

IMPROVING UNDERSTANDING OF THE DANGER OF BULLYING BASED ON TRI HITA KARANA THROUGH CLASSICAL GUIDANCE FOR STUDENTS OF CLASS IX E SMPN 8 DENPASAR IN THE 2024/2025 ACADEMIC YEAR

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ABSTRACT

This study aims to enhance the understanding of bullying risks among students in class XI E at SMPN 8 Denpasar through Tri Hita Karana-based classical guidance counseling. Tri Hita Karana is a concept of harmony encompassing relationships with God (parahyangan), fellow humans (pawongan), and the environment (pabelasan). The study employed a classroom action research method with two cycles. The analysis results demonstrate that the Tri Hita Karana-based guidance service is effective in improving students' understanding of bullying dangers. In the pretest phase, 46.15% of students were categorized as having low understanding, while only 20.51% had a high understanding. After the first cycle, the percentage of students with low understanding decreased to 25.64%, and those with high understanding increased to 43.59%. By the second cycle, the results improved significantly, with the percentage of students with low understanding dropping to 12.82%, while those with high understanding rose sharply to 61.54%. The success of this approach highlights the relevance of Tri Hita Karana in raising students' awareness of bullying risks. By fostering harmonious relationships with God, others, and the environment, students gain essential values for addressing and preventing bullying. Therefore, the Tri Hita Karana-based approach is recommended for broader implementation in school counseling programs to create a safe and conducive learning environment.

Keywords: *Tri Hita Karana, bullying, classical guidance.*

1. INTRODUCTION

Education in Indonesia has faced various challenges that are often referred to as the three major sins in education that have an impact on the physical and psychological conditions of students. One of them is the case of violence in schools or better known as bullying. Bullying is a form of violence against children (child abuse) carried out by others to a (child) who is 'lower' or weaker to gain certain benefits or satisfaction that can harm others (Yuyarti, 2018). In accordance with that stated in the 1945 Constitution, Article 28B paragraph (2) which reads "Every child has the right to survive, grow, and develop and has the right to protection from violence and discrimination." This article emphasizes the child's right to be protected from all forms of violence, including verbal, physical, and psychological bullying.

The Indonesian Education Monitoring Network (JPPI) highlighted the rampant cases of violence in schools that occurred throughout 2024. Based on data collected by JPPI, as of September 2024, there were 293 cases of violence in schools. One of them was a case that occurred at SMP Negeri 13 Balikpapan where physical violence was carried out by his own classmates. Therefore, research on bullying is important to examine various related aspects, such as causal factors, impacts, and strategies for handling it. One important aspect in overcoming this problem is increasing understanding of bullying.

Based on the data obtained in the field, it was found that quite a lot of students in class IX E SMPN 8 Denpasar were carrying out bullying behavior. This is reinforced by the results of observations and interviews with BK teachers that the researcher has conducted, the results of the interview stated that in class IX E SMPN 8 Denpasar, several students often carry out verbal bullying against their friends, for example, such as mocking parents' names, body shaming, making fun of and other forms of verbal bullying. The main problem causing verbal bullying is the lack of understanding of the dangers of bullying for students.

A deeper understanding of the problem can be the basis for designing more effective approaches to prevention and intervention efforts. Understanding bullying includes in-depth knowledge of the various types of bullying. Factors that influence the behavior of perpetrators and victims, and the psychological, social and academic impacts of bullying experiences. One way to improve understanding of the dangers of bullying is to implement classical guidance based on Tri Hita Karana.

The Directorate General of Improving the Quality of Education and Education Personnel of the Ministry of National Education stated that classical guidance services are one of the basic services in guidance and counseling that require counselors to make direct contact with students on a scheduled basis, in the form of class discussion activities, questions and answers, and counseling practices that can make students active and creative in participating in the activities carried out. (Ainun Rosidah, 2014).

Based on the results of a study conducted by Haulia Tris Finanda & Hidayani Syam (2024) entitled *Efforts to Improve Students' Understanding of the Dangers of Bullying Through Classical Guidance Services for Class VIII Students at SMPN 1 Sungai Pua*. This study shows that after being given classical services so that students can understand the dangers of bullying in the very high category, it has reached more than half of the existing number of students. In the high category with a frequency of 6 of 18.75%, the medium category with a frequency of 3 of 9.375%, the low category with a frequency of 0 of 0%, the very low category with a frequency of 0 of 0%. Thus, classical guidance is an effective strategy to improve the understanding of class VIII students of SMPN 1 Sungai Pua regarding the understanding of the dangers of bullying.

