



Understanding the Narrative of Bullying Tragedy Experiences: A Phenomenological Approach to the Case of Fatir Arya Adinata's Death in Jatimulyo, Tambun, Bekasi Regency

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ABSTRACT

Bullying is defined when someone repeatedly and deliberately uses words or actions against a person or group of people that cause distress and harm their well-being. These actions are usually carried out by people who possess greater influence or power over others, or by people who intend to make others feel powerless or helpless. This case discusses the tragedy that befell Fatir Arya Adinata, an elementary school student in Jatimulyo, Tambun, Bekasi Regency, who was the victim of bullying resulting in serious physical injuries and medical complications that led to his death. Despite various medical efforts, Fatir's health continued to deteriorate until he eventually passed away. This study uses a phenomenological qualitative research method. The subject of this study is an elementary school student in Jatimulyo, Tambun, Bekasi Regency. This study aims to explore the impact of bullying on the physical and mental health of victims, as well as to identify preventive measures that can be taken by schools and the community. Through an in-depth analysis of this case, this study emphasizes the importance of bullying prevention, psychological support for victims, cooperation between schools and medical personnel, and stricter supervision in the school environment. The results of this study are expected to form the basis for further efforts to create a safe and supportive school environment for children.

Keywords: Bullying, Phenomenological, Death, Tambun.

INTRODUCTION

Bullying has become a dangerous problem because more and more victims of it are dead. Despite the large number of cases, the problem of bullying has not been resolved. With the increasing number of cases, every parent will certainly feel anxious about sending their children to school to study. Schools, which should be a place for learning knowledge, manners, discipline, and integrity, have instead become a place where life-threatening incidents occur. With so many cases of bullying occurring, those responsible for addressing this issue should learn from past experiences, rather than ignoring or downplaying children's misbehavior. A sound mindset and character are cultivated from a young age, enabling individuals to discern between negative and positive influences in society with wisdom as they grow older.¹

Bullying can occur at all school levels, from kindergarten to high school, and even at university. There are many examples of bullying, such as the case of an elementary school student in Garut Regency named Heryanto who attempted suicide by hanging himself at home

¹ Adena Nurasuah Siregar, "Pandangan Filosofis Tentang Perilaku Bullying Pada Siswa di Sekolah," *Jurnal Penelitian Tindakan Kelas dan Pengabdian Masyarakat*, No. 3 (2022) : 215-228, <https://doi.org/10.47006/pendalas.v2i3.165>

because he felt ashamed of being asked to pay tuition fees by his teacher. He went home to ask his mother for money, but she did not give it to him because she did not have any, and tragedy struck. Although his life was saved, he suffered lifelong disabilities, namely an inability to think normally due to damage to his brain, which prevented him from continuing his education. Another tragic example involved a junior high school student in Bekasi Regency who hanged himself because he felt ashamed of his low report card grades, which his friends knew about, and suicide became his only option.

Bullying in schools is a disturbing phenomenon that continues to be a global concern. Bullying not only has a negative impact on children's psychological and social development, but can also have serious consequences for their physical health. According to the World Health Organization (WHO), bullying can cause stress, anxiety, depression, and in some extreme cases, can lead to the death of the victim.² This study discusses the tragic case of Fatir Arya Adinata, an elementary school student in Jatimulyo, Tambun, Bekasi Regency, which is a real example of the fatal impact of bullying. Fatir Arya Adinata, a 12-year-old student, was the victim of bullying by his classmates.³

The physical violence he experienced caused injuries that never healed and they developed into serious medical problems. This incident reveals the complex relationship between physical trauma caused by bullying and the development of a deadly disease, namely bone cancer. Despite various medical efforts, including leg amputation and intensive care, Fatir eventually died after suffering severe health complications. This case is important to study because it provides deep insight into the often underestimated consequences of bullying. This discussion will explore the philosophical perspective of bullying behavior in schools. It is hoped that this discussion will lead to concrete efforts to stop bullying through a philosophical approach, as well as how to deal with the consequences of bullying on victims who have been bullied. Thus, the results of this study are expected to make a significant contribution to efforts to prevent bullying and protect children's rights to a safe and supportive learning environment.

