

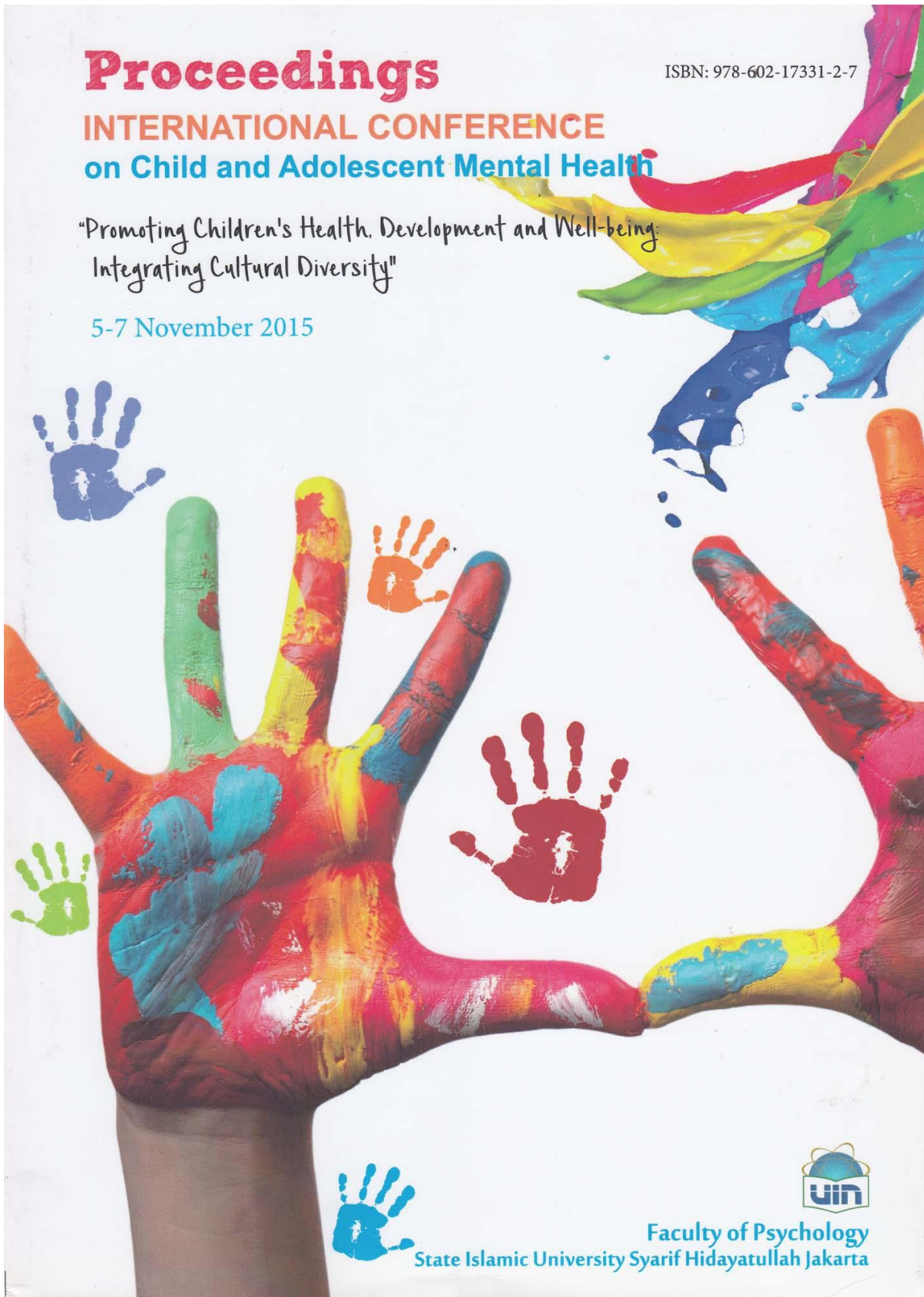
Proceedings

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INTERNATIONAL CONFERENCE on Child and Adolescent Mental Health

"Promoting Children's Health, Development and Well-being:
Integrating Cultural Diversity"

5-7 November 2015



Faculty of Psychology
State Islamic University Syarif Hidayatullah Jakarta



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INTRODUCTION TO THE THEME OF THE CONFERENCE

Nowadays there is a general understanding that the early years of a child's life are fundamentally important to provide future health (physical and mental), development and wellbeing. In these periods children need support from families, schools, and communities. A positive start in life may help children reach their full potential, while a poor start may increase the chances of adverse results. Therefore, providing secured environment and systems with high-quality services, and minimizing the factors that adversely influence the health of children play an importance role in influencing child health and wellbeing. For the same reason, creating the circumstances that enhance good health, development and wellbeing has been recognized as high priority and primary goal of policy making in many countries.

