Recovery Bullying With Counseling And Sublimation Through Literary Work Writing

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Abstract. The bullying recovery effort is an activity to save bullying victims from mental pressure and to prevent them from being bullied again with guidance and counseling therapy and sublimation through literary work writing. These are intended to allow students who have once been bullied to eliminate the mental pressure and funnel the pressure through literary work writing. This research uses qualitative method with case study approach. The research sample is highschoolers who had once been bullied consisting of 9 students from 4 different high schools. The therapy treatments are given 5 times consisting of 3 meetings with counselors and 2 meetings with creative work writing lecturers to guide these students write literary works. The research results indicate that there is indeed a change in the self-concept of these students who had once been bullied.

Keywords: bullying, self concept, counseling, literary writing, sublimation

I. INTRODUCTION

The level of violence to children in Indonesia is relatively very high, it is even ranked as the 2nd highest in the world [1]. According to KPAI's data, since 2012 to 2015 every 2000 children in Indonesia, 87% of them experience violence. In regard to this, violence is also the most frequently reported case by the society. From 2011 to August 2014, 369 cases of violence to children have been recorded [2]. The survey conducted by Butik Psychologi Center reveals that 3.5 million children in Indonesia have been the victims of violence each year. Meanwhile, according to the Chief of National Commission for Child Protection, in 2014-2015 17 children died due to violence. The then Chief of National Commission for Child Protection of Indonesia or KPAI for short, Asrorun Ni'am Sholeh even says that "Each year, the number of violences directed towards children has reached 3,700, and on average there are 15 cases every day (data in 2016). The

violence case in Indonesia have received great concern since 1984 when Arie Anggara case surfaced. He was a child who died after he was tortured by his own parent. Meanwhile, Arie Anggara's parent was sentenced death, and the then President gave no clemency to him. Several years later, in 2005 to be precise, another violence case was highlighted. This time it was the case of bullying to Vivi Kusrini (13) who hung herself dead using rope in her house's bathroom. Vivi killed herself due to the insults she received for being a porridge seller's daughter". A year later, or in 2006, another case surfaced. This case involved Linda (15) who hung herself dead in her bedroom. She did it because her friends mocked her for failing her grade [3]. Of the huge number of violence cases which have occured and been worrying, some took place at schools [4]. This is quite contradictory since schools are places where children learn, receive knowledge transfered to them and refine their characters, as well as where they receive some education. Fundamentally, schools serve the purpose of providing students with knowledge, skills and ability they need for their future holistically and funneling their talents and self-potentials. Addititionally, it is also a place to transmit cultures, i.e. transmission of attitude, values, and norms [5]. Currently, as per the survey conducted by ICRW (International Center for Research on Woman) and Promoting Equality and Safety in School Plan, it is found that around 84% of children in Indonesia experience violence at their schools [6]. Bullying occurs when an individual is harassed repeated and from time to time, in the form of negative action by one or more persons, and he/she finds it hard to defend himself/herself [7]. Bullying includes painful, negative, intentional, and persistent behavior towards individuals who are too weak, mocking, including from a group, destroying the victim's belongings [8], [9], such behavior as intimidation for the purpose of extorting one's money or goods, racial intimidation, sexual intimidation, and cyber-bullying using the telephone or the internet [7]. In general, bullying occurs because the bullying victims cannot protect themselves. They have low struggling power, are weak and timid. Victims are

the persons suffering from violation who cannot defend themselves and are frequently alienated by their friends. Furthermore, the effect of bullying can interfere with the victim's performance at schools and they have poor academic performance [10], [11]. Therefore, the sufferers who have experienced bullying need to be recovered, so that they will be able to deal with the suffering and have a good self-confidence. Self-confidence according to Hakim [12] is one's belief of every aspect of strengths they have and this belief makes them think that they can achieve the goals they set in life. Thus, it can be said that a confident individual will be optimistic in doing his/her activities, and they have realistic goals. This means that this individual will set life goals which they can achieve. Eventually, what he/she plans will be done while believing that they will succeed or achieve the goals they have set. A confident person will also be able to develop positive view of himself/herself and the environment he/she is in.