² Indrawati, I. A. S. D. K. R. (2014). Hubungan Antara Tindakan Bullying dengan Prestasi Belajar Anak Korban Bullying pada Tingkat Sekolah Dasar Ida Ayu Surya Dwipayanti dan Komang Rahayu Indrawati. Psikologi, Program Studi Kedokteran, Fakultas Udayana, Universitas, 1(2), 251-260.

³ Ibid

METHOD

This study uses a qualitative approach with a philosophical narrative nature. This study uses an interpretive paradigm, namely the collection of data from natural settings as primary/core data through reading books on philosophical studies. From the data in this study s bullying behavior in schools, including the supporting and inhibiting factors as well as philosophical perspectives is analyzed. The data sources in this study come from books and scientific studies by experts. The results are then transcribed and classified as needed. In order to obtain comprehensive data and pay attention to the relationship between the data and the focus and objectives of the study, data collection in this study uses three techniques provided by Robert C. Bogdan and Knop Biklen, namely the researcher analyzes the data by reducing the data, presenting the data, and drawing conclusions.

RESULTS AND DISCUSSION

A. Bullying and Its Psychological Impact on Victims.

The case experienced by Fatir Arya Adinata provides a sad picture of the extreme impact of bullying in the school environment, which can lead to serious medical complications and death. The bullying experienced by Fatir caused serious physical injuries, triggering the development of bone cancer (osteosarcoma), and ultimately requiring leg amputation. The physical trauma caused by bullying also had a profound psychological impact, worsening the victim's quality of life. Incidents of bullying that cause physical trauma can contribute to the development of serious diseases such as cancer. In Fatir's case, the injuries he suffered led to a diagnosis of osteosarcoma, highlighting the importance of prompt and comprehensive treatment of injuries caused by bullying. Fatir received various forms of medical treatment, ranging from amputation to intensive care for lung complications. Despite maximum medical efforts, Fatir's health continued to deteriorate, highlighting the complexity of treating health conditions involving physical trauma and critical illnesses. There are many factors that cause a person to bully others. In general, people bully because they feel depressed, threatened, humiliated, vengeful, and so on.⁴

⁴ Indrawati, I. A. S. D. K. R. (2014). Hubungan Antara Tindakan Bullying dengan Prestasi Belajar Anak Korban Bullying pada Tingkat Sekolah Dasar Ida Ayu Surya Dwipayanti dan Komang Rahayu Indrawati. Psikologi, Program Studi Kedokteran, Fakultas Udayana, Universitas, 1(2), 251-260.
<https://www.journal.yaspim.org/index.php/pendalas/article/view/165>

Bullying is caused by victims of environmental circumstances that shape their personalities to be aggressive and unable to control their emotions, such as a dysfunctional home/family environment where arguments are frequent. Meanwhile, psychologist Clara Wriswanto from Jagadnita Counseling argues that there are various factors that cause someone to become a bully, such as parents who spoil their children too much, a dysfunctional family that marginalizes the child, or simply because the child imitates the bullying behavior of their peer group and violent content on the internet or television. Sociologist Tamrin Amal Tomagola from the University of Indonesia (UI) stated that social conditions, at least in major cities, are already suffering from social frustration. Moreover, the current social system is adult-oriented, always accommodating the interests of adults. This case emphasizes the need for increased awareness and preventive actions against bullying in schools.⁵

Education for students, teachers, and parents about the impact of bullying and how to prevent it is essential to creating a safe and supportive school environment. Handling cases like this requires close coordination between various parties, including families, schools, and medical personnel. The involvement of all parties is essential to provide holistic support for victims of bullying. The implementation of strong and effective anti-bullying policies in schools is an important step in preventing similar incidents. Schools must have clear procedures for handling reports of bullying and providing psychological support to victims.

