Construction of Bullying Victims' Self Literacy through Collaborative Dialogue

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Abstract. Bullying incidents have an impact on the victim's low self-literacy. The research aims to obtain an objective description of (1) the factors causing the change, (2) the mechanism underlying the change, and (3) the change in self-literacy of victims of bullying through collaborative dialogue. This research uses a qualitative approach with an interpretive paradigm. The subject of this research is E, a male student of PKBM Ki Hajar Dewantara who received protection from elementary school. The results of this study are (1) difficulty controlling emotions and the victim's medical condition are the factors; (2) the mechanism for changing the victim's self-literacy begins with communication with the facilitator, speaking in a low voice accompanied by physical movements that show anxiety, and finally having the courage to convey verbal messages to the teacher; and (3) the emergence of a sense of agency and a reduction in negative self-talk are the changes.

Keywords: construction, bullying victims, self-literacy, collaborative dialogue

1. Introduction

Bullying is a form of intimidation physically, verbally, psychologically, and emotionally. Physical intimidation could be done by pushing, pinching, hitting, punching, damaging the victim's belongings, violent gestures, and even tearing them apart. Verbal bullying is done by calling name, using threatening words to hurt, inappropriate sexual comments, and abusive language. Psychological and emotional intimidation can be done by spreading rumors, exclusion of someone from a certain group or activity, persuading people against the victim, humiliating the public, and spreading false rumors [1]; [2]. Physical and verbal attacks are direct forms of bullying that express the open power of the bully [3].

The developments of technology causes bullying not only to happen in person directly but can happen online [1]. The development of social media causes bullying to be carried out via email, text messages, and social media posts which is often referred to as cyberbullying. The impact of cyberbullying is also very painful and emotional so it has a negative impact when the perpetrator and victim meet directly.

Many people think that bullying is not a big problem. Whereas, as said [4] unconsciously, bullying is very often happening all around us. Some experts estimate that as many as one in every five children, or 20% of children, are victims of bullying. Moreover, as said [5] that research results in Western countries show that between 5-41.6% of students have been bullied by their peers and 5 to 51% of students have bullied other students. In Asian countries, especially Japan and Korea, about 5-30% of students have been victims of bullying and between 6.1-25.5% of students have bullied other students. In 2020, the Indonesian Child Protection Commission (KPAI) reported that there were 119 cases of bullying against children. This number has increased from previous years which ranged from 30-60 cases per year [6]. In East Java, the number of victims of child violence was recorded at 689 children, or an average of 0.68 [6].

The fact that bullying occurred happened to students of SMPN 16 Malang with the initials MS, in 2020 he got bullying from their schoolmates. The bullying was carried out by seven of his friends who picked up MS and then dropped him on the floor so that he suffered injuries in several parts of his body, even his middle finger until it was amputated [7]. Bullying and rape also occurred in 2021. The rape incident was uploaded on social media. The victim was harassed and fucked by an adult, then the victim was brought by his friends to be tortured in a housing estate in Malang [8].

Bullying can happen to anyone. Excellent children or not, friendly children or shy, and children from high or low economies can become victims of bullying. According to Erica Laub said in [4] anyone can be a victim of bullying. However, for some reason, some children may be at higher risk of becoming victims than others. Because of that, everyone couldn't stay away and try to avoid bullying. Instead, they must know what people who like to bully others are looking for and know how to respond healthily. For example, if children tend to be submissive or playful, they may become targets for children who bully others. Usually, victims of bullying tend to come from families where their parents are protective because their parents did not teach them to handle conflict [1].

Bullying incidents have an impact on the victim's low self-literacy. They feel low self-esteem and emergency negative self-talk therefore they tend to isolate themselves from others, especially peers, resulting in a decrease in learning motivation and participation in class [4]. They have difficulty paying attention and concentrating in class [1], depression, anxiety, decreased school performance, or even a decrease in regular attendance [9]. In addition to direct bullying, cyberbullying also causes internalization of problems in adolescents, such as the development of negative affective disorders, loneliness, anxiety, depression, suicidal ideation, and somatic symptoms [10]. As a result, victims tend to be alone, do not want to join their social groups, reduce contact with those around them, and tend to join friends who are both aloof and quiet which has an impact on the occurrence of mental disorders and can be physical as well.