Therefore, education for the younger generation needs to be designed with a model that emphasizes strengthening the character of understanding the dangers of bullying rooted in local wisdom which is taken as a vehicle for implementing the noble values of the Indonesian nation. Tri Hita Karana is present as a local wisdom that is universal in its implementation. (I Putu Gede Parmajaya, 2020; Pratama et al, 2021; Riwu et al, 2018). Tri Hita Karana has 3 important roles, namely (1) Parhayangan, namely the relationship between humans and God Almighty. (2) Pawongan, namely the relationship between humans and humans. (3) Palemahan, namely the relationship between humans and the environment (Krisnha, 2010).

Based on the results of research conducted by I Putu Karpika & Riana Mawar Mentari, 2020. *Implementation of Classical Guidance Services Based on Tri Hita Karana in Improving Student Character in the 2019/2020 Academic Year*. It is proven that it can improve student character, where there is a significant change, namely an average increase of 27% in the first cycle while in cycle II there was an average increase of 57.6%. From this study, it can be concluded that classical guidance based on Tri Hita Karana can improve student character problems.

Therefore, based on the above phenomenon, the researcher is interested in conducting a study entitled *"Increasing Understanding of the Dangers of Bullying Based on Tri Hita Karana Through Classical Guidance for Class IX E Students of SMPN 8 Denpasar in the 2024/2025 Academic Year"* which aims to see the

effectiveness of classical guidance based on Tri Hita Karana to increase understanding of the dangers of bullying in students.

2. RESEARCH METHODS

Based on the title of the research, namely to improve the understanding of the dangers of bullying based on Tri Hita Karana through classical guidance for class IX E students of SMPN 8 Denpasar, the type of research that is most appropriate for the title is to use classroom action research in guidance and counseling (PTBK).

Action research (PT) is one of the strategies that utilizes real actions and the process of developing abilities in detecting and solving problems. In practice, action research combines a series of actions using research procedures. Parties involved in learning/services (BK teachers, instructors, researchers, or principals). Action Research in BK or abbreviated as PTBK, BK teachers can freely conduct action research aimed at a group of children, for example in group guidance activities or classical guidance. (Dede Rahman, 2012). Classroom Action Research Guidance and Counseling (PTBK) is directed so that national education goals can be achieved more quickly, the goal of education is the development of student potential to become human beings who believe and fear God Almighty and that can only be achieved if educators/counselors strive to achieve it. (Ridwan, 2012).

The action planned by the researcher in conducting this Guidance and Counseling (PTBK) action research is in the form of implementing Understanding the Dangers of Bullying Based on Tri Hita Karana Through Classical Guidance for Class IX E Students of SMPN 8 Denpasar in the 2024/2025 academic year. In this study, the subjects of the study were 39 class IX E students of SMPN 8 Denpasar in the 2024/2025 academic year, consisting of 20 female students and 19 male students to be carried out in the form of classical guidance based on Tri Hita Karana to improve understanding of the dangers of bullying. The instrument grid to determine the increase in understanding of the dangers of verbal bullying was adopted from the thesis (Maelani Dwiyaniti, 2020)

Table 1. Grid-Verbal Bullying Instrument Grid

Dimensions	Indicator	No Question		Amount
		Positive	Negative	
Put down	To belittle	1	2	4
	Embarrassing	3	4	
Name calling	Calling by the name of father/mother	5	6	4
	Calling someone by a name other than their real name/	7	8	
	distorting their name			
Sarcasm	Harsh words to hurt other people's feelings	9	10	4
	Insults with harsh words	11	12	
Taunting	Mockery	13	14	2
Rolling	Belittle	15	18	4
	To rule	17	18	
Cruel Critics	Criticize	19	20	2

Personal defamation	Spreading gossip	21	22	4
	Personal slander	23	24	
Racist slurs	Racially offensive	25	26	4
	Compare with animals/objects	27	28	
Sexually suggestive/ sexually abusive remark	Saying things that are meant to be sexual	29	30	2
Number of Questions				30

For the scale of data measurement, Sugiyono's Likert scale is used in the form of answer options including Strongly agree, Agree, Undecided, Disagree and Strongly disagree. However, this study uses a Likert scale with an interval of 1-4. The modification of the Likert scale is intended to eliminate the weaknesses contained in the five-level scale, the modification of the Likert scale eliminates the middle answer category for the reason that the category has a double meaning, usually interpreted as not being able to decide or provide an answer, can be interpreted as neutral, agree or not, neither agree nor not, or even hesitant, the availability of answers in the middle causes a tendency to answer in the middle therefore the purpose of the SS-S-TS-STC category is to see the tendency of respondents' opinions.

