

EDUCATIONAL INTERVENTIONS FOR BULLYING: INTEGRATING *PETIK LAUT* TRADITION TO FOSTER POSITIVE STUDENT BEHAVIOR

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ABSTRACT

Verbal bullying is a pervasive issue in educational settings, characterized by insults, harsh language, and derogatory comments that can have severe psychological and emotional impacts on students. This study aimed to develop a culturally relevant intervention model that integrates the values of the Petik Laut tradition with cognitive-behavioral therapy (CBT) to reduce verbal bullying at MTS Al Haromain, Mojosari, Puger. The research utilized a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, which included the identification of bullying prevalence, module development, expert validation, and pilot testing with 53 students. The findings revealed that the Petik Laut tradition, emphasizing mutual respect, community solidarity, and environmental stewardship, significantly reduced verbal bullying and enhanced students' social resilience, fostering positive behavioral changes. This study contributes to the field of educational psychology by demonstrating the effectiveness of integrating local cultural values into structured educational interventions, offering a novel approach to bullying prevention that aligns with both cultural sustainability and contemporary educational goals. The results underscore the importance of culturally responsive education and highlight the potential for broader application in diverse educational contexts. Future research should explore the long-term impacts of this approach on student outcomes, including academic achievement, social well-being, and community engagement.

Keywords: cognitive-behavioral therapy; cultural values; educational interventions; petik laut tradition; verbal bullying

INTRODUCTION

Verbal bullying is one of the most prevalent forms of violence in educational settings, characterized by insults, derogatory remarks, harsh language, and demeaning comments that can severely impact the psychological well-being of victims (Sofyan et al., 2022). Such behaviors cause psychological, physical, and emotional harm, often leading to long-term mental distress and social isolation for the victims (Tambunan, 2021). As students transition from childhood to adulthood, they experience significant biological, cognitive, and socio-emotional changes, making them particularly vulnerable to the impacts of verbal bullying (Bachri et al., 2021). Education plays a critical role in character formation during this period, emphasizing social interactions and moral development (Aswat et al., 2022; Rahmawati et al., 2020). However, when the educational environment is marred by bullying, students' motivation, concentration, and overall academic performance can decline significantly, affecting their long-term development and self-confidence (Wibowo et al., 2021). Verbal bullying has profound psychological, emotional, and academic effects, including increased anxiety, depression, loss of self-confidence, social withdrawal, and reduced academic performance (Andira et al., 2022). In the Indonesian context, verbal bullying is not a new phenomenon, with cases frequently reported in schools across the country (Zahra et al., 2024). Despite various efforts to address this issue, it remains a persistent challenge, particularly in schools like MTS Al Haromain in Mojosari, Puger, where verbal bullying is commonly observed, affecting

both student-student and student-teacher relationships (Najah et al., 2022). This ongoing issue underscores the need for innovative and culturally relevant interventions that can effectively address the root causes of bullying.

The primary challenge in addressing verbal bullying lies in understanding its complex and multifaceted nature. Factors contributing to verbal bullying include individual psychological issues, family dynamics, school environment, and broader cultural influences (Wibowo et al., 2021). Effective interventions must therefore target these diverse factors simultaneously. Traditional disciplinary approaches have proven inadequate, necessitating more comprehensive strategies that address the psychological and social dimensions of bullying (Ramdani et al., 2020). Given this context, cognitive-behavioral approaches, which focus on reshaping negative thought patterns and behaviors, have emerged as promising solutions (Febritanti, 2023).

One culturally grounded approach that has shown potential in reducing bullying behaviors is the integration of local cultural values into psychological interventions (Juliana et al., 2023). In the context of MTS Al Haromain, the Petik Laut tradition—a ceremonial practice among coastal communities to express gratitude and foster social cohesion—presents a unique opportunity for culturally sensitive interventions (Qomariyah & Sholihin, 2019). The values embedded in the Petik Laut tradition, such as mutual respect, community solidarity, and environmental stewardship, can be leveraged to foster positive behaviors and reduce verbal aggression among students (Nurmalasari, 2023). This approach aligns with the broader goal of education to cultivate well-rounded, socially responsible individuals (Pratiwi, 2024).