According to psychologist Ratna Juwita from the Faculty of Psychology at the University of Indonesia, students who are victims of bullying will experience difficulties in building interpersonal relationships with others and will rarely attend school. As a result, they (victims of bullying) fall behind in their studies and find it difficult to concentrate, which affects their physical and mental health in both the short and long term. Some early indications that a child may be experiencing bullying at school include:⁶ difficulty sleeping; bedwetting; complaining of headaches or stomachaches; loss of appetite or vomiting; fear of going to school; frequent visits to the school clinic; crying before or after school; Lack of

⁵ Dwi Rifiani, Fenomena Bullying Dan Upaya Preventif Untuk Meminimalisir Ekses Psikologis Peserta Didik, Jurnal Cerdik; Jurnal Pendidikan dan pengajaran, Vol.2 No.2, 2023 <https://jurnalcerdik.ub.ac.id/index.php/jurnalcerdik/article/view/166>

⁶ Muhammad Rizky Octavianto, "Perilaku Bullying di Sekolah Menengah atas Kota Yogyakarta," Jurnal Riset Mahasiswa Bimbingan dan Konseling, No.8 (2017), <https://journal.student.uny.ac.id/index.php/fipbk/article/view/8417>

interest in social activities involving other students; Frequently complaining of pain before going to school; Frequently complaining of pain to the teacher and asking the parents to pick them up immediately; Low self-esteem; Drastic changes in attitude, dress, or habits; Bruises, cuts, and so on.⁷ The discussion of this case not only describes the tragedy experienced by Fatir and his family but also serves as an important warning to all parties regarding the serious impact of bullying. It is hoped that with better understanding and appropriate preventive measures, similar cases can be prevented in the future.⁸

B. Philosophical Perspectives on Addressing Bullying in Children

A philosophical perspective on addressing bullying in children provides a deep moral and ethical framework for responding to this phenomenon in a holistic and sustainable manner. Philosophy presents various concepts and values that can guide our approach to understanding, preventing, and responding to cases of bullying effectively. The following is a lengthy summary of the philosophical perspective in the context of addressing bullying in children:⁹

1. Ethics and Human Dignity.

Ethical philosophy emphasizes the importance of respecting human dignity as a fundamental moral principle. Every individual has an inalienable dignity, and treatment that degrades or harms a person's dignity is unjustifiable. In the context of bullying, this view demands the protection of every child's dignity as an inalienable human right.

2. Justice and Restoration.

The concept of justice in philosophy supports a restorative approach to dealing with bullying cases. This approach focuses not only on punishing the perpetrator, but also on restoring the damaged relationship between the perpetrator and the victim, as well as repairing the damage caused. The philosophy of justice emphasizes that prevention and rehabilitation measures must be based on the principle of equality, where all individuals have the same right to fair and proper treatment.

⁷ OÄYuz. (2013). Bullying among High School Students. *Maedica A Journal of Clinical Medicine*, 8 No 2(March 2014), 143-152. <https://www.researchgate.net/publication/259474519>

⁸ Darwin, Faktul Mubin M, Hidayati Eni, "Pengalaman Siswa yang Mendapatkan Bullying di SMAN 15 Semarang," *Jurnal Keperawatan Komunitas*, No. 1 (2014) : 1-6
<https://jurnal.unimus.ac.id/index.php/jkk/article/view/4046/3762>

⁹ Ibid

3. Moral Education and Character Building.

The philosophy supports the importance of moral education and character building in children's education. Through this education, values such as empathy, justice, responsibility, and respect for differences can be instilled in children as a foundation for good behavior and respect for others. Moral education also helps children develop awareness of the social and psychological impacts of their actions.

4. Social Responsibility and Community Solidarity.

This philosophy encourages collective social responsibility within the community to create a safe and inclusive environment for children. Through solidarity and active participation from the entire community, including schools, families, and the wider community, we can work together to prevent bullying and respond appropriately when it occurs. The concept of solidarity also promotes a sense of brotherhood and support among community members in responding to cases of bullying.

Incorporating philosophical values into the educational curriculum to strengthen children's awareness and understanding of ethics and morality. Education for Teachers and Parents: Providing training to teachers and parents in the use of restorative approaches and conflict management techniques to effectively address bullying. Development of Anti-Bullying Programs: Developing and implementing anti-bullying programs in schools based on philosophical values, such as justice, equality, and respect for differences. Kowitz, G.T. (1959: 37) states that the objectives of guidance and counseling in elementary schools can be classified into three categories: first, to assist teachers in developing harmony in the classroom by recognizing and respecting individuals, forming appropriate groups, and adjusting teaching materials to the characteristics of students; Second, to assist teachers in preparing to work with students who have personal problems.

