



Instilling gender equality values as a formulation for preventing bullying behavior

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ABSTRACT

Indonesia currently holds the 5th position globally in reported bullying cases, showing a prevalence rate of 41.10%. The pervasive nature of bullying within the education sector affects nearly every school in the country. This service activity is designed to tackle this issue head-on by highlighting the crucial role of gender awareness values in preventing bullying. The strategy involves a comprehensive approach, incorporating socialization sessions and focus group discussions, primarily targeting high school students. The intervention commences with informative sessions covering essential aspects like gender concepts, bullying education, and the interconnectedness of gender equality and bullying behavior. Subsequently, interactive discussions are facilitated through focus group discussions. The resulting positive outcomes indicate an enhanced understanding among students regarding gender-related learning and its pivotal role in preventing bullying. The service output includes actionable solutions, such as advocating for education on gender awareness, eliminating the culture of silence, strengthening gender-based school programs, encouraging cross-sector collaboration, and establishing an effective digital complaint platform to address bullying more efficiently.

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1. INTRODUCTION

Gender issues have been formulated in international policies as well as in national goals, programs, institutions, and budgets (OECD, 2019a; World Economic Forum, 2021). The implementation of gender equality internationally is reflected in the formation of the Committee on the Elimination of Discrimination against Women (CEDAW) as an independent committee that monitors discrimination against women and the Commission on the Status of Women 65th (CSW65) as a commission that promotes gender equality and women's empowerment. However, in practice, the existing gender gap is still high (Altuzarra et al., 2021). The data released by is one indication of the gender gap that still exists (World Economic Forum, 2021). The following graph shows the level of gender equality globally.

Overall, the gender gap has shown changes for the better. The data above shows the percentage level of the gender equality index overall and by sector. The higher the index percentage, the higher the gender parity. Parity in this case means that each gender is represented equally (Árbol-Pérez & Entrena-Durán, 2021). A high index indicates the availability of instruments in the service of gender equality,

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which consists of ensuring women’s and men’s access to equal opportunities, rights, the opportunity to choose, and the same material considerations without ignoring the needs and conditions of the individual. Based on the index above, the level of global gender equality is only at 68%. On the other hand, another 32% still experience discrimination due to gender gaps.

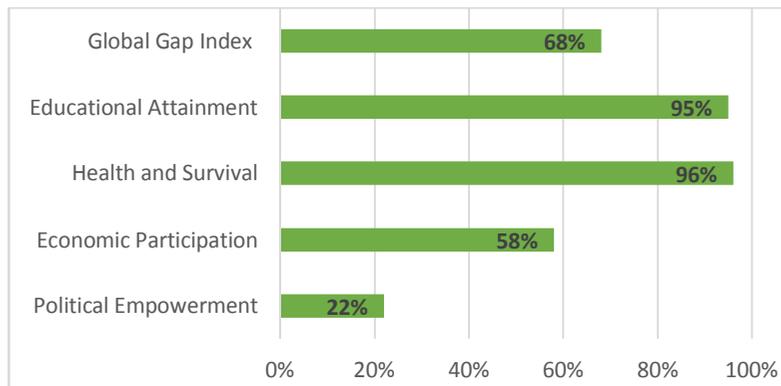


Figure 1. Gender Equality Index by Sub-Sector Worldwide in 2020 (Source: World Economic Forum, 2021)

Achieving gender equality is widely considered an ambitious but urgent universal goal. Gender equality indices assessing global and European contexts show clear and persistent disparities in many aspects of life, including the economy, employment, social and political power, educational attainment, and the distribution of unpaid labor (European Institute for Gender Equality, 2021; World Economic Forum, 2022).

One of the main aspects of the movement towards gender equality is the elimination of gender-based violence, that is, “violence directed against a person based on their actions. Sex or gender includes acts that cause emotional, physical, mental, or sexual harm or suffering, threats of such acts, coercion, and other deprivation of liberty (Dlamini, 2021; Keating & Baker, 2023). Gender inequality is based on social structures of gender that are ingrained socially, culturally, and institutionally and that are internalized and expressed by children from an early age.