One way to deal with bullying in schools is to use collaborative dialogue between teachers and students

2. Method

This research uses a qualitative approach with an interpretive paradigm to explore the transformation of thoughts and behavior of victims of bullying. Due to the length of the change

process, the researcher places the transformation process in a group of events over a long period but must be evaluated in short time intervals. Therefore, this study used a micro-genetic approach with a cross-sectional study. The micro-genetic approach is used because (1) it allows the description of all the mechanisms underlying the change process, (2) observations can be made when the factors causing the change are occurring also before and after it occurs, (3) it allows moment control from the stimulus and the beginning of the change.

The subject of this research is E, a male student of PKBM Ki Hajar Dewantara who has bullied starting from elementary school. Now, the subject has graduated from high school and enrolled in college. During the research process, the researcher conducted a dialogue with the victim and monitored certain moments in each transformation of thought and behavior to see the general pattern of behavioral change in the subjects examined (Levelly et al [11]).

Collaborative dialogue carried out between teachers and students of the school who are victims of bullying. Besides that, research was also conducted through social interaction with parents as a comparison to understand their point of view. The collaborative dialogue was conducted and focused on students' problems for five weeks. The targeted goal is that students identify themselves until they are confident to return to school and be able to complete their studies. The data is collected together with the learning process in the Kejar Paket C class.

The learning steps are carried out based on the consideration of five dimensions of cognitive growth, there are pathway, level, extent, source, and variability (Siegler & Svetina, 2002; Calais, 2008). The path relates to the sequence of problem-solving efforts undertaken by children to master the required competencies. The rate of change is related to the time or amount of change in experience in the form of consistent use of new strategies, including whether these changes occur gradually or suddenly. The extent of change relates to the extent to which children can generalize problems to new approaches and other contexts. The source of change is related to the factors that cause change. The diversity of changes is related to other dimensions which are characterized by the characteristics of the individual victims.

3. Result and Discussion

3.1 Causes of Change in Victims of Bullying

Victims of bullying find it difficult to engage in social interactions due to trauma/unpleasant events and environmental conditions that make the victim uncomfortable. Unpleasant incidents have been experienced by the victim since the 5th grade of elementary school. This condition makes difficult for victims to identify and accept themselves because they are confused and embarrassed. The victim was confused because she could not understand why her friend was bullying her. The victim who always lives in a loving family environment becomes confused when her friend makes an issue with her small self.

Compassion at home is not found in school. As stated by her mother, the victim cared deeply, was willing to sacrifice to please her mother, gave gifts, and took care of her when she was sick. When she was bullied at school, the victim continued to be kind to them and told her mother that they would stop bullying. This condition made her mother regret that she allowed the victim to be bullied for up to two years. Her mother considered bullying to be a normal thing that happened in all schools.

Bullying affects the victim's psychology. Because she didn't want to blame others, she blamed herself instead. She did self-talk until she felt ashamed of her physique by saying she was "small, annoying, his teeth came out, if you talk about cedar, many people don't like it". Even so, the victim still prayed for his friends by telling his mother, "'pray for my friends, I'll check and don't bother me. Because she was constantly bullied by her friends, the victim began to isolate herself from her classmates.

Difficulty in social interaction because the victim has difficulty controlling emotions and other medical conditions as described below.

Difficult to control emotions

The victim's self is one of the factors supporting the occurrence of bullying. A lack of self-confidence tends to make children the target of bullying. The sense of himself as an annoying, ugly, short, and forward-looking child causes the child to lack self-confidence. This lack of self-confidence is the cause of problems, which in turn will be the subject of ridicule by their friends [12].