In contrast to the above description, many children in Indonesia are still far from being well. As the fourth largest children population in the world, Indonesia still has significant number of children who considerably have worse health, poorer developmental and learning outcomes, and decreased wellbeing compare with the others.

Many children in Indonesia live in unfortunate circumstances. There is a high number of children whose parents are divorced. Others live with parents that have poor mental health. Those children are subject to experiencing violence at home and schools. Additionally, although the prevalence of mortality among children under five years age have reduced in limited progress since 2000, yet the stunting and wasting are still the major serious health problems. Drug abuse, cigarette smoke, HIV/AIDS are other major national problems among children. Lack of financial resources, limited number of schools in remote areas and a small number of teachers add the gloomy problems faced by school-aged Indonesian children. With regard to mental health, the prevalence of children suffer from mental health problems is relatively high in Indonesia. Many children with mental health problems have no access to get medical treatment. Some of them receive no treatment at all or are confined in the inhumane conditions, and others become victims of violence, bound or shackled by family members who have limited knowledge or money for their treatment.

In fact, Indonesia has capacity to solve these problems. The country has diverse cultures, ethnics, religions and languages. With her richness in diversity, Indonesia has local cultural values and practices that can promote child health, development and wellbeing.

Hence, the Faculty of Psychology of Syarif Hidayatullah State Islamic University Jakarta, Indonesia is inviting scholars, academics, researchers, and NGO members to join the International Conference on Child and Adolescent Mental Health: Promoting Children's Health, Development and Wellbeing: Integrating Cultural Diversity. The conference is held from the 5 to 7 November, 2015.

Mohamad Avicenna, M.H.Sc.Psy
Steering Committee Chair

Proceedings INTERNATIONAL CONFERENCE on Child and
Adolescent Mental Health "Promoting children's health, development
and well-being: integrating cultural diversity"



WELCOME MESSAGE

BY DEAN FACULTY OF PSYCHOLOGY, SYARIF HIDAYATULLAH JAKARTA

Assalamualaikum Wr Wb

Dear Colleagues and friends

It gives me great pleasure to see a large gathering of scholars in International Conference on Child and Adolescent Mental Health. As a Dean of Faculty of Psychology, I would like to express my gratitude and a warm welcoming to our plenary and featured speakers, as well as the presenters, especially those who are coming from overseas.

This year, Faculty of Psychology is celebrating its 20th Anniversary. As our effort to be recognized in national context and in the worldwide as well, we conduct some events such as International Conference, Symposium, psycho fair, sport and art competition.

The interest of the child and adolescent mental health is clear and became importance issue in every country in the world. In addition to this, the conference has attracted many participants. We will listen oral presentations and see poster presentations as well. The subjects range from issues of mental health, learning and development, risk factors, safety and security, service and interventions and others topic related with psychology of children and adolescent. I am sure that the selected topics will provide you with a wealth of information, insights and many opportunities for discussions.

I would like to give high appreciation and many thanks to the conference organizing committee for un-tiring efforts to make this conference as one of the memorable one.

Once again I would like to thank you all for coming. Your experience, expertise and readiness to share your knowledge and ideas are highly valuable and needed. I wish to all of us fruitful discussions, interesting findings and observations.

I fully hope that this conference will be beneficial for the development child and adolescent mental health, and I wish you all a very pleasant to stay here in Jakarta. Thank you and enjoy the conference.

Prof. Dr. Abdul Mujib, M.Ag.,M.Si

Dean Faculty of Psychology,
Syarif Hidayatullah State Islamic University Jakarta

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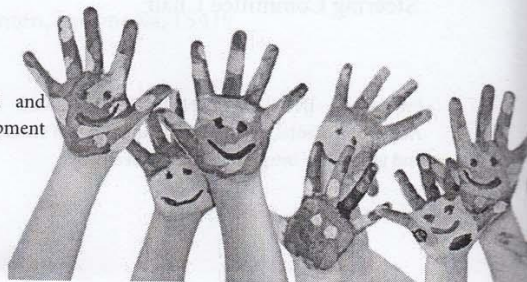


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SCHOOL WELL-BEING: ORGANIZATIONAL APPROACH TO PREVENT VICTIM OF BULLYING AT SCHOOL

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Abstract

Well being is a dynamic area of research. The concept of well being are quite varied, generally relies on three aspects. First, focus on individual aspect; second focus on interpersonal relationship; and third focus on groups/organizations. This research asseses well being at organizational level. School well being is an approach to handle bullying by intervening on organization area. Bullying can take place at an environment in which there is any interaction between humans. Historically, bullying at school has been lasting for a long time, but in the years after 1990, bullying occurs in a wider escalation and intensities. Bullying has an impact physical, mental or psychological for perpetrators and victims. This triggers a number of interventions that bullying can be prevented early. One way is to develop a safe school atmosphere, caring and healthy. School climate has such characteristic is a hallmark of the school well being. We examined role of school well being to prevent bullying at school. Through quantitative methods, 105 high school students were tested using a measuring instrument school well being scale and scale of bullying (victim version). We found a significant negative correlation ($r = -0.415$, $p = 0.000$) with a level of 0.01 between school well being and bullying. The three main areas of school well being: school ethos and enviroment; curriculum, teaching and learning; and community connection, have a significant role in preventing the emergence victim of bullying at school.