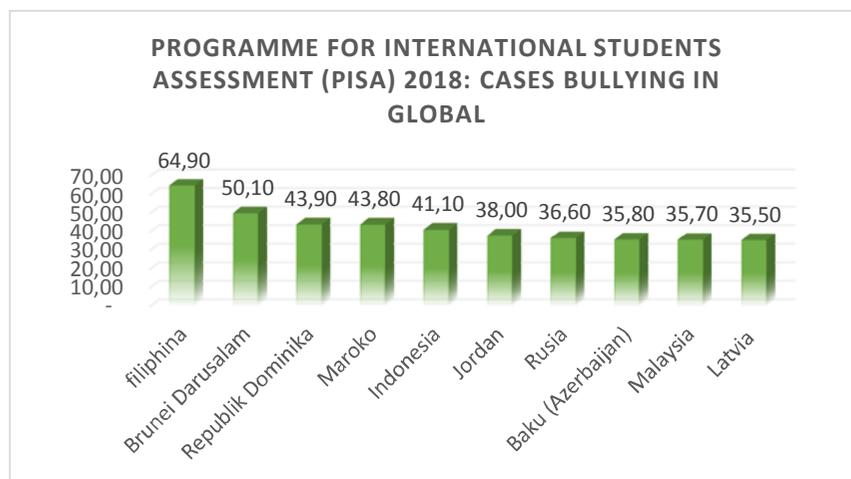


Figure 2. The highest cases of bullying at the world level (Source: OECD, 2019b)

Not only do children demonstrate knowledge of culturally developed gender roles and stereotypes from a young age, but they also learn to behave in “gender-appropriate” ways, often adopting behaviors and interests that align with them. Children who stray from these socially prescribed ways of behaving based on gender are often subjected to adverse evaluations by both peers and parents (Keating & Baker, 2023; Upadhyay et al., 2023).

Figure 2 shows data related to the level of bullying cases in several countries with the highest bullying scores in the world. It can be seen that Indonesia is ranked 5th with the highest number of bullying cases in the world, with a figure of 41.10%. The figure for students who are victims of bullying is far above the average for OECD member countries, which is only 22.7%. Apart from that, Indonesia is in the fifth-highest position out of 78 countries as the country where the most students experience bullying.

The effects of bullying in general cannot only be seen in terms of the perpetrator or victim but also in terms of the environmental, social, and economic conditions that are formed. When a culture of intimidation towards others emerges, carried out by a group or individual, and carried out with high visibility, usually in schools or workplaces, that is where disharmonious relationships and attitudes begin to emerge (Bull et al., 2020; Hamidsyukrie et al., 2022).

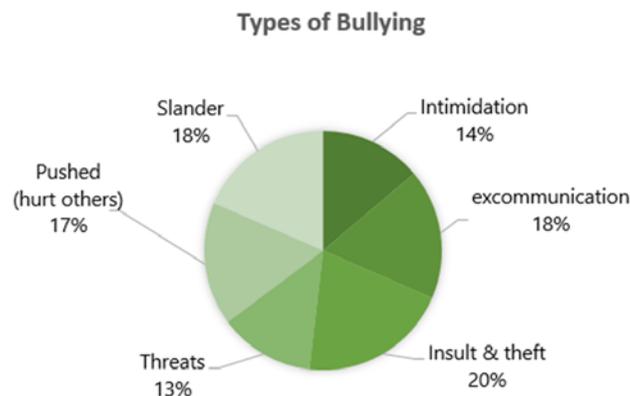


Figure 3. Types of bullying that occur in Indonesia (Sources: OECD, 2019b)

Figure 3 shows the types of bullying that often occur in Indonesia, especially in the educational environment. In the world of education, bullying has recently become commonplace, and almost every school has experienced such incidents (Hamidsyukrie et al., 2022). Thus, it can be seen that bullying is a problem that occurs in the social environment as a whole. Attacks from bullies occur in a social context where teachers and parents are generally unaware of the problem, and other teenagers are vulnerable to being involved in bullying situations, while some others do not know how to get out of the situation. The above increase in cases of violence against children should provide encouragement for the government to speed up the completion of the revision of the Child Protection Law.