Third, to help bridge the gap between children and the community. Meanwhile, the Ministry of Education and Culture (1994) explains that the purpose of guidance services in elementary schools is to help students fulfill their developmental tasks, which include personal, educational, and career aspects in accordance with environmental demands. In terms of educational development, guidance services help students to: Implement proper learning methods; Set educational goals and plans; Achieve optimal learning outcomes in line with their talents and abilities; and acquire the skills to face exams. By considering the

description of the objectives of guidance and counseling in elementary schools, it can be seen that there are at least two parties involved, namely The students, with their abilities, are expected to be able to achieve: Personal happiness in this world and the hereafter; Increased awareness and understanding of themselves and their environment, including their school, family, and wider community; Development and quality of themselves as individuals, social beings, and servants of God; and Improvement in their ability to solve life's problems. As well as the teachers; With the implementation of guidance and counseling in elementary schools, teachers are expected to achieve: Development of harmony in carrying out the teaching and learning process; Harmonious cooperation with students, especially those with personal problems; More intensive cooperation with parents and the wider community in general.

Furthermore, Rochman Natawidjaja (1984:64-64) argues that the role of guidance provided by a teacher as an adjustment to the teaching and learning process can be interpreted as the teacher's treatment of students, taking into account the following: Treating students as individuals who have the potential to develop and progress and are capable of directing themselves to be independent; A positive and reasonable attitude towards students. In carrying out this guidance role, teachers do not distance themselves from students, but are also not sentimentally attached to them; Treating students warmly, kindly, humbly, and pleasantly; Empathetic understanding of students; Respect for the dignity of students as individuals; Genuine appearance in front of students; Concreteness in expressing oneself; Acceptance of students as they are; Permissive treatment of students; Sensitivity to the feelings expressed by students in helping them to realize their feelings.

According to Winarno Surakhmad (1986:61-68), there are at least four main abilities that a teacher must have, namely: Knowing each student entrusted to them. Not only knowing the general characteristics and needs of students as a category, not only knowing the types of interests and abilities of their students, not only knowing the general ways in which humans learn, but also knowing specifically the characteristics, needs, interests, personalities, and aspirations of each student; Having guidance skills. Teaching is actually a form of guidance that focuses heavily on intellectual abilities. Teachers need to have the knowledge that enables them to determine the level of development of each of their students, whether that development concerns their emotions, interests, and specific skills, or their academic, physical, and social achievements. With this knowledge, teachers can develop a



plan based on that development so that students - students truly experience a comprehensive and integral education.

More specifically, guidance and counseling in junior high school are aimed at overcoming problems, as stated in the 1975 curriculum (quoted from Mapiare, 1984: 292-293). Guidance and Counseling are intended to Overcome difficulties in understanding themselves, and their environment, which includes the school environment, family, and wider community life; difficulties in identifying and solving problems encountered; and also in channeling abilities, interests, and talents in the field of education and possible careers appropriately. Guidance counseling also needs to be provided to perpetrators of bullying, both students who consider themselves more senior or more powerful, and teachers who have unconsciously bullied students, either physically, verbally, or non-verbally, which has a more fatal impact on children. In addition, counseling guidance should also be provided to parents who spend more time with their children, so that parents better understand what they should provide for their children. Guidance also needs to be provided to the community so that they know how to detect bullying behavior, thereby preventing chaos and unrest in their environment and, more importantly, protecting their citizens from becoming victims of bullying.

CONCLUSION

The case of Fatir Arya Adinata provides a tragic illustration of the extreme impact of bullying in schools. The bullying experienced by Fatir caused serious physical injuries that later developed into bone cancer (osteosarcoma), requiring leg amputation, and ultimately leading to death after a series of medical complications. The effects of bullying are extremely detrimental to the victim. For example, the child experiences severe trauma and depression, which can eventually lead to mental disorders in the future, and the child does not want to go to school, loses concentration, and their performance declines dramatically.

The perpetrators of bullying are not only students who feel stronger or more senior, but in fact many cases are carried out by teachers who do not realize that their behavior causes suffering for students. To overcome this, counseling guidance is urgently needed. This incident highlights several important points that need to be taken seriously by various parties. By learning from Fatir's case, it is expected that stronger preventive measures and more effective handling of future bullying cases can be taken. The prevention of bullying and the protection of children in the school environment must be a top priority in order to create a safe and supportive learning environment for all students.

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