Keywords: School well being, school climate, bullying, organizational approach, quantitative method.

INTRODUCTION

In recent years, people have witnessed the dramatic growth of information about our teenagers. Increasing of drug consumption, high sexual harassment, loss of respect for others, aggressiveness at school, depletion willingness to sacrifice for others, can be found easily (Rahmawati, 2014). This fact raises the question, how far the mental health of our youth? How can it be said to be mentally health, if the behavior shown to cause damage to themselves, and for others ? When seen in social level, these behaviors become a picture of a social life away from the value of harmony.

World Health Organization (WHO) defines health as a state of well which includes physical, mental and social, that is not only free from disease or disability. Mental health was not merely free from interference but also feeling healthy, happy and prosperous (well being). There is harmony between thoughts, feelings, behavior, and capable of overcoming the challenges of daily living (Ninin, 2014).

Welfare behavior orientation could be explained through several concept, like helping behavior, prosocial behavior and altruistic behavior. On other hand, the behavior does not





care about the welfare of others, appeared in the form of anti-social behavior, which has the following characteristics: irresponsibility (inability responsible), unable to learn from experience, emotions are surface, insensitive conscience, and impulsive (Delveaux, 2003). The forms of anti-social behavior also include: delinquency, criminality, depriving the rights of others, fighting, aggression and bullying.

Bullying gained the attention of educators, parents, and the society today. Douglass (2009) reported that the frequencies of bullying and other forms of aggressive behavior are the biggest problem was faced by the school. Aggressive behavior at schools, especially in urban areas is higher than elsewhere (Davis, Parault, and Pellegrini, 2007 in Hoffman, 2010). Bullying is one of them.

A lot of attention was directed to perpetrators of bullying. Bullying at school age has a great chance to take action criminality in adulthood (Pozzoli and Gini, 2010). However, the main spotlight is addressed to victims of bullying. And we looked just a little work has been done to examine victims. Almost every student who ever be interviewed stated that they had been the victim of bullying (Djuwita, 2013). Olweus (2003) a researcher who started systematic research on bullying found that 15 percent of students have been victims of bullying. One of the seven students in the United States according to The Local Department of Education (2005 report) is reported to have experienced bullying. Bullying is an act of acute especially in middle and high school behavior. According to Pellegrini and Bartini (1999) in this case because during adolescence a person experiencing rapid development in the biological and social aspects. Teens at this age also become more aggressive. Peer violence was also reported increases.

How about in Indonesia? Bullying behavior seems too pervasive in our schools. Reports from the Semai Jiwa Amini Foundation (Sejiwa) a non-profit organization that specialize attention on bullying behavior in schools (www.sejiwa.or.id) conducted a survey of 1,500 middle and high school students in Jakarta, Yogyakarta and Surabaya. According to the result, 67 % of respondents said that bullying happened at their school. The perpetrators are peers, senior friends, junior friends, teachers, principals, until the thugs are around the school. Almost all respondents never reported the bullying they receive or they see. Data were entered into *Komisi Perlindungan Anak Indonesia (KPAI)* per-November 2009, shows the similar one. There were at 98 cases of physical aggression, 108 cases sexual abuse and 176 psychological harassment happened in the school environment.

Parramo (2012) said that students do not report incidents of bullying he experienced, as many teachers regard the event as fairness in the relationships among students. Ryan (2009) mentions that only half the students who believe that if teachers will take meaningful action against a given report. Dranoff (2006 in Hoffman, 2010) reported if the student did not raise the issue of bullying to their teacher, administrative staff or other adults, because they feel less concerned on the issue. According to Crapanzano (2010), the teachers should understand bullying phenomena from student perspective.

Some schools began to realize the magnitude of bullying. It encouraged schools to intervene a program (Kenneth W, 2013). The motto of NCLB (No Child Left Behind) drives schools started to collect data and make an intervention. However, the result is still far from expectations. 17 of 28 (60%) schools that conduct intervention research in Kenneth program (2009) have a little bit results. Intervention in the form of training for teachers, awareness of





students to avoid bullying behavior, advises the victim to want to report incidents of bullying, was less positive impact. The study provides recommendations that will be more meaningful when addressing bullying behavior by creating an environment such as school context. The concept of a healthy school is a school that has a cozy atmosphere, caring, friendly and warm. Schools with such criteria are able to improve the life of its members (Rahmawati et al., 2015a). The concept of healthy school called as the school well being, which will be the main focus in this research study.