Gender equality is a concept used to identify the balance of involvement between men and women in social, cultural, and other non-biological aspects (Kuraedah et al., 2023). As defined by (UN Women, 2019; UN Women, 2021; Upadhyay et al., 2023), Gender sensitivity training is “a tool, strategy, and means to carry out individual and collective transformation towards gender equality through increased awareness, empowering learning, knowledge development, and skill development.

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The World Health Organization (WHO) urges a comprehensive cross-sectoral approach to global problems, especially preventable bullying and gender-based violence (WHO, 2019). Education systems are urged to ensure that schools provide safe and supportive environments and educational programs that challenge harmful gender stereotypes, strengthen interpersonal skills, and encourage relationships based on equality and consent (Cahill et al., 2023; UN Women, 2016). Bullying and gender-based violence related to schools are within a broader social framework, namely gender-based communal violence (Azmi, 2023; Hymel et al., 2015). It is believed that learning related to gender equality can help students understand and appreciate what gender equality is and what the effects of that understanding are, so that it is hoped that bullying behavior can be reduced and prevented if they understand the importance of gender-aware behavior.

In connection with the large number of studies that raise the theme of bullying behavior and reflect on the widespread incidence of bullying, especially in the education sector, schools as formal educational institutions are obliged to provide understanding related to gender equality, either through socialization introduction programs, practical activities, or mentoring. Based on the phenomena that occur, especially regarding gender inequality, which has an impact on bullying behavior, it is necessary to provide outreach or emphasis to students in schools regarding how gender equality must be understood and what the effects of bullying itself are.

2. METHODS

The partner in this community service activity is MAN 1 Bojonegoro. The reason for conducting research in high schools is because of the widespread cases of bullying that occur in the school environment, and the results of previous research show that almost every school in Indonesia has cases of bullying, both verbal and non-verbal (Azmi, 2023; Hymel et al., 2015; Lu'luin et al., 2023; Sulisrudatin, 2014). This activity was carried out in collaboration between lecturers and students as implementers or mediators, and students at MAN 1 Bojonegoro as the target group. The implementation of this service includes several activities.

Implementation of Socialization Related to Education to Strengthen Gender Concepts

This education is carried out using a face-to-face socialization system carried out in the classroom. The presenter provides presentations and explanations regarding: (1) The definition of gender in general; (2) Differences in sex (sex and gender); (3) Differences in the nature, function, space, and role of gender in society; (4) Changes in learning areas (cognitive, affective, and psychomotor); (5) Forms of gender discrimination; (6) Injustice and gender discrimination. After the presentation took place, the presenter opened the opportunity for a question-and-answer discussion with the students as the target group.

Implementation of Outreach Related to Bullying Education

This socialization is also carried out face-to-face in the classroom. Continuing the previous material, at this stage the presenter tries to introduce bullying in general, including: (1) The meaning of bullying; (2) Forms of bullying; (3) The impact of bullying; (4) Prevention of bullying; and (5) The role of parents and teachers in overcoming and preventing bullying. After the presentation, a question-and-answer session was opened for the students.

Implementation of Outreach Related to Education on the Relationship Between Gender Equality and Bullying Behavior

The presenters' final outreach consisted of educating the audience through presentations on the connection between bullying and gender equality. At this stage, we produce answers to the previous material, namely the relationship between gender equality and bullying, including: (1) Overcoming gender stereotypes; (2) Teaching healthy communication; and (3) Reducing gender discrimination. In closing, at this last stage of material, the speaker also gave tips as well as closing and concluding, namely in the form of ways that can be used to prevent bullying.

