

GAMBARAN *BULLYING* DI TEMPAT KERJA PADA GURU DI SEKOLAH MENENGAH ATAS NEGERI 24 BANDUNG

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ABSTRAK

Kasus *bullying* di lingkungan pendidikan terus meningkat, tidak hanya menimpa siswa tetapi juga guru sebagai tenaga pendidik. Survei nasional menunjukkan lebih dari 20% guru pernah mengalami intimidasi verbal, pengucilan sosial, atau tekanan kerja berlebih, dan sekitar sepertiga kasus kekerasan di sekolah tercatat berbentuk *bullying*. Kondisi ini mengganggu kesehatan mental, menurunkan motivasi, serta menciptakan suasana kerja yang tidak kondusif bagi proses belajar mengajar. Metode yang digunakan adalah deskriptif kuantitatif dengan teknik total sampling, melibatkan 98 guru sebagai responden. Pengumpulan data dilakukan menggunakan kuesioner *Negative Acts Questionnaire-Revised (NAQ-R)* dan dianalisis secara univariat menggunakan distribusi frekuensi, kuesioner disebarikan secara daring menggunakan *Google Form*. Hasil penelitian menunjukkan bahwa 92 guru (93,9%) tidak mengalami *bullying*, dan 6 guru (6,1%) mengalami *bullying* ringan. Hasil penelitian menunjukkan bahwa secara keseluruhan perilaku *bullying* di lingkungan kerja guru SMA Negeri 24 Bandung berada dalam kategori sangat rendah. Pada dimensi personal ditemukan adanya indikasi *bullying* ringan berupa candaan merendahkan dan pengabaian antar rekan kerja, pada subdimensi pekerjaan, responden menyatakan tidak mengalami pembebanan tugas yang tidak wajar maupun perlakuan diskriminatif, pada subdimensi intimidasi, tidak ditemukan adanya tindakan ancaman maupun tekanan verbal dari pimpinan maupun rekan kerja. Hasil penelitian gambaran *bullying* di tempat kerja pada guru di SMA Negeri 24 Bandung menyatakan tidak mengalami *bullying*. Dengan demikian, dapat disimpulkan bahwa lingkungan kerja SMA Negeri 24 Bandung tergolong kondusif dan sehat, walaupun tetap diperlukan upaya pencegahan agar *bullying* ringan pada dimensi personal tidak berkembang menjadi bentuk yang lebih serius.

Kata Kunci: *Bullying*, guru, tempat kerja

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**OVERVIEW OF BULLYING IN THE WORKPLACE AMONG TEACHERS
AT STATE SENIOR HIGH SCHOOL 24 BANDUNG**

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ABSTRACT

Cases of bullying in the educational environment continue to increase, not only affecting students but also teachers as educators. A national survey shows that more than 20% of teachers have experienced verbal bullying, social exclusion, or excessive work pressure, and about a third of cases of violence in schools are recorded in the form of bullying. This condition interferes with mental health, reduces motivation, and creates a work atmosphere that is not conducive to the teaching and learning process. The method used was quantitative descriptive with a total sampling technique, involving 98 teachers as respondents. Data collection was carried out using the Negative Acts Questionnaire-Revised (NAQ-R) questionnaire and analyzed univariately using frequency distribution, the questionnaire was distributed online using Google Form. The results showed that 92 teachers (93.9%) did not experience bullying, and 6 teachers (6.1%) experienced mild bullying. The results of the study showed that overall bullying behavior in the work environment of SMA Negeri 24 Bandung teachers was in the very low category. In the personal dimension, there were indications of mild bullying in the form of demeaning jokes and neglect between colleagues, in the work subdimension, respondents stated that they did not experience unreasonable assignments or discriminatory treatment, in the intimidation subdimension, there were no threatening actions or verbal pressure from leaders or colleagues. The results of the research on the picture of bullying in the workplace on teachers at SMA Negeri 24 Bandung stated that they did not experience bullying. Thus, it can be concluded that the work environment of SMA Negeri 24 Bandung is relatively conducive and healthy, although preventive efforts are still needed so that mild bullying in the personal dimension does not develop into a more serious form.

Keywords: *Bullying, teachers, workplace*

Bibliography: 6 Books (2012-2018)

41 Journals (2011-2024)