Problem of Research

Is the school well being correlated to the victims of bullying? How large of school well being role, both in dimensions school ethos and environment; curriculum, teaching and learning; and community connection to the prevention of victims in bullying?

Hypothesis of Research

School well being has a significant negative correlation to the victims in bullying behavior. In addition, the school environment also has a role to minimize bullying behavior of students.

Purpose of Research

The aim of this research was to examine the role of the school well being in minimizing the occurrence of victims. And how far the dimensions in the school well being, which includes school ethos and environment; curriculum, teaching and learning; and community connection played a role in the prevention of a victim at school.

Bullying

Bullying is a problem that happens in all schools around the world (Ryan, 2009). There are some studies in a number of countries (Pellegrini and Brooks, 1999), for example: Australia (Rigby and Slee, 2004); Canada (Olweus, 1993, 2003); English (Kogan, 2011); Scandinavia (Olweus, 1993, 2003). Bullying become an important research topic because the impact of bullying are widespread, both in the aspect of social, psychological and academic student aspects (Hawker and Bulton, 2000; Swearer, Gidycz, Haye & Cary, 2004, in Ryan, 2009). Bullying phenomena have produced a number of anti-bullying conducted in schools, but some studies have shown an anti-bullying generally does not provide results as expected (Merrell, Guldre, Ross, Isava 2008, in Kenneth Scott and Duane, 2013). An intervention program often only touched the cognitive aspects, but do not drive students to stop bullying.

Bullying vocabulary has known in Indonesia at about 2004 because of the events which happens in school. Bullying is known for a certain reason. A non profit civic organization with the name *Semai Jiwa Amini (Sejiwa)* which has a special attention to the problem of bullying, reported many cases of bullying occurring in Indonesian schools' but there was still low treatment.

Bullying is a form of aggression with specific characteristics (Davis, Parault and Pellegrini, 2007). Terminology of bullying behavior often associated with aggression. Some researchers argue bullying have in common with the behavior of aggression (Davis, Parault and Pellegrini, 2007); several other states the bullying are part of aggression behavior (Sullivan, 2000; Muth, 2012). Literally, the word means bully, and disturbs others who are





weaker. However, the term bullying is then used to designate the aggressive behavior of a person or a group who carried out repeatedly against another person or a group who are weaker, with the aim of hurting the victim physically and mentally. We define bullying is an aggressive behavior that is intended to harm others with concrete actions, carried out by one or a group of people who perceived a stronger or more powerful against others, who feel weaker, systematically and repeatedly. Such behavior leads to physical and psychological impact on the victim.

The Dynamics of Bullying at Schools

The social dynamics of the bullying at schools is complex and depends also on the school context in which students are.

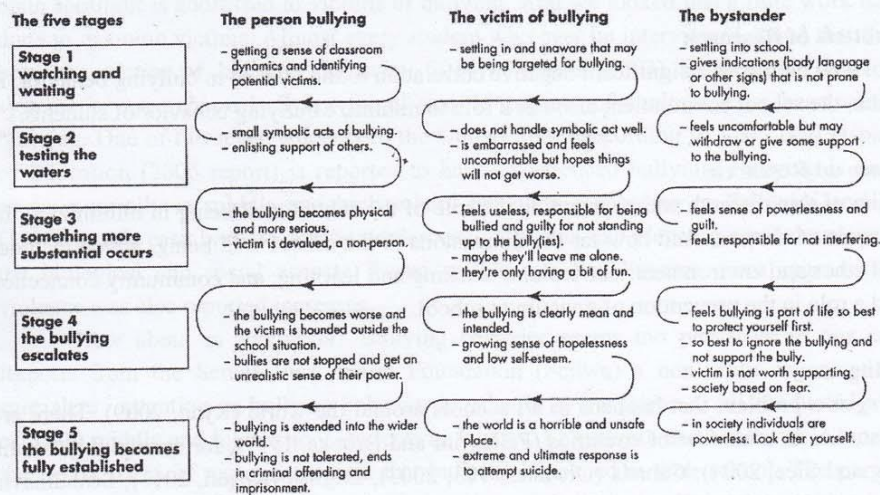


Figure 1

The downward spiral of bullying (Sullivan, 2000)

Sullivan (2000) describes the cycle of bullying in theory "the downward spiral of bullying". He stated that bullying happens like a spiral, are related to one another, either between the perpetrator and the victim. The occurrence of bullying followed these stages: the first stage, children are potentially doing the bullying generally have witnessed bullying in schools in a certain escalation, or frequencies fairly routine. The second stage, students try to test to prospective victims, by interfering with the victim on a small scale (hiding his pencil case, calling as ribbing). The third stage, actors disrupt the victim with a more tangible way, grab her purse, locked in the classroom, or mocked together with other friends. The fourth stage is the escalation of bullying. Bullying is becoming more widespread because the actors get a reward for doing the action, while the more helpless victim. Currently, the school did not take decisive action, and then the action would be more rampant. The fifth stage, bullying is the status quo. At this stage, treatment bullying adapted by the offender as part of his





behavior. While students, who become its victims, will lose confidence, fail in the academic field, ditching, and in the worst conditions can suicide.