II. METHODS

This research uses qualitative method (Emzir, 2012: 1) with a case study approach. The instrument used in this research is questionnaire with likert scale 1 to 4 which range from always, often, sometimes, and never. The research instrument is validated by Validity and Reliability Tests using application SPSS Version 24. To test the questionnaire validity, the correlation formula korelasi *Product Moment Pearson* is used and to measure the questionnaire reliability the *Alpha-Cronbach* formula is used. The samples are highschoolers who had once experienced *bullying*. They are taken from 4 schools, i.e. State Senior High School 48 Jakarta, Senior High School (SMA) Muhammadiyah 12 Jakarta, SMA Muhammadiyah 4 Jakarta, SMK Muhammadiyah 6 Jakarta, and Homeschooling students. The number of samples are 9, they are BA (female), SW (female), LASS (Female), MI (female), FA (male), MPD (female), DA (male), CTM (female), AHP (female)

III. RESULT AND DISCUSSION

A. *Description of Bullying Sufferers*

These bullying sufferers generally think they have no strengths within. Only 22% of them think they have some strengths. They mostly even think they have weaknesses (88.8%). Only 44.4% of these students view themselves positively. Additionally, these students who onced experienced bullying generally think they do not have ideal physical appearance (66.7%). These students generally do not have the courage to express that they dislike some person (88.9%). These students also lack ability to defend themselves when others insult them (55.6%). In addition, their optimism is not that great, only 33.3% of them have great optimism. Their mental is unstable as indicated in their continuously changing stand (89.9%). They generally do not possess non-academic ability that can be developed (66.7%). Only 33.3% of them are brave enough to voice their aspiration related to

their rights. These students view positively the negative view from their surrounding environment by 22.2%. These students who have experienced bullying have no prominent achievement at schools (89.9%). Most of them also lack courage to ask their teachers when they do understand the lesson (88.9 %). However, these students are mostly keen to learn something new to enrich their insight (55.6%). Only 22.2 of them are optimistic in relation to the decisions they have made. They are mostly close to their siblings (77.8%). In addition, 77.8% of them think their parents love to obtrude them.

B. Description of Students After Treatment

These bullying sufferers generally think they have possessed strengths (28.6%) and 71.4% think sometimes they have some strengths. None of them (0%) even think they have weaknesses. These students have had positive views to themselves (57.1%). Additionally, these students who once were bullied have changed the way they view their physical appearance, some of them (14.3%) think they have ideal physical apperance and 85.7% sometimes think they have ideal appearance. They generally now have the courage to express that they dislike someone (42.9%). Most of these students have now been capable of defending themselves when someone mocks them (71.4%). However, still only 33.3% of them have great optimism. Their stand begins to get stable (28.6%). Some of them also begin to have non-academic ability which can be developed (71.4%). 57.1% of them now have the courage to voice their aspiration in relation to their rights. And 42.9% of them now view positively the negative view they receive from their environment. 28.6% of them now have prominent achievement at schools. Some also begin to have courage to ask their teachers when they do not understand the lesson (57.1%). More students now love to learn something new to enrich their insights (71.4%). An increase is also seen in the number of these students who are optimistic in relation to the decisions they have made (42.2%). In regard to their closeness to siblings, the percentage remains at 77.8%. Finally, 77.8% of them still think that their parents love to obtrude them.

C. Counseling

The counseling therapy is given by the counselors in 3 meetings (3 weeks). The therapy is embodied in group guidance: a). During Meeting 1, the group guidance is intended to examine the aspects of their self-confidence. The guidance begins with introduction of each group member. It is followed by each member telling the problems they personally encountered. The problems these students tell revolve around the lack and absence of self-confidence within themself. The group leader than propose the topic "self-confidence" which will be discussed together with all group members. b). In Meeting II, the factors of self-confidence are explained and students begin to build their self-confidence. c). In Meeting III, an evaluation is made regarding the activity of building