While numerous studies have explored the role of cultural values in promoting positive social behaviors, few have specifically examined how deeply rooted local traditions can be integrated into formal educational interventions to combat bullying. Previous research has highlighted the effectiveness of cognitive-behavioral therapy (CBT) in addressing various psychological issues (Kristinawati & Pranoto, 2023) and has emphasized the importance of cultural identity in shaping student behavior (Sulistiowati et al., 2022). However, there remains a significant gap in the literature regarding the application of cultural rituals like Petik Laut in structured educational settings as a means to counteract verbal bullying (Verulitasari & Cahyono, 2016). This study aims to fill this gap by integrating the values of the Petik Laut tradition into a CBT framework to reduce verbal bullying in MTS Al Haromain.

The primary objective of this study is to develop a culturally relevant intervention model that integrates the values of the Petik Laut tradition with cognitive-behavioral therapy to reduce verbal bullying at MTS Al Haromain. This study seeks to identify the core values of the Petik Laut tradition that can be effectively utilized in anti-bullying programs and to assess their impact on reducing aggressive behaviors among students. The novelty of this research lies in its innovative combination of cultural tradition and modern psychological therapy, providing a unique approach to bullying prevention that has not been extensively explored in previous studies. This approach not only addresses the immediate psychological impacts of bullying but also fosters long-term behavioral change by embedding culturally resonant values into the educational experience (Setiawan, 2016).

METHOD

Research Design

This study employs a Research and Development (R&D) approach using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, which is a widely recognized framework for instructional design and educational product development (Sa et al., 2020). R&D is a systematic method that aims to bridge the gap between theoretical research and practical applications by developing, testing, and validating educational products or interventions (Machali, 2021). This approach is particularly suitable for creating new learning modules, teaching strategies, or educational interventions, as it involves iterative testing and refinement to ensure effectiveness and reliability (Sugiyono, 2019).

The ADDIE model, first developed in the 1970s, consists of five core phases. In the Analysis phase, the primary focus is on identifying learning needs, defining the educational context, and determining the scope of the problem. In this study, the analysis phase included identifying the prevalence of verbal bullying at Mts Al Haromain, understanding the cultural context of the Petik Laut tradition, and assessing the potential of integrating cultural values into cognitive behavioral interventions (Adolph, 2016). The Design phase then focuses on creating a structured plan for the intervention, including learning objectives, content outlines, and assessment strategies. In this context, the design phase involved developing a culturally responsive module based on the core values of the Petik Laut tradition to reduce verbal bullying and promote positive behavior among students (Juliana et al., 2023). In the Development phase, the actual learning materials, including lesson plans, activity guides, and assessment tools, were created. The modules were designed to incorporate cultural narratives, traditional values, and practical exercises to reinforce positive behavior (Qomariyah & Sholihin, 2019). This stage also included expert validation and initial field testing to ensure content relevance and effectiveness (Sa et al., 2020). During the Implementation phase, the developed modules were delivered in a real educational setting. At this stage, the intervention was piloted with students at Mts Al Haromain to assess its impact on reducing verbal bullying and enhancing cultural awareness (Machali, 2021). Finally, the Evaluation phase includes both formative and summative evaluations to assess the effectiveness of the intervention. Formative evaluations were conducted at the end of each module session, while summative evaluations assessed the overall impact of the intervention on reducing bullying behaviors (Isriyah, 2022).

Population and Sample

The target population for this study included all students at Mts Al Haromain Mojosari, Puger. According to Sugiyono (2019), a population is the entire group of individuals who share specific characteristics relevant to the research context. This group was chosen due to the high prevalence of verbal bullying and the cultural relevance of the Petik Laut tradition in this region (Najah et al., 2022). The sample for this study consisted of 53 students from Mts Al Haromain Mojosari, selected using cluster sampling, a method that groups subjects based on shared characteristics or geographic proximity (Machali, 2021). This approach was appropriate for this study, as it allowed for the focused examination of specific clusters of students experiencing similar social and behavioral challenges (Sugiyono, 2019).

The study was conducted at Mts Al Haromain Mojosari, Puger, based on the following considerations. First, the researcher's familiarity with the institutional environment facilitated smoother data collection and intervention implementation. Second, the institution had not previously been the subject of similar studies, providing a unique context for exploring the integration of cultural values in bullying prevention. Third, the school administration expressed support for the study, ensuring the availability of necessary resources and cooperation from staff and students (Adolph, 2016).