There are many causes which make bullying occurs, such as family dynamics and parenting parents, media and technology development, peer group norms in school, personality trait, and school climate. Interventions to prevent bullying can be accessed on the main cause. More spesifically, this research will focus on school conditions with organizational approach.

School Climate and Bullying

Bullying at school need to be understood in the context of social is called school setting. Moreover, bullying interventions conducted in the school involving the social context, by attempting to intervene on the social environment. Olweus Program Intervention (1993), for example, try to develop warm relations in school, which is characterized by adult involvement, clear rules about what can and what can't do, the application of disciplinary procedures are clear and consistent, and the presence of people adults (the teacher, principal, or school administrative staff) as a role model.

Committee for Children in 2002 launched an intervention program, has named The Steps to Respect program. Target of this program is in several levels. What's interesting about this program is, laid the school environment as a first stage. It contains policies to address bullying, raise awareness of teachers and students against bullying, increase the responsibility of the factors that cause bullying and support to develop pro social behavior (Hirschstein and Frey 2006 in Summers, 2008) .

Definition of school climate is not explicitly laid bullying or safe school as a variable. However, in recent years, there is a tendency to put the school climate as a decisive factor in the occurrence of bullying (Ma, 2002; Nansel et al., 2001; Rolland and Halloway, 2002, in Summers, 2008). Further research are needed to put school climate as a variable to explore relationship between bullying, and how is background/context of school climate on bullying.

Healthy school climate will be a good step to prevent bullying at school. Every school member have a responsibility and emotional attachment to one another. It makes rules will run consistently for all school member. Part of the school climate with regard to bullying is a community organization of schools (Bryk & Dryscoll , 1998; Gottfredson , 2001 in Sanders and Phye , 2004). Organization of the school community and its components are illustrated in the following figure:

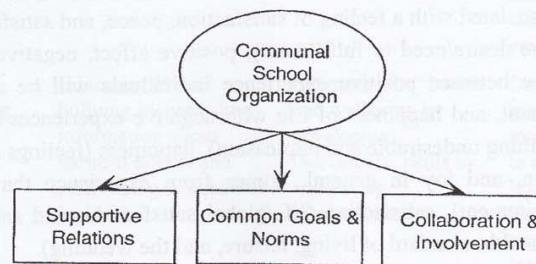


Figure 2

Communal School Organization (Sanders & Phye, 2004).



Schools that have a sense of togetherness, characterized by know each other among members, care, support, and have the same purpose. It encourages the school community demonstrates a commitment to contribute (Solomon, 1997 in Sanders and Phye, 2004). In a healthy school, level of teacher efficacy, the joy of work and the level of teacher morale are high. The presence of teachers at schools is also high. Healthy school also has a low delinquency student and low dropout rates; have a strong academic interest and achievement of students. Students have a high sense, like school, empathy to others, prosocial motivation, academic motivation, self-esteem, and the ability to manage conflict. Such schools would support establishment of psychological well-being to all members.

Well Being

Well being is a growing research area in about twenty years. Some researchers are paying attention to study psychological well being and produce a number of theories about well being. Evolving concept of well being quite diverse and some of them overlap. This study addressed some of them, namely psychological well being, subjective well being, emotional well being, and spiritual well being.

First, Psychological well being (PWB) is the individual's ability to deal with challenges in order to fight for a fully functional and realize their unique talents (Ryff & Keyes, 1995). PWB is the result of the evaluation of a person's ability to recognize the unique potential and optimize this potential in order to face the challenges and changes in life (Ryff, 1995). In this theory, the foundation for obtaining psychological wellbeing is individuals who are psychologically able to function in a positive (positive psychological functioning).

Second, Subjective well being (SWB) is defined as the evaluation of a person about his life, include cognitive domain and affective domain (Diener & Chan, 2011). Research in SWB area indicate that the purpose of life or self-orientation related to connectedness with family and social context, has a strong correlation with SWB (Marttinen & Salmela - Aro, 2012). Other studies have also proved that social participation can improve the well being, especially the meaningful participation of the individual (Wilson & Cordier, 2013). The research does not explicitly use the concept of SWB, but look well being based on a subjective appreciation of the participants.