The victim's low self-confidence coupled with continuous bullying has an impact on the victim's inability to control emotions. As the victim's mother said that the victim tends to get angry but not to the point of throwing a tantrum. As a result, the victim does not want to see and communicate with other people. As stated by Bu Erin, Ki Hajar's teacher, "The first time he entered Ki Hajar, the victim always covered his face with shaking hands when he met people. Because of that, the victim asked for private lessons."

Negative emotions cause the victim to be unable to control his behavior. The victim felt unhappy when he was in the school environment. The habit of receiving bullying in the environment forms the victim's perception of the insecurity and discomfort of life at school. As a result, victims find it difficult to establish good relationships with teachers and peers. The victim is not able to establish a constructive relationship in the form of two-way interaction between himself and the teacher and other students. This causes a decrease in the quality of victims. When at school they cannot focus on assignments and are unable to complete them.

Emotional disturbances of victims who are still in their teens must be resolved immediately. Victims must be aware of their qualities so that they can develop their competence. As stated by Wahab, et al [13] that emotional disorders that cause depression and stress among adolescents are not trivial things that can be ignored. Emotional disorders must be treated appropriately so as not to become a more chronic disease. Sadness, depression, stress, anxiety, and anxiety are suffering that interfere with daily routines, reduce performance in learning, and have a negative impact that it interferes with social activities and hurts adolescents.

Victim's medical condition

The constant disturbance causes the victim to be physically and psychologically disturbed. He had a headache when he went to school. Her mother said that every time she went to school, the victim always said her head hurt. Coming home from the school straight into the room and for a long time indifferent and often in the room. While at school, the victim experienced a decrease in class participation so she often left class. Her mother said that when she was in the third grade of junior high school her teacher called me to school and recommended that I take B to a

psychologist because B often goes to the toilet and doesn't go out for a long time. Since then, the victim didn't want to go to school, as her mother said that at the new school, B was silent, didn't want to talk, and if I wanted to take him to school in the morning he didn't want to. Victim disturbance is in line with the opinion [4] that many victims of bullying experience anxiety and depression as a result of anxiety disorder. Some even experience eating disorders, sleep disorders, and post-traumatic stress disorder. The disorder is caused by muscle tension in several parts of his body. Victims often feel dizzy because of tension in the head, clenching their fists until they tremble because of tense jaw and hand muscles.

The victim's condition should be diagnosed in a medical evaluation. Enforcement of the diagnosis is done by checking the medical history, physical examination, to other supporting examinations if needed. The results are used as the basis for solving victims' problems. When the victim's complaint has an impact on learning activities, a medical check must be carried out. In addition, the psychological resolution of victims is carried out through collaborative dialogue through questions and answers, storytelling, and motivation to always think positively.

3.2 Mechanism of Self-Change of Victims of Bullying

Starting early in school, the victim still did not want to be invited to dialogue. The victim's self-literacy is still very low. The victim described herself as "annoying because she was so small and her teeth popped out." The victim does not want to communicate with everyone and only wants to study privately.

The beginning of the collaborative dialogue is carried out through activities always greeting the victim. Victims are always approached and explained about the activities that must be carried out in private learning. Victims are always motivated to feel safe and dare to communicate with others. This is because [14] the same phrase, gesture, laugh, or touch can be interpreted differently by different recipients. In other words, the same message can be received as a spontaneous joke that is harmless to one person and accepted as a repeated insult that hurts another person.

The result of the collaborative dialogue is that the victim begins to want to be spoken to and the longer it takes her to get closer to her friends. The victim felt appreciated that she wanted to come closer and even finally wanted to communicate with the teacher and some of her friends. This is in line with the statement conveyed by the victim's teacher, namely "Although they are still doing private lessons, sometimes the victim starts to want to be united with other friends. About twice a month, victims are invited to collaborate in classes taught by Mrs. Erin and Mrs. Ferry. Collaboration with parents was carried out with parental dialogue assuring the victim that her mother would be waiting outside the classroom. Over time, the victim began to be abandoned by his parents. Confidence is increasing when sitting in grade 11th. The victim began to often follow classical learning. Classical lessons are conducted once a week even though they only want to talk to certain teachers, such as Mrs. Erin and Mrs. Ferry."

