of things on purpose



19%

16.7%

21.4%



Other students spread nasty rumors about me



20%

16.4%

24.2%

## Online Bullying



- A poll of 2,777 Indonesian young people aged 14-24 found that **45% reported they had experienced cyberbullying**. Boys reported slightly higher rates than girls (49% compared to 41%).<sup>2</sup>
- The most common types of cyberbullying according to 1,207 respondents in U-Report: Harassment through chatting applications (45%), unauthorized spread of personal photo/video (41%), Other types of harassment (14%).<sup>3</sup>

## Impact of Bullying



- Aggressive behaviors among youth, including violence and bullying, are associated with increased risk of psychiatric disorders across the life-course, poor social functioning and educational outcomes.<sup>4</sup>
- Up to 40% of child suicides in Indonesia are related to bullying, according to Former Social Affairs Minister Khofifah Indar Parawansa.<sup>5</sup>
- Greater exposure to bullying is associated with lower performance in reading (PISA 2018).

In a recent UNICEF study in Sorong District, West Papua, **87% of teachers** surveyed said that they always or usually take harassment seriously when it is reported at school, while **only 9%** of students felt that teachers take harassment seriously when it is reported. Widely different perceptions of bullying among teachers and students are concerning and should be addressed so that students feel confident teachers will take action if bullying is reported.

## Notes

1 Meanwhile, the Global School-based Health Survey (GSHS) 2015 found that 20.6% students aged 13-17 reported that had been bullied over the last 30 days.

2 <https://indonesia.ureport.in/v2/opinion/3454/>

3 <https://indonesia.ureport.in/v2/opinion/3454/>

4 Bowes L, Joinson C, Wolke D, Lewis G. Peer victimisation during adolescence and its impact on depression in early adulthood: prospective cohort study in the United Kingdom. *BMJ*. 2015;350:h2469.

5 <https://www.liputan6.com/news/read/2361551/mensos-bunuh-diri-anak-indonesia-40-persen-karena-bullying>.

# WHAT UNICEF AND PARTNERS<sup>6</sup> HAVE DEVELOPED TO PREVENT BULLYING:

## Positive Discipline Programme

## Bullying Prevention Programme (ROOTS Indonesia)

What is it?

Developed by the Ministry of Women's Empowerment and Child Protection (MoWECP), with support from UNICEF and Yayasan Nusantara Sejati, the positive discipline programme trains teachers on how to discipline children without using harsh physical and verbal forms of punishment which are ineffective and can have long-term damage to children.

Roots Indonesia is an evidence-based, adolescent-driven anti-bullying intervention model, which was developed based on workshops with government, universities, youth, and civil society.

Who are the key targets?

Teachers, Headmasters, and School Committee

Junior High School (SMP) students aged 12-15

How to use it?

1. The modules are first being taught to *pengawas* (school supervisor) through a training-for-trainers workshop.
2. The facilitators implement training for teachers through KKG (*Kelompok Kerja Guru*/ Teachers' Working Group for Primary School) and MGMP (*Musyawarah Guru Mata Pelajaran*/ Subject Teachers' Working Group for Secondary School), focusing on developing skills and capacity of teachers in fostering children's critical awareness about their behavior.

1. Students 'vote' or 'nominate' their peers whom they spent the most time with to become Agents of Change or members of OSIS (students who are highly influential in their social networks).
2. 40 Agents of Change per school participate in 15 afterschool sessions to identify bullying issues in their schools as well as design, implement and evaluate the solutions themselves through a campaign and all-school event.

(An integrated implementation of both approaches in one school is suggested for a more comprehensive results)

Where and when has it been used?

2016 pilot study:

- **80** elementary schools in Papua and **40** elementary schools in West Papua, reaching approximately **480** teachers and **7,200** students in total.

2019:

- **Universitas Muhammadiyah (Unimuda) Sorong**, West Papua and **Universitas Negeri Makassar** in South Sulawesi are adapting the curriculum to become mandatory pre-service training for teachers.
- MoWECP is disseminating positive discipline module in more than 20 cities/districts in 15 provinces, reaching more than **2,000 school teachers and staff**.

2016-2018:

- **4** junior high schools in South Sulawesi, reaching **3,568** students in Total; **4** junior high schools in Central Java, reaching **2,770** students in total.

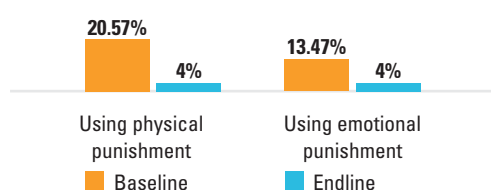
2019:

- **12** schools in West Papua, reaching **2,821** students in total.
- MoWECP adapted the bullying prevention in 7 provinces (Jakarta, West Java, Yogyakarta, South Sumatra, Bangka Belitung, West Kalimantan), trained **280** students.