Interactive Discussion through Focus Group Discussion (FGD)

The FGD was carried out as a follow-up to previous outreach activities. This FGD activity involved the entire community service team, namely 2 public administration lecturers, 1 environmental science lecturer, 4 public administration study program students, and class XI students at MAN 1 Bojonegoro. This FGD activity was carried out with the aim of exploring deeper information regarding students' understanding of gender equality and the impact of bullying behavior. Apart from that, the service team also wants to know how students are starting to realize the importance of gender equality and how to apply it in everyday life.

Composition of Activities and Flow of the Community Service Process

Table 1. Stages of socialization activities

Activity Stages	Description
Student Registration	Students who will take part in the socialization must first register as a sign of participating in this activity.
Opening	Introduction to the team of presenters and introduction to the "Bojonegoro University" campus.
General Material Related to Gender Equality	Delivering material containing information about what the term gender is, how gender is understood, how gender is a stereotype, and how gender equality is today, and ending with questions and answers.
General material related to bullying	Deliver material related to what bullying is, the impact of bullying on both victims and perpetrators, and end with questions and answers.
The overall material is related to instilling the value of gender equality as a formulation for preventing bullying behavior.	Present material related to the relationship between gender equality values and the prevention of bullying behavior and end with questions and answers.
Conclusion	Conclusion on how students understand the value of gender equality as a prevention of bullying behavior and evaluation for the service team regarding the implementation of this activity.

3. RESULTS AND DISCUSSION

Implementation of service activities is carried out in various stages according to the flow of service implementation. Each activity of the presenter and team tries to present and convey directly the value

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of gender equality as a formulation for preventing bullying behavior. At MAN 1 Bojonegoro, there were about 30 students present for each activity, including socialization and FGD.

Table 2. Stages of FGD activities

Activity Stages	Description
Student registration	Classes that have been appointed by the school to take part in the FGD are required to register and fill out attendance forms first.
Opening	The Community Service Team opened before entering the core objectives of the FGD.
Session for exchanging ideas and opinions regarding follow-up to previous material and questions and answers	The presenters, their team, and the target group held a brainstorming session regarding the cultivation of gender equality values as a formulation to prevent bullying behavior.
Posttest	Participants answer short questions on the questionnaire sheet.
Closing	Conclusions and suggestions regarding the impact of this activity and the evaluation of program sustainability

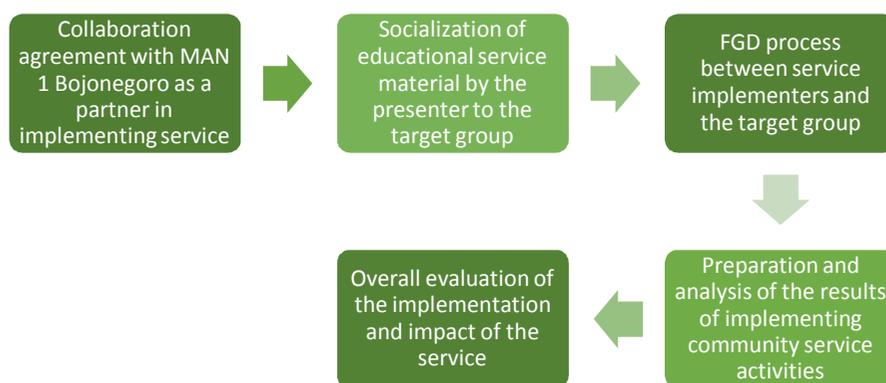


Figure 4. Process flow for implementing community service

Educational Outreach Regarding the Value of Gender Equality and Bullying Behavior in the Target Group

The presenter delivered this socialization activity coherently, and the participants engaged. In each activity, approximately 30 students participated in this activity. The delivery of the material begins by explaining it in detail, starting with material related to gender concepts. In this case, the speaker explained the concept of gender earlier. The reason why the presenter provides an understanding regarding the concept of gender is because most students tend to have never heard of gender terms.