From the data above, it can be seen that through collaborative dialogue, victims become able to solve problems and make decisions. Victims are increasingly able to communicate, sit quietly, and dare to ask questions that are not understood. This is in line with the opinion [15] that in a pedagogical context, collaborative dialogue is carried out through collaborative tasks and activities. Learning knowledge is built through solving problems and making decisions about tasks collaboratively. The involvement of learners in collaborative dialogical pedagogical tasks

is the result of their encouragement and excitement to pursue a common goal, with a sense of responsibility, they strive to perform the task together successfully.

The collaborative dialogue step is carried out through various stages. At first, the victim had to be waited on by her mother and only wanted to communicate with the teacher through private lessons. Collaborative dialogue is carried out through greetings and questions, then giving awards in the form of praise, and finally giving motivation to convince the victim that he can be independent. The emergence of a feeling of security and acceptance makes the victim dare to speak although it is still often done in a low voice and by rubbing his face which psychologically shows that he does not want his face to be seen by others.

The change in the victim was followed up by the teacher by increasing the motivational dialogue, which was used more by the teacher so that the victim became more confident. Collaboration with parents is done by discussing with each other the progress of the victim at home and school. As a result, the victim was able to complete his education and pass the Study Group Package C. Successively, the victim changed from not wanting to communicate with the teacher, starting to wanting to approach the teacher and talk, and finally having the courage to convey verbal messages to the teacher as can be seen in the teacher's dialogue, and victims after passing the following Study Group C Package.

> Teacher: "Are there any impressions and messages from the victim for Ki Hadjar Dewantara?
> Victim: "NgNgNg I go to school in Ki Hadjar Suka. The teacher is good, will he accept me?" (while rubbing his face)
> Teacher: "What is the message for Ki Hadjar, especially Mrs. Guru?"
> Victim: "Nng ng ng always accepts it well, sometimes children are not the same, some are mentally strong, some are not mentally strong".
> Teacher: "What is it like for those who are not mentally strong?
> Victim: "Who doesn't know"

The data above shows that the victim is calmer in speaking. Victims always answer questions given by the teacher although sometimes it is still done by "rubbing their faces". In addition, the victim also often uses "ng" sounds. The victim dared to advise the school and its teachers. However, when invited to have a dialogue to resolve the problem, the victim often answers "don't know".

The above conditions show that the change in the victim's self-literacy has increased the victim's ability to conduct social interactions with the teacher and understand her point of view. Victims can increase their literacy in collaborative dialogue with teachers and parents. The victim began to dare to approach the teacher to pay attention to him. However, the victim still cannot act spontaneously and cannot be emotional. When asked to have a dialogue about himself, the victim often answered that he didn't know. Therefore, it takes a longer time to be able to bring up deeper insights about the problems at hand to form self-understanding. As stated by [16] support for victims of bullying can be done by (1) training assertiveness so that victims know how to defend themselves and how to protect other potential victims when being bullied; (2) teaching relaxation techniques to help deal with neurotics of someone who tends to be anxious and overreact during times of stress; (3) convince the victim that bullying is not a justified part

of life; (4) placing the victim in a place that is homogeneous in age and place; and (5) monitoring victims more intensively.

3.3 Causes of Change in Victims of Bullying

Bullying causes the victim to experience a decrease in the learning stage. Psychologically, the victim returns to the concrete operational stage. From what his parents said, "B is silent there, doesn't want to talk, then if I want to take him to school in the morning he doesn't want to" it can be seen that bullying has made the victim unable to understand himself and his competence.

When invited to learn through dialogical communication, the victim's self-literacy begins to emerge. Victims begin to develop a sense of agency and decrease negative self-talk.