Third, Emotional well being (EWB) is an evaluation of the individual to life which includes frequency affective pleasant, unpleasant affective and cognitive assessment regarding life satisfaction. Four facets EWB is life satisfaction (cognitive assessment and global whole life associated with a feeling of satisfaction, peace, and satisfaction of the gap is minimal between the desire/need to fulfillment), positive affect, negative affect, and affect balance (the balance between positive experience individuals will be symptoms such as enthusiasm, excitement, and happiness of life with negative experiences are symptoms that express life as something undesirable and unpleasant), happiness (feelings and experiences of pleasure, satisfaction, and joy in general, comes from experience that causes pleasure, satisfaction and excitement), satisfaction (life/global satisfaction, and satisfaction domains (work, friendships, health, standard of living, leisure, and the wedding).

Fourth, Spiritual well being (SpWB) is defined as a search for a personal and psychological meaning, includes a component of self-efficacy and life scheme (Daleeman da Vande Creek 2003 in Thomas, Burton, Quinn Griffin, & Fitzpatrick, 2010). Research from





Thomas et al., based on the evidence of previous studies that SpWB has a high correlation with spiritual practices, which are defined as activities by individuals to bring a spiritual dimension in their lives, including the connectedness with self, others, and the environment.

Organizational Approaches in Well Being Concept

Since 1950 there is a fundamental change in the concept of healthy people. The new perspective also affects the health and well-being concept associated with the development and theoretical approaches in education and health promotion efforts.

Theory approach in the health and well being is divided into three categories, which can be put in the position of the continuum line. On the left side of the point is called individual, while the continuum line on the right ends at a point is called the group. Each of these theories has different basic assumptions, and has its own objectives in order to achieve the concept of health and well being. The third distinction also has its own paradigm of bullying, and has a preventive target to address bullying.

Table 1

Theory of health and well being and paradigms against bullying

| | Individual | Interpersonal | Group or Whole School |
|---------------------------------|--|---|--|
| Focus | Physical health | Physical and social | Interaction between physical, social, emotional and the environment |
| Assumptions | People have control over their behavior and will change behavior with the right information | Individual health behaviors are influenced by <ul style="list-style-type: none">- Relationships- Social interaction- Social norms | Individual behaviors are influenced by the social and physical environment. There are different layers of interaction within a group that require different strategies to change |
| View of bullying | Bullying as an individual action | Bullying as an interaction between two people that also involves bystanders | Bullying is a systematic process that involves those who bully. Those who are bullied, teachers and the school, home and wider societal environment |
| Approach to addressing bullying | Educates "about" bullying by providing information about harmful effects and intervening in behavior incidents | Educates "for" health and wellbeing by developing individuals' skills in addressing interactions | Develops the skills of groups through multifaceted approaches to address different layers within the school. Seeks student and community support and involvement |

Until 1980, the theory of health and well being has focused on individual initially, then focus on interpersonal relationships aspect. After that, a fundamental change occurred.





Focus on the personal and interpersonal relationships, finally transformed into group perspective when address bullying.

When discuss about bullying, the whole school approach is using group paradigm approach. With this approach, the efforts to achieve well-being in schools will be pursued by involving the practices of teaching and school activities, strategies and models of teachers in providing learning and developing students' abilities.

Three determinants in achieving the School well being

Group based approach look at the school as a system that has the connections. The three main connections that are used in the organization's approach focuses on:

1. School ethos and environment

It consists of the school policies and values, leadership practices, learning model, the physical environment contained in the student management system and other support systems.

2. Curriculum, teaching and learning

It consists of the division of curriculum, teaching and learning, development of student abilities and teacher professional development.

3. Community connection

Connectedness is made to establish communication and cooperation with each other synergistically. This communication includes connectivity and communication with parents/guardians/caregivers, health education agencies and community groups.

METHODS

Participants

Population of this research is Senior High School (SMA) students in Depok, West Java. Due to a very broad population, we limited the research sampling in accordance with population characteristics. Using random sampling techniques to take a sample representative of the population of high school students. Participants in this research were 105 students. At accidental random sampling, the selection of participants based on the availability and willingness to participate in research (Kerlinger and Lee, 2011). Samples from this research are expected to describe the condition in general high school in Depok.

Research Design

This research was conducted using a quantitative approach and non experimental. No intervention or treatment directly to the variables in the research. Based on the level of explanation, this research attempts to study the relationship between one variable with other variables and see how far these variables have an influence on other variables. Based on the type of research proposed by Sugiyono (2004), this research belongs to associative research, which aims to determine the relationship between two or more variables.

Measures

Measuring tool designed from the school well being theory (Boyd and Barwick, 2014). We conducted a qualitative study using focus group discussions, to see the extent of the dimensions appear in everyday life at school . Based on the qualitative study (Rahmawati et





al., 2015), we produced measuring tools "School Well Being" that contains three dimensions: (a) *School Ethos and Enviroment*; (b) *Curriculum, Learning and Teaching*; and (c) *Community Connection*. Moreover, the victim of bullying scale is adapted from the scale of "My Life in School Chekclist " (Arora , 2004). All measuring devices are designed using an ordinal scale and choice of answers ranges between 1 (strongly disagree) to 5 (strongly agree). Measurement tool of this research consisted of favorable and unfavorable statements. In processing, unfavorable statement is reversed.