Gender concept

The speaker essentially conveyed the idea of gender itself in order to give the target audience a basic understanding of what gender is and how it works. During the explanation, many students enthusiastically paid attention, and several responses also emerged. Education regarding gender concept material is carried out for approximately 45 minutes face-to-face. In this explanation, various terms

related to gender-related knowledge are presented by the presenter (according to Figure 5 and 6). The aim is for students to learn more about gender terms that they may have never heard or encountered during the learning period.

Bullying

Bullying was the subject of the speaker's second piece of material. Education has an important role in a person's personal development. A person can become an optimal person, of course, with support from all aspects that are able to optimize all components of development, both cognitive, affective, and psychomotor (Setyowati, 2019). Through this, it is important for the education sector to act as a companion and supervisor to its students. Likewise, students must understand what bullying behavior is and how it impacts both the perpetrator and the victim. The presenters' and their team's key bullying-related concepts are in Figure 6.

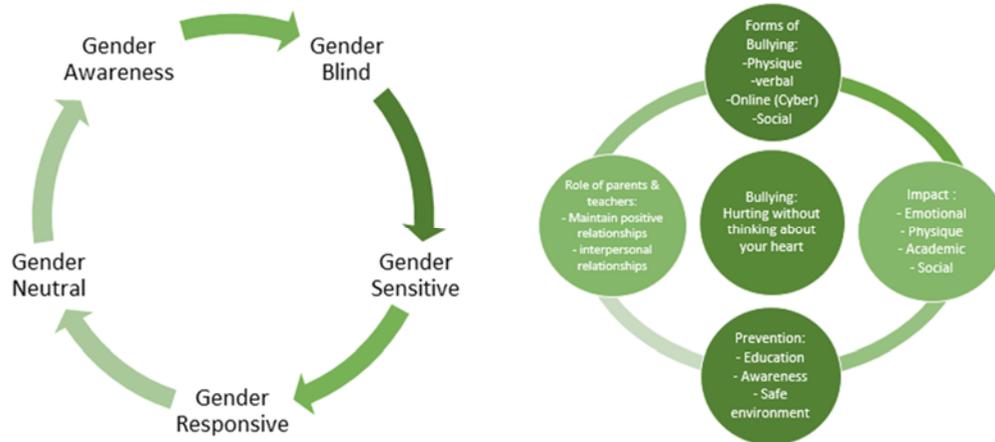


Figure 5. Gender terms

Figure 6. Concept of material related to bullying

The relationship between gender equality and bullying

The final socialization material is about the relationship between gender equality and bullying. This material was provided by the presenters to provide understanding to the target audience so that they can understand the fact that if gender equality exists and can be implemented, then bullying behavior can be prevented and it is possible for it not to occur. The term gender itself initially explained the differences in perception between women and men from the perspective of roles, functions, and responsibilities. This distinction is very important because many people often misinterpret or confuse the meaning of the two for those who are unfamiliar with the term gender. This understanding of the division of roles will help students understand the importance of gender equality and build dynamic gender relations in accordance with the realities that exist in the local community (Kartini & Maulana, 2019). If this understanding can enter the minds of the targets of this service, it is believed that it will be able to prevent the emergence of bullying behavior due to a lack of understanding about each gender. Regarding the relationship between gender equality and bullying behavior, the presenters formulated the concept presented at yesterday's socialization in Figure 7.

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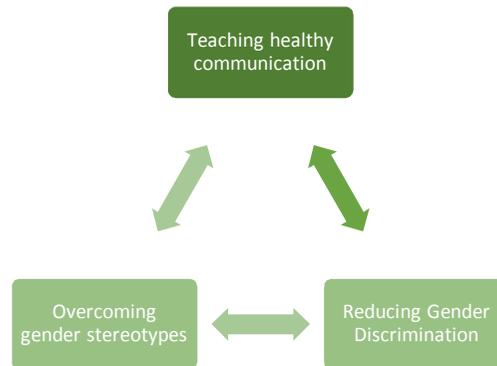