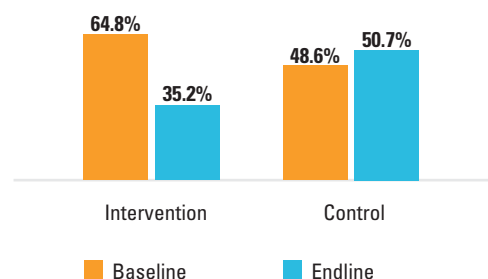
In pilot schools in Papua and West Papua provinces, use of physical punishment decreased by 16% and emotional punishment decreased by 9%.

In the pilot schools in South Sulawesi, bullying perpetration decreased by 29% and victimization by 20%. The pilot study in Central Java showed slightly different but interesting results.<sup>7</sup>

Teachers' reaction to students who misbehave



Students who were bullied in the previous one month in Makassar and Gowa, South Sulawesi



## Notes

**6 National:** Yayasan Nusantara Sejati and Ministry of Women's Empowerment and Child Protection

**South Sulawesi:** Yayasan Indonesia Mengabdi; Local Education Office; Women's Empowerment and Child Protection Office.

**Central Java:** Yayasan Setara; LPA Klaten; A coalition of universities in Central Java (Sebelas Maret University, Universitas Negeri Semarang, Soegijapranata Catholic University, Diponegoro University and Klaten Widya Dharma University); Yayasan Nusantara Sejati; Local Education Office; Women's Empowerment and Child Protection Office.

**7** In Central Java's pilot schools, bullying perpetration and victimization increased slightly from the baseline due to improved awareness of students and teachers as to what constitutes bullying leading to increased reporting.



## Making bullying uncool in Central Java

**SEMARANG, Indonesia** – Tika, a 14 year old student at State Junior Secondary School 17 Semarang, Central Java, recalls a memory she can't quite shake from three years ago. "My classmates put a bucket over my head," she says softly. "Then they took turns hitting me."

For a Government committed to ending all forms of violence against children, schools are a key front in the battle.

Roots, an initiative launched by UNICEF and the Ministry of Women's Empowerment and Child Protection, in partnership with an array of district governments and NGO partners, invites students to take the lead in addressing the peer-to-peer abuse.

Roots is more than a one-off event. It is the culmination of a year-long process. Over that period, 30-40 girl and boy "Agents of Change" examine bullying from several angles to determine what it is and what should be done to stop it. All these lessons come together during Roots Day for the wider student body.

Tika was chosen as one of the 30 "agents of change" whose task it was to stand up against bullying and plan Roots Day.

Roots has given her a way to process and move on from the painful memories of the past. "No-one should ever have to feel what I felt, and I want to help ensure 100 per cent of children are treated the same." As she rises to address her teachers, her shyness seems to have fallen away. She is beaming. "*Jangan jadi bully* (don't become a bully)," she yells, as others join in. "*Mari jadi pembela* (Let's become defenders)!"

Photo booths, music, and other attractions during Roots Day help spread the message, but the most important aspect is the opening of the conversation, says another Agent of Change Dzulfikar, 14. "The best way to end bullying is to make sure friends talk to friends about it," he says. "And that starts with Roots Day."



"Tika, right, stands with fellow change-maker Sri in Semarang. The two say they are proud to be taking a stand against bullying."

Photo © Cory Rogers / UNICEF / 2017

(Taken from: <http://unicefindonesia.blogspot.com/2018/01/making-bullying-uncool-in-central-java.html>)

## KEY RECOMMENDATIONS:

**1.** Ensure teachers use positive discipline as an alternative to harmful physical and emotional punishment.

- Children learn better and have better attendance rates when teachers use positive discipline, rather than violent punishment. The Ministry of Education and Culture is working with UNICEF to integrate positive discipline training for all teachers through **in-service training mechanisms** (through *Kelompok Kerja Guru* (KKG) and *Musyawarah Guru Mata Pelajaran* (MGMP)) as well as "**on-service**" training through **e-learning** on the *Rumah Belajar* platform.
- Many schools have developed their own discipline systems, which use a "points system" to expel students once they have accrued a certain number of points for misbehavior. The types of misbehavior which give students points varies widely between schools. **Clear guidelines for the discipline of students should be developed at national level** as the current systems leave a lot of freedom to schools for values-based punishment such as expelling girls who are pregnant.

**2.** Implement bullying and peer violence prevention programmes through schools.

- Promoting values such as cooperation, tolerance and kindness as part of character building can reduce bullying and other forms of violence in schools and in turn create a better learning environment for students as well as more pro-social members of society in the long-term. **Consider integrating the "Roots Indonesia" programme as part of the OSIS/extracurricular programme** at schools; in UNICEF pilot provinces, the innovative programme has been proven to reduce bullying by up to 30%.
- Co-create a National Kindness Campaign together with UNICEF** and other partners to spread kindness and tolerance and end bullying in Indonesian schools.

**3.** Develop a child safeguarding policy including a strong code of conduct for teachers and school administration to prevent and address conduct issues of staff against other staff as well as students.