Data Collection Instruments & Data Analysis

Data were collected using a combination of questionnaires, observation sheets, and structured interviews. These instruments were designed to capture both quantitative and qualitative data, including students' perceptions of bullying, the effectiveness of the intervention, and the cultural relevance of the Petik Laut tradition in promoting positive behavior (Juliana et al., 2023; Kristinawati & Pranoto, 2023).

The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive analysis was used to summarize the frequency and distribution of bullying behaviors before and after the intervention, while inferential analysis assessed the statistical significance of observed changes in student behavior (Rahayuningtyas & Siahaya, 2017). This approach allowed for a comprehensive evaluation of the intervention's effectiveness in reducing verbal bullying and fostering positive social interactions (Verulitasari & Cahyono, 2016).

RESULTS AND DISCUSSION

The findings from this study reveal several critical insights into the impact of the Petik Laut tradition as a culturally rooted intervention for reducing verbal bullying among students at Mts Al Haromain, Mojosari, Puger. This school is located in a coastal area where the Petik Laut tradition is deeply embedded in the local culture, providing a unique context for exploring the intersection of cultural practices and student behavior (Sa et al., 2020; Machali, 2021). The data were collected through a combination of questionnaires, observations, and interviews, capturing both qualitative and quantitative perspectives on student behavior and the effectiveness of the intervention. The integration of these methods allowed for a more comprehensive understanding of the cultural, psychological, and social factors influencing verbal bullying (Bandura, 1977).

Cognitive, Affective, and Behavioral Dimensions of Bullying

To provide a comprehensive understanding, the data were analyzed across multiple dimensions, including cognitive, affective, and behavioral components. This approach aligns with the broader framework of cultural and psychological research, emphasizing the interconnectedness of thoughts, emotions, and actions in shaping human behavior (Hymel & Swearer, 2015). The integration of these dimensions is essential for capturing the complex nature of bullying, which often involves not only overt physical aggression but also subtle, psychologically damaging behaviors that undermine social cohesion and individual self-esteem. Table 1 below summarizes the key findings from the questionnaire data, which was organized into seven main indicators as outlined in the research instrument.

Table 1. Summary of Key Findings from the Questionnaire Data

Indicator	Description	Mean Score	Interpretation
Knowledge of Verbal Bullying	Understanding of definitions and impacts of verbal bullying	4.2	High awareness
Experience of Verbal Bullying	Frequency and type of bullying experienced or witnessed	3.7	Moderate exposure
Responses to Verbal Bullying	Actions taken when faced with verbal bullying	3.5	Moderate response ability
Role of Petik Laut Tradition	Awareness and application of Petik Laut values	4.5	High cultural integration
Involvement in Prevention Programs	Participation in anti-bullying programs	3.2	Moderate involvement
Support from School	Perceived support from teachers and staff	3.8	Moderate support
Awareness and Education	Understanding of verbal bullying prevention	4.0	High awareness

The analysis indicates that students generally have a strong understanding of what constitutes verbal bullying, its effects, and the importance of cultural values in mitigating such behaviors. However, the level of active participation in prevention programs remains moderate, suggesting room for improvement in program engagement and implementation (Juliana et al., 2023).

Cultural Pathways to Positive Student Behavior

The findings align with previous studies that emphasize the importance of cultural interventions in reducing bullying behaviors. For example, research by Setiawan (2016) and Rahayuningtyas & Siahaya (2017) highlighted that cultural rituals like Petik Laut, which emphasize mutual respect, social cohesion, and collective responsibility, can effectively reduce aggressive behaviors in school settings. These findings are consistent with the results of this study, which demonstrated a significant positive impact of the Petik Laut tradition on student behavior and conflict resolution (Nurmalasari, 2023). Additionally, the integration of cultural values into cognitive behavioral approaches, as discussed by Bandura (1977) in his social learning theory, reinforces the effectiveness of culturally grounded interventions in shaping student behavior. This approach is particularly relevant in contexts where cultural identity and traditional values play a significant role in community life (Qomariyah & Sholihin, 2019). This study extends these insights by providing empirical evidence that supports the integration of traditional values in educational settings as a strategy for bullying prevention. Moreover, the findings also resonate with the theoretical frameworks of culturally responsive teaching (Gay, 2002) and culturally sustaining pedagogy (Paris, 2012), which emphasize the need for educational practices that reflect and validate the cultural experiences of students. This alignment suggests that the Petik Laut tradition not only serves as a behavioral intervention but also contributes to a broader educational philosophy that values cultural diversity and inclusivity (Ladson-Billings, 1995).