Figure 7. Concept of the relationship between gender equality and bullying

Based on this concept, the speaker hopes that students will understand the relationship between the two. Through cultivating gender equality, education and awareness can be built to overcome these stereotypes, teaching children and adolescents that no behavior or interest is “only for boys” or “only for girls.” Cultivating gender equality also involves teaching appropriate communication, healthy, which is important to avoid conflict and verbal violence. By understanding effective communication, children and teenagers can learn how to resolve differences of opinion and conflict without having to resort to bullying. Cultivating gender equality involves efforts to combat gender discrimination. Gender discrimination can be a trigger for bullying because individuals who are targets of discrimination are often vulnerable to harassment and violence. By reducing gender discrimination, we can significantly reduce bullying incidents related to gender identity.

After all the material was delivered during the socialization activity, the service team tried to dig deeper into the results of delivering this material to the target audience or students by opening a question-and-answer session forum. The results of this question-and-answer session were positive comments and responses. Many of the students actively asked questions of the presenters, and their high level of curiosity showed that their level of understanding of gender equality in preventing bullying behavior had begun to be applied to everyday life. However, supervision and assistance to students must be provided continuously.



Figure 8. Activities for presenting socialization material

Focus Group Discussion

Interactive discussions were carried out during the FGD, with participants in the form of students who had been appointed by the school to take part in this interactive discussion. The FGD was carried out

in order to deepen the service team's understanding of whether the target audience really understood what had been conveyed through previous socialization. In this FGD activity, the discussion began by opening a forum for expressing opinions from the service team, which was followed by students as the target audience. The students expressed their opinions during the FGD and still had minimal understanding regarding gender equality as a prevention of bullying behavior. Many of them tend to ask questions rather than express opinions. However, this shows again that the students were quite enthusiastic about participating in this FGD activity. In this activity, students asked more questions regarding how to realize gender equality around us and how this is related to bullying carried out by seniors. From this, the presenter tries to provide an illustration and answer that gender equality can be achieved anywhere, starting from oneself, and one must be tolerant of other people regardless of their particular gender. Then, acts of bullying, which are usually carried out by seniors, tend to become a crucial problem. The service team is trying to provide an understanding that bullying behavior tends to start with a "culture of silence." If you are in the victim's position, you must have the courage to reveal the bullying. If we see someone else being bullied, we must protect them and report the incident so that action can be taken immediately. The focus group discussion was carried out for approximately 60 minutes, with the output of this FGD being to produce a method or solution for dealing with bullying cases.



Figure 9. Implementation of Focus Group Discussion (FGD)

Output and Outcome Evaluation

At this stage, the service team evaluates the success of service activities by reviewing how students understand the results of previous activities. The review output is carried out by giving a posttest to students, and then the results are analyzed by the service team. The results of the posttest are presented in the Table 3.

Based on the output of the socialization and FGD results of this service activity, the service team is trying to formulate a mapping related to the results of the service flow to prevent bullying behavior through instilling gender equality values in Figure 10.

Based on the results of these outputs and outcomes, community service activities aim to provide an in-depth understanding of the value of gender equality as a formulation for preventing bullying behavior as well as provide in-depth knowledge related to gender that students are still unfamiliar with. In evaluation activities, apart from evaluating the course of the mentoring process, the service team also analyzes several supporting and inhibiting factors in the course of this service activity. Supporting factors for this activity are support for licensing provided by partners to support this service activity, the enthusiastic participation of students, relevant material related to the service theme, and ease of

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acceptance by participants. Apart from supporting factors, there are also inhibiting factors in this service, namely that there are many gender terms that students have never heard of, so the service team must try to provide detailed explanations, adjusting the time between the service team and the students' class schedules. However, this service activity is running smoothly and in accordance with the roadmap that was set at the beginning.