> *Teacher : "Where do you plan to go to college? Victim?*
> *Victim   : (rubbing face, back of neck) "to Unmer"*
> *Teacher : "Oh, go to Unmer, what major do you want to take, Victim?"*
> *Victim   : "Social and political in Unmer"*
> *Teacher : "Social politics is a major chosen by the victim himself or his parents?"*
> *Victim   : "myself"*
> *Teacher : "The victim had thoughts of entering Sospol since when?"*
> *Victim   : "ng ng ng yaa anuu I have always liked state administration like the DPR, laws, laws, MPR" (while rubbing his face, his head occasionally lifts his head to look at me)*

The data above shows that in the victim there has been a sense of agency that allows the victim to be independent and willing to go to class without being accompanied by parents, although collaboration between parents and teachers is still required. Parents are tasked with conveying the victim's progress which is then followed up by dialogue with the victim to create a sense of acceptance in the victim. This method is expected to activate the victim's self-literacy so that he can live with other people. This is in line with the view [10] that family social support is an important factor in maintaining and protecting victims, especially those related to the victim's health.

The courage of the victim to meet other people is still not matched with the ability to communicate optimally. The victim still doesn't want to talk to all the teachers. The communication disorder is due to the psychological problem of the victim who does not want to listen to other people's voices. The verbal abuse carried out by tartar made the victim block all the sentences that entered him. The communication failure is not due to a lack of language but is the impact of bullying, especially one that is already severe. The teacher responded to this condition by always explaining the order many times, then the victim was asked about the activities the victim had to do. At first, the victim did not answer but went straight to the task. When finished, the teacher praised the work of the victim. This method is done because the teacher understands that the victim has not been able to see causal relationships in everyday situations as a result of bullying. This is in line with the view [17] that one must understand a person's behavior based on their life history because the way and behavior of a person will develop according to his instincts and basic role as a human being.

After being invited to dialogue often, negative self-talk began to decrease. The victim began to want to communicate verbally although it was followed by rubbing the face, wringing hair and neck, and bowing the head. The teacher responded to this condition by inviting the victim to have a dialogue while looking at the face. The teacher's invitation was not immediately realized because psychologically, the victim returned to the concrete operational stage. Victims still find it difficult to combine verbal (instruction) and nonverbal (demonstration) instructions. The teacher's actions in explaining the task rules and the invitation to dialogue were not immediately fully understood because the victim was still panicking and confused. This is in line with Piaget's view [18] that at the concrete operational stage, a child is able to perform certain tasks or functions, but does not know how to immediately apply the concept to other functions or tasks conceptually.

To see the stability of the victim's self-literacy is done by repeating collaboration. The teacher tries to make the victim understand the actions that need to be taken when having a dialogue with the teacher. The purpose of repeating the collaborative dialogue is to make the victim understand the other person's visual perspective. While demonstrating their competence to the teacher, the victim is invited to a collaborative dialogue continuously so that she feels cared for. Repeated dialogue is used to create awareness of the victim about her role.

Learning through collaborative dialogue that is carefully designed by the teacher is carried out by the teacher to form the desired action in a tense situation for the victim. Collaborative dialogue is used to develop social interaction schemes according to the victim's perception. Habituation is done to increase the victim's ability to process information simultaneously and globally based on visual perception. This method is expected to integrate the elements of taste so that their dialogue becomes meaningful.

4. Conclusion

The results of this study are (1) the factors that cause changes in the self-literacy of victims of bullying, namely the low competence of emotional control and the victim's medical condition. The inability to control emotions causes the victim to not want to see and communicate with other people. Medically, victims often complain of abdominal pain and dizziness. For this reason, they are given appropriate treatment and are always invited to communicate, and are encouraged to think positively. (2) The mechanism for changing the victim's self-literacy begins with wanting to be invited to communicate with the facilitator, speaking in a low voice accompanied by physical movements that show anxiety, and finally having the courage to convey verbal messages to the teacher. This process shows an increase in the victim's self-literacy so that the victim dares to carry out social interactions and understands a positive point of view towards himself. (3) Changes in the victim's self-literacy, namely the emergence of a sense of agency and reduced negative self-talk. The emergence of a sense of agency marked by the courage of the victim to meet other people is still not balanced with the ability to communicate optimally. Decreased negative self-talk is characterized by the courage to communicate verbally even though it is followed by physical movements that indicate anxiety.

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