Table 2. Scoring of the Questionnaire

No	Negative Questions		Positive Questions	
	Score	Information	Score	Information
1	4	Strongly agree	1	Strongly agree
2	3	Agree	2	Agree
3	2	Don't agree	3	Don't agree
4	1	Strongly Disagree	4	Strongly Disagree

Then to analyze the data using the descriptive statistical percentage formula. Descriptive statistics are statistics used to analyze data by describing or depicting the collected data as it is without intending to make conclusions that apply to the public or generalization. While this percentage formula is processed by dividing the frequency by the number of respondents multiplied by 100 percent, as below:

$$P = f/n \times 100\%$$

Where P = Understanding the Dangers of Bullying

F = Number of students whose understanding increased N= Total number of students observed

The indicator of success of this researcher is the increasing understanding of the dangers of bullying in students. This research is said to be successful if the ethical skills of socializing after being given services are in a good score range, as follows:

Table 3. Presentation of Student Activities according to Purwanto

Class	Interval	Information
I	25% - 43.75%	Very Low
II	43.76%-62.51%	Low
III	62.52%-81.27%	Tall
IV	81.28%-100%	Very high

3. RELATED RESEARCH



Figure 1. Students are attending classical guidance services
Source: Research Documentation of SMPN 8 Denpasar, 2024

Research on efforts to improve students' understanding of the dangers of bullying through classical guidance services has been widely conducted. For example, research conducted by Haulia Tris Finanda and Hidayani Syam (2024) at SMPN 1 Sungai Pua showed that classical guidance services were effective in improving students' understanding of the dangers of bullying. The results of the study showed that more than half of the students were in the very high understanding category after being given classical services. Students in the high category reached 18.75%, while students in the moderate category were only 9.375%. This study proves that classical guidance is an effective strategy to improve students' understanding of the dangers of bullying.

In addition, research by I Putu Karpika and Riana Mawar Mentari (2020) revealed the effectiveness of implementing classical guidance services based on *Three Hita Karanain* improving students' character. The results of the study showed significant changes in students' character, where the average increase in the first cycle reached 27% and in the second cycle reached 57.6%. The approach based on *Three Hita Karana*, which emphasizes the harmonious relationship between humans and God (*the paradise*), relationships between fellow human beings (*the house*), and the relationship between humans and the environment (*the palm*), has been proven effective in improving student character.

Based on these studies, researchers are interested in further developing this approach in the context of understanding the dangers of bullying. Therefore, this study aims to explore the effectiveness of classical guidance based on *Three Hita Karanain* improving the understanding of class IX E students of SMPN 8 Denpasar about the dangers of bullying in the 2024/2025 academic year.

4. RESULTS AND DISCUSSION

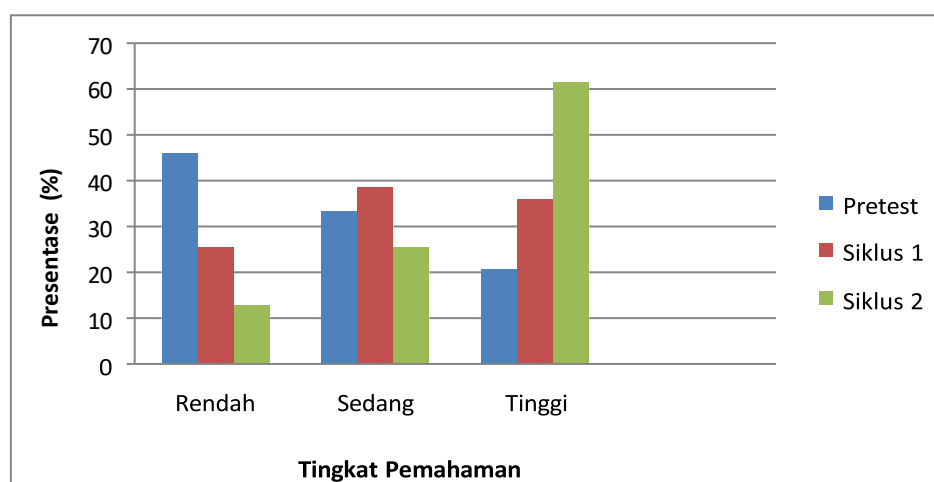
To obtain initial data on the level of understanding of the dangers of bullying in students, data collection was conducted by distributing a previously designed verbal bullying scale questionnaire. The results of the initial questionnaire showed that 8 students were in the very high category of understanding the dangers of bullying (Presentation 81.27%-100%), while in the moderate category were 13 students (Presentation 62.52%-81.27%) and 18 students in the low category (Presentation 43.76%-62.51%).