Cultural Foundations for Resilient and Inclusive Educational Environments

The significance of these findings extends beyond immediate behavioral changes, highlighting the broader educational and social impacts of culturally integrated interventions. The Petik Laut tradition, with its emphasis on mutual respect, community solidarity, and environmental stewardship, provides a valuable framework for promoting positive student behavior and reducing verbal bullying (Setiawan, 2016). This approach not only addresses the immediate psychological impacts of bullying but also fosters long-term behavioral change by embedding culturally resonant values into the educational experience (Verulitasari & Cahyono, 2016).

Moreover, the high awareness scores among students regarding the role of the Petik Laut tradition indicate a promising foundation for further educational initiatives aimed at reducing bullying in schools. This cultural approach can be integrated into broader curricular and extracurricular programs to enhance student resilience, social skills, and conflict resolution abilities (Adi Kurnia & Bambang Qomarudin, 2012). Given the persistent nature of verbal bullying in many educational contexts, the incorporation of culturally relevant interventions like the Petik Laut tradition represents a significant step toward creating safer and more supportive learning environments (Siswati & Saputra, 2023).

Implications in Education

The findings from this study have several critical implications for educational practice, particularly in contexts where cultural identity and community values play a fundamental role in student development. Integrating the Petik Laut tradition into the educational environment offers a unique approach to culturally responsive teaching, aligning with frameworks like culturally sustaining pedagogy (Paris, 2012) and culturally responsive teaching (Gay, 2002). This approach emphasizes the importance of embedding cultural values in curricula to make learning more relevant and meaningful, enhancing students' sense of identity and social responsibility (Ladson-Billings, 1995). Moreover, it aligns with the goals of social and emotional learning (SEL), which focuses on building students' self-awareness, social awareness, and relationship skills, creating emotionally supportive environments that reduce the prevalence of bullying (Durlak et al., 2011). By incorporating cultural values into SEL programs, educators can foster positive peer interactions and emotional resilience, addressing both immediate behavioral issues and long-term

emotional growth (Hymel & Swearer, 2015). Additionally, this culturally integrated approach has significant implications for teacher training, as educators must be equipped to recognize and leverage the cultural strengths of their students, creating more inclusive and supportive learning environments (Howard, 2019). This requires professional development programs focused on cultural competence, empathy, and conflict resolution (Gay, 2002). Furthermore, the findings suggest that schools should develop comprehensive policies that reflect local cultural values, such as mutual respect and social cohesion, to create a more supportive and inclusive climate (Siswati & Saputra, 2023). This can be achieved through stronger connections between schools and local communities, involving parents, cultural leaders, and community organizations in educational programs (Epstein, 2011). Ultimately, integrating cultural traditions into educational practice can improve long-term student outcomes, including academic achievement, social well-being, and mental health, by fostering a strong sense of community and cultural pride (Ladson-Billings, 1995).

CONCLUSION

This study aimed to develop a culturally relevant intervention model integrating the values of the Petik Laut tradition with cognitive-behavioral therapy to reduce verbal bullying at MTS Al Haromain, Mojosari, Puger. The findings indicate that integrating cultural practices into formal educational settings can effectively reduce verbal bullying, enhance student resilience, and promote positive social behaviors. Specifically, the Petik Laut tradition, with its emphasis on mutual respect, community solidarity, and collective responsibility, provides a powerful framework for fostering positive student interactions and reducing aggressive behaviors. This study contributes to the broader field of educational psychology by demonstrating the value of culturally grounded interventions in addressing complex social issues like bullying. It also highlights the importance of incorporating local cultural values into cognitive-behavioral approaches to create more inclusive and supportive learning environments. The innovative combination of traditional cultural practices and modern psychological strategies represents a significant contribution to the field, offering a novel approach to bullying prevention that aligns with both cultural sustainability and contemporary educational goals.

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