Table 3. Condensation of post-test results analysis

Question	Results
Perceptions related to the meaning of gender	Differences in roles between men and women based on values and behavior are formed by social construction, characteristics related to masculinity and feminism, and differences in position between the sexes in a society.
Views regarding bullying behavior	Disgraceful actions and wrong normalization have a very negative impact and must be avoided. Forms of oppression that must be prevented are sad and inhumane.
If proven to be the perpetrator of bullying	Regret, practice self-introspection, ask for help from those closest to you to help awaken you, get closer to God, admit your actions and apologize, learn to humanize humans, control your emotions, understand other people's feelings, and be responsible.
If you have ever been a victim	Forgiving the perpetrator, trying to calm down, trying to seek help—the effects are being introverted, self-introspection, reporting to parents, fighting the perpetrator, avoiding the perpetrator, being silent and not fighting, and being self-aware.
If you know a friend or relative who has experienced it	Report to the authorities, find out what the problem is, provide support to the victim, invite them to talk, and provide solutions so that the victim is not depressed. report to the victim's parents, find out the background of the perpetrator, convince the victim to speak up, reprimand the perpetrator of bullying, report to Teacher

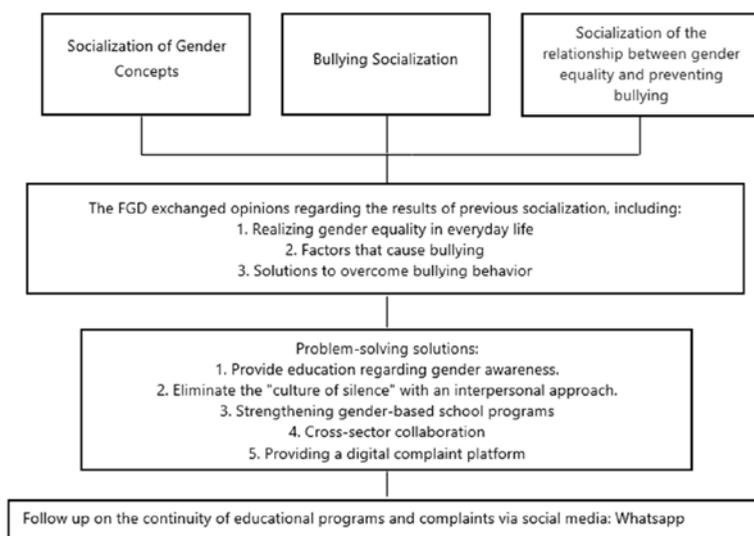


Figure 10. Graph of community service activity mapping results

4. CONCLUSION AND RECOMMENDATIONS

Instilling the value of gender equality is the first step in resolving or preventing bullying behavior. It is hoped that gender equality can be a solution to this bullying behavior. The existence of awareness regarding the functions, roles, and responsibilities of women and men will help make society aware of the importance of respecting each other. Bullying behavior is a problem that is still crucial and has not been resolved, especially in the education sector. Supervision and assistance are needed for students to prevent this bullying behavior. Teachers and parents play a very important role in preventing bullying. The existence of a culture of silence and the absence of adequate complaint facilities causes this case to continue to occur. Therefore, researchers formulated a solution to this problem in the form of providing deeper education regarding gender equality, eliminating the culture of silence or not daring to fight, adding gender-friendly school-based education, fostering collaboration between sectors, and providing an easily accessible complaint platform. The long-term result of this service activity is that students are equipped with new knowledge regarding the value of gender equality in preventing bullying behavior, so the impact will be to create a learning environment that is humane and tolerant.

There needs to be structured assistance from schools and other stakeholders to promote the gender equality movement as a formulation to prevent bullying behavior in the education sector. Cross-sector collaboration is also needed to resolve the bullying problem. The next recommendation for mentoring activities suggested by the service team at this time is to try to look at it from a gender mainstreaming perspective, or what strategies must be implemented to realize gender equality in order to prevent or resolve problems related to bullying. Apart from that, another recommendation is to carry out activities that collaborate across sectors, with the output of a collaboration that can solve problems related to bullying, especially in the education sector. For schools as facilities and infrastructure that accompany students in pursuing education, they should also be more aware of providing gender-based schools so that they can become more familiar with and implement knowledge related to gender.

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