SWB scale and Victim of Bullying have been through the validity and reliabilty process. The face validity and content validity is used in this research. After the process is completed, then we examine the reliability test. Tests carried out using Cronbach alpha consistency internal processed using SPSS 17 the result as follows:

Table 2
Score of Reliability

| No | Cronbach Alpha Coefficient | Interpretation |
|----|----------------------------|--------------------|
| 1 | 0,00 – 0,19 | Almost unreliable |
| 2 | 0,20 – 0,39 | Low reliable |
| 3 | 0,40 – 0,69 | Medium Reliable |
| 4 | 0,70 – 0,89 | High Reliable |
| 5 | 0,90 – 1,00 | Very High Reliable |

Based on the table above, the following is the result of statistical calculation of Cronbach Alpha for measuring instruments was used:

Table 3
Reliability Score of Measurement

| No | Measuring Instrument | N of items | Mean | Variance | SD | Cronbach Alpha |
|----|---|------------|--------|----------|------|----------------|
| 1 | <i>School Well Being Scale</i> | 36 | 118.60 | 84.377 | 9.19 | .856 |
| 2 | <i>SWB1_School Ethos & Enviroment</i> | 12 | 40.37 | 11.26 | 3.35 | .653 |
| 3 | <i>SWB2_Curriculum, Teaching & Learning</i> | 12 | 39.40 | 17.01 | 4.12 | .764 |
| 4 | <i>SWB3_Community Connection t</i> | 12 | 38.83 | 15.874 | 3.98 | .779 |
| 5 | <i>Victim of Bullying Scale</i> | 20 | 36.13 | 73.92 | 8.60 | |

Referring to the opinion of Guilford above, the measuring instruments used in this research have category of reliability was moderate, high and very high. We conclude the measuring instruments have good reliability.

Statistical Analysis

The overall processing of research data uses statistical analysis techniques such as correlation and regression analysis. Correlation test is used to view relatedness between one variable to





another variable; while the regression method is used to observe the effect between the study variables. The data were processed statistically by using SPSS version 17.

Procedure

After getting permission from the school, amount of 105 students from grade 10 filled out a questionnaire. Participants have been drawn up and handed back the data to be processed. Data tabulation has been done by following a series of statistical techniques.

RESULTS

Main Data Result

The main data analysis from this study, as listed in the following table:

Table 4
Correlations

| | | School Well Being | Victim_TotalScore |
|-------------------|---------------------|-------------------|-------------------|
| School Well Being | Pearson Correlation | 1 | -.415** |
| | Sig. (2-tailed) | | .000 |
| | N | 105 | 105 |
| Victim_TotalScore | Pearson Correlation | -.415** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 105 | 105 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .415 ^a | .172 | .164 | 7.86204 |

a. Predictors: (Constant), School Well Being

The main data analysis is shown in the table above: there is a significant correlation between the school well being on victim of bullying at the level 0.01. The correlation stands at $r = -0.415$. It means that the higher students' perceptions of school wellbeing, the lower being victim of bullying. The research results prove the hypothesis, that the school well being variable has a significant relationship to victim of bullying. Calculating on regression showed that school well being variables accounted for 16.4 percent of student victim of bullying.

Detail Data Research

Whether all the third dimensions of school well being, i.e. *school ethos and enviroment; curriculum, learning and teaching; and community connection*, have a significant correlation to victim of bullying? The following data were obtained:



Table 7
Correlations

| | | Victim_TotalScore | School Ethos & Enviroment |
|---------------------------|---------------------|--------------------------|--------------------------------------|
| Victim_TotalScore | Pearson Correlation | 1 | -.366** |
| | Sig. (2-tailed) | | .000 |
| | N | 105 | 105 |
| School ethos & Enviroment | Pearson Correlation | -.366** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 105 | 105 |

*. Correlation is significant at the 0.01 level (2-tailed).

Table 8
Correlations

| | | Victim_TotalScore | Curriculum, Learning & Teaching |
|---------------------------------|---------------------|--------------------------|--|
| Victim_TotalScore | Pearson Correlation | 1 | -.287** |
| | Sig. (2-tailed) | | .000 |
| | N | 100 | 100 |
| Curriculum, Learning & Teaching | Pearson Correlation | -.287** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 105 | 105 |

*. Correlation is significant at the 0.01 level (2-tailed).