Table 5. Data processing results

Category	Pretest (%)	Cycle 1 (%)	Cycle 2 (%)	Average Change
Low	46.15 %	25.64 %	12.82%	16.67%
Currently	33.33 %	38.46 %	25.64 %	3.85%
Tall	20.51 %	35.90 %	61.54 %	20.52%

The following shows the results of data processing in the form of a distribution table of understanding of the dangers of bullying.

Figure 2. Distribution of Understanding of the Dangers of Bullying (Pretest, Cycle 1, Cycle 2)



Based on the results of data analysis from the pretest, cycle 1, and cycle 2, there were significant changes in the level of student understanding in each category (low, medium, and high). At the pretest stage, the majority of students were in the low understanding category with a percentage of 46.15% (18 people). This shows that most students have inadequate initial understanding of the material being tested. Meanwhile, the medium category includes 33.33% (13 people), and only 20.51% (8 people) of students are in the high category.

After being given classical guidance services based on Tri Hita Karana in cycle 1, there was a decrease in the number of students in the low understanding category to 25.64% (10 people). This decrease reflects the initial success of the classical service strategy used. At the same time, there was an increase in the medium category to 38.46% (15 people) and in the high category to 35.90% (14 people). This indicates a change in student understanding from the low category to the higher category.

In cycle 2, Tri Hita Karana-based classical guidance services further succeeded in increasing the number of students in the high understanding category significantly to 61.54% (24 people). On the other hand, students in the low category decreased to 12.82% (5 people), and students in the medium category decreased to 25.64% (10 people). This decrease can be interpreted as a shift in students from the medium category to the high category.

The average percentage change shows a positive direction. The low understanding category decreased with an average change of 16.67%, indicating the effectiveness of Tri Hita Karana-based classical guidance in helping students improve their understanding. The medium category experienced a relatively stable change with an average change of -3.85%, because some students moved to the high category. Meanwhile, the high category experienced a significant increase with an average change of 20.52%, reflecting the success of the intervention in encouraging deeper understanding.

These results indicate that the Tri Hita Karana-based classical guidance service strategy that was implemented was effective in improving students' understanding of the dangers of bullying, especially in the high category. The large shift from the low category to the medium and high categories showed that students were not only able to understand the material better but also showed significant development in their cognitive competence. For a more comprehensive improvement, teaching strategies can be focused on supporting students who are still in the low category to be able to move up to a higher level of understanding.

5. CONCLUSION

Improving Understanding of the Dangers of Bullying Based on Tri Hita Karana through Classical Guidance for Grade XI E Students of SMPN 8 Denpasar in the 2024/2025 Academic Year. Based on the results of the analysis of pretest, cycle 1, and cycle 2 data, the implementation of classical guidance based on Tri Hita Karana has proven effective in improving the understanding of grade XI E students of SMPN 8 Denpasar regarding the dangers of bullying. At the pretest stage, more students were in the low understanding category (46.15%), with a small portion in the medium (33.33%) and high (20.51%) categories. After the implementation of classical guidance in cycle 1, there was a decrease in the percentage of students with low understanding to 25.64%, and an increase in the medium (38.46%) and high (35.90%) categories. These results indicate an initial positive impact of the Tri Hita Karana values-based strategy in providing insight into the dangers of bullying. In cycle 2, the results showed a more significant increase, with students in the high understanding category increasing to 61.54%. On the other hand, students in the low category decreased to 12.82%, and the medium category to 25.64%. This change indicates that students are able to understand the dangers of bullying more deeply, both from the aspect of interpersonal relationships (pawongan), relationships with the environment (palemahan), and relationships between humans and God Almighty (parahyangan).

Overall, the average change shows that intervention through classical guidance has succeeded in significantly increasing students' understanding, especially in the high category. This confirms that the Tri Hita Karana-based approach is not only relevant but also effective in helping students realize the negative impacts of bullying and the importance of creating good relationships in the school environment. Thus, this guidance program can be used as a model to be applied in a broader context in other schools.

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