self-confidence. d). In Meeting IV, a guidance is given to funnel Self-Expression through Sublimation Activity by writing poetry and short-story. Sublimation is a compromise which results in higher level of culture acceptable to the society as a creative culture. The term sublimation is adopted from Freud's theory of psychology. In addition, the literary writing serves as an embodiment of the term catharsis [13], i.e. the "release" of subconscious emotions through literary works. The themes of poetry commonly written by students used as the sample are about romance (AHP's sample poetry). In this poetry, AHP writes about the painful feeling. She wants to express her love to someone, yet she lacks the courage since she thinks when she does that, this very someone will be harmed. LASS's poetry shares the same theme, i.e. love. This can even be seen from her poetry's title, i.e. *Rindu* (literally: Yearning). However, in this case, LASS expresses an intense feeling of longing for someone. SW's poetry also talks about love. In her poetry entitled *hujan* (literally: rain), she portrays how every time rain falls, it reminds her of her ex. Not so different from the theme above, MPD writes a poetry on love. In her poetry, she says she is happy to be with someone, and even happier when she sees him smiles. In her poetry, she does wish in her prayer that this love can last for eternity. Unlike the previous poetry, FA writes about his heroine, entitled *Pahlawanku* (My Heroine). In his poetry, he expresses his gratitude to his heroine who is none other tan his own mother. CTM writes something quite differently in a prosaic style. She writes a poetry which tells a story of a prince and his Lily flower. In her poetry, she writes about how the prince grows the Lily flower since he is young until he is older. Furthermore, CTM tells that the Lily flower leaves precious gold which later becomes the shield to protect the prince. e). In Meeting V, the catharsis is done by writing short-stories. LASS using the family theme in her short story *Radio Antik* (literally: Antique Radio) tells a story of her own experience together with her father when they bought a radio in a market. It turns out that LASS is close to her father.SW writes a horror short-story. In her short story entitled *Kakek Tua* (literally: Old Man), she tells the character I who is asked by her friend to a new place for the character I. However, this friend of her who asks her to visit the place leaves her alone there. The character I is frightened, especially when the time shows it is mid-night. The character I then wants to come home and leaves the place. Later on, she meets a male elder. A negative feeling surfaces since she thinks something is wrong with this old man. She is frightened as he holds her hand. However, what happens next is actually not as she expects. This old man truly wants to take her home. SW shows that she is frequently haunted by negative feeling to people around her, as reflected in the character old man that she creates in the story. The short story entitled *Laki-laki Beralis Tebal* (literally: Thick-Eyebrowed Man) is written by MPD. This story tells about her meeting with her thick-eyebrowed friend at school when he pays more attention to her. The story starts from classroom, where the man keeps staring her. MPD's short story shows that MPD is gullible with her positive presumption. CTM writes a short story entitled *Menjadi*

Seperti Idola (literally: To Be Like an Idol). In her story, the character I wants to be an idol, in this case an actor. Her steps begin with her admission into theater school club. FA writes a short story entitled *Taman yang Indah* (Beatiful Garden). In her story, FA's imagination is so wild. It begins with an ordinary event where the character I who has finished working takes a bus just like usual. However, weird things start to happen to the bus. Firstly, many seats in the bus are vacant. The character I just realizes that the bus does not take the usual route and it keeps on increasing its speed rapidly and it breaks through a light point and it changes into a garden. This does not last long, since it suddenly gets cloudy and a storm follows. The character I is frightened and wakes up from his dream. In this story, FA expresses his imagination freely as if he has no problem at all. The last short story is written by AHP. Her short story is entitled *Rasa Wajar* (literally: Normal Feeling). In her story, she tells about the character I who catch her lover red handed together on a beach with a girl she does not know of. The character I is jealous since she loves her lover a lot. However, her jealousy is unreasonable. It turns out that this other girl is his friend he is asking for help to make some surprise for their anniversary. It seems AHP frequently thinks negatively of her loved ones. She uses this feeling to make it a form of preventing her loved ones from leaving her.

IV. CONCLUSIONS

Students who once were bullied seem to have fragile soul, powerless, and suffer from inferiority. For this reason, there is a need to provide some assistance to help them recover from this feeling. This research gives 2 different treatments; 1. Treatment in relation to the mentality for this case is given by counselor. 2. The second treatment is given through catharsis process by writing down their feeling through literary workds. Thanks to the treatments given, some changes to students' confidence start to occur. Self-confidence should be supported by such aspects as self capability, timidlessness, optimism, creativity, improved academic achievement, commencement of openness to family, and having positive view to everything in life. The expression of feeling in a literary work is still dominated by romance issues. This is because adolescence is indeed a phase where humans begins to get attracted to their opposite sex.

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