Table 9
Correlations

| | | Victim_TotalScore | Community Connection |
|----------------------|---------------------|--------------------------|-----------------------------|
| Victim_TotalScore | Pearson Correlation | 1 | -.350** |
| | Sig. (2-tailed) | | .000 |
| | N | 100 | 100 |
| Community Connection | Pearson Correlation | -.350** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 105 | 105 |

*. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, an additional hypothesis testing results of this study are shown in the table above: there is a significant correlation at level 0.01 between school well being dimension, i.e. school ethos and environment; curriculum, learning and teaching; and community connection to the victims of bullying. The correlation of each stood at $r = -0.366$, $r = -0.287$ and $r = -0.350$. The third correlation has a negative and significant way, which means that the higher the students' perception of school ethos and environment variable; curriculum, learning and teaching; and community connection, the less students would be the victims of bullying at school. The results also prove additional hypotheses raised by the researchers.



DISCUSSION

Being healthy, safe, cared for, having a voice and influence are fundamental prerequisites to being 'ready to learn' and achieving true potential, at any stage in our lives. A comprehensive improvement in our educational system, including developing a school environment that is prosperous, would be perceived importance when there has been a victim of aggression occurred. The students injuries, the families of victims, perpetrators, or sanctions accepted by the institution after airings cases of school violence, should mobilize governments, communities, and educational policy maker observer to make a fundamental improvement.

This finding is suitable with Lether and Chistianson statement (2002 in Summer, 2008), that a healthy school at least pay attention to the following elements: mille variables (variables that represent the characteristics of individuals at schools, both teachers, students and managers school); social system variables (i.e. rules that run at school and become beacons of communication between the school community), and cultural variables (reflecting the norms and values in school). Yale University released the 15 components of a healthy school (Haynes, Emmons, Ben-Avie, 1997, in Summers, 2008), with variables such as: decision-making together, equality, involvement of parents, relations school- society, the dedication of faculty to student learning, and the interpersonal relationships, either between students, or teacher-student relationships.

Another model of the school climate was initiated by Orpinas and Horne (2006, in Summers, 2008) has a more comprehensive framework. These researchers indicated eight critical components that are characteristic of a positive school climate, namely: (1) excellence in teaching, (2) the value of school, (3) awareness of the strengths and problems, (4) the policy and accountability, (5) attention and appreciation, (6) positive expectations, (7) the support of teachers , and (8) the characteristics of the physical environment. From the eight characteristics, the data obtained from this study at least support five characteristics of healthy schools, namely: excellence in teaching, the value of school, attention and appreciation, positive expectations and teacher support.

School application of well being is the right organizational approach to address bullying. This is in line with Sweare, Espelage, and Napolitano (2009) research, which states that the school well being able to cope with bullying during this myth. Myths are: bullying is a normal phenomenon in the development of the student, not effective bullying programs to be implemented, it is not possible to stop the bullying and bullying prevention will be very expensive (Rahmawati et al., 2014b). Data obtained from this research indicate that the school well being will minimize the occurrence of bullying at school. That is because the entry into force of values and norms that upholds cooperation schools, teaching not only focuses on academic sense, but also in the formation of character. In addition, cooperation with parents and community is woven in order to school programs get support from various parties.

The components in the school well being obtained in this study is not far from Rimpela and Konu (2002) ideas. They made the model of the well- being in schools. In their model, the researchers explain four aspects for measuring the welfare of the school, based on the environment and society. The fourth aspect is the condition of the school, social





relationships, attention to self -fulfillment and the health status of student's teachers. When all four of these factors appear, then the school well-being reached.

CONCLUSION

1. Bullying is a phenomenon that cannot be ignored and occur widely in various schools and various levels of education. Intervention against bullying behavior can not rely on the individual level, but it requires school's management.
2. Healthy Schools will foster well being for the students. The concept of well-being itself is developing quite dynamically. If previously well being much focused on achieving well-being at the individual level, then increase the coverage at the level of relationships between individuals, the approach of well being at the organizational level is relatively new.
3. School well being is a concept that aims to achieve prosperity for all citizens. With the implementation of school well being, welfare is expected, and the behavior such as bullying can be prevented.
4. A healthy school is characterized by a harmonious interaction between the school community as well as the values and norms of the school culture. It is time for the government through the Ministry of Education to pursue the formation of school well being that is not merely focus on cognitive aspects of student achievement, as a measure of school success. But the criteria for the success of a school is also to be seen how far the school is able to develop a positive mental on students, so they have a mutual respect.
5. Components in school well being excavated through this research consisted of three things: school ethos and environment; curriculum, learning and teaching; and community connection. The third component could be applied in schools through a variety programs, techniques and media are available in schools. Control of the program should be made by stakeholders.

Suggestion

1. As a relatively new concept, school well being should be developed, with the involvement of the biopsychosocial and spiritual perspective. Hopefully the findings of this research prompt future research into a similar theme through several perspectives.
2. The research was only done at one level school (senior high school level). For further research, it should be done at some schools with varying levels. So we can make a comparison of well being school at different levels.
3. Using of a larger sample for further research is strongly recommended, so that the concept of school well being can be tested more depth to include other variables that have not been covered in this research.



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