



Strategy To Prevent Bullying Acts In Elementary School Students At SDN 2 Lamangga Baubau City

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ABSTRACT

This research aims to determine the role of the principal and all levels of teachers in the SD Negeri 2 Baubau school environment in preventing students from carrying out bullying behavior towards each other, whether intentional bullying, verbal or non-verbal. Bullying is the cause of decreased student learning achievement and results in low levels of student self-confidence. This research is field research with a qualitative approach with data collection methods, namely research field observations, interviews and documentation. The subjects studied were students in grades V and VI at SDN 2 Lamangga. The results of the research show that the school implemented five strategic steps as an effort to prevent bullying in the school environment, including; 1) provide an explanation to students regarding the impact of bullying which will be experienced directly by the victim, 2) build the perception that all students are equal in social status, 3) Provide punishment for bullying behavior directly, 4) Give rewards to students for speaking politely, 5) instill a sense of caring for fellow students.

Keywords: Bullying Prevention Strategy, Elementary School Students, Baubau City

1. Introduction

Bullying in the school environment is something that often occurs repeatedly and is also a serious problem that can have a negative impact on the victim. Bullying carried out by the perpetrator if not immediately prevented can damage the perpetrator's mentality. Bullying actions develop not only in the aspect of verbal actions, but also lead to physical violence, social violence, and cyberbullying which is increasingly rampant with the development of technology. The long-term effects of bullying include psychological disorders, decreased academic achievement, and the emergence of fear and discomfort in the school environment. According to various studies, victims of bullying often experience stress, depression, and low self-confidence which can have an impact on their mental well-being. In addition, perpetrators of bullying are also at risk of experiencing social and legal problems in the future if these actions are not handled immediately. Therefore, effective prevention efforts are needed so that schools can be a safe, comfortable environment that supports the development of each student. (Trisnani & Wardani, 2019).

Efforts to prevent bullying in schools need to involve various parties, including teachers, students, parents, and other education personnel. Education about empathy, tolerance, and clear and firm enforcement of rules are the first steps in preventing bullying. In addition, the implementation of a comprehensive anti-bullying program, stricter supervision, and the formation of a positive school culture can help reduce bullying rates. Teachers have a role in preventing and handling bullying behavior, teachers are part of student activities at school, not only as educators who only provide teaching but also observe their daily behavior at school. Meanwhile, prevention efforts if bullying occurs, efforts are taken by calling students, asking students to tell what happened, giving advice, giving

warning letters and sanctions, calling parents, reaching consensus in resolving if it is still within reasonable limits. (Harahap & Toni, 2023)

Bullying behavior that often occurs in the school environment is a form of verbal bullying and indirect non-verbal bullying. The school must immediately stop all forms of bullying behavior even though it requires assistance from various educational elements to realize it, so that bullying is not treated as a normal action and not a form of torture that causes victims, because bullying can have an impact on the physical and psychological / psychological victims of bullying. Bullying behavior must be prevented early on, because bullying can threaten, give nicknames, mock, spread gossip and cheer on victims and form a negative paradigm for victims that damages the psyche.

Psychological bullying is bullying that cannot be seen and heard (related to mental), examples of psychological bullying are looking at cynically, ignoring, glaring and isolating. As for efforts to prevent bullying, namely the role of parents, counseling, making anti-bullying posters, screening anti-bullying films, the role of guidance and counseling teachers, development of guidance and counseling modules, development of guidance and counseling video media and the role of subject teachers. (Nur et al., 2022) Efforts to prevent and handle bullying that can be carried out by schools include (a) designing and creating prevention program designs that contain messages to students that bullying behavior is not accepted at school and creating "anti-bullying" policies, (b) building effective communication between teachers and students, (c) holding discussions and lectures on bullying behavior at school, (d) creating a safe, comfortable and conducive school environment, (e) providing assistance to students who are victims of bullying and (f) holding regular meetings with parents or the school committee (Febritanti, 2023).

Bullying prevention efforts can be carried out through the role of the family, such as through several applicable steps; (a) instilling religious values and teaching love for each other, (b) providing a loving environment from an early age by showing how to interact between family members, (c) building children's self-confidence, fostering children's courage and assertiveness and developing children's ability to socialize, (d) teaching ethics towards others (cultivating concern and respect), (e) providing educational reprimands if children make mistakes, and (f) accompanying children in absorbing information, especially from television, the internet and other electronic media (Rahmawati & Illa, 2020)

In the study (Fadillah et al., 2022), Bullying behavior can be divided into 5 categories: (a) Physical bullying such as beating, kicking, slapping, strangling, scratching, spitting, biting, damaging and destroying the property of the bullied person, (b) Verbal bullying such as nicknames, slander, criticism, cruelty, insults, statements with nuances of sexual invitations, terror, intimidating letters, gossip, (c) Relational bullying such as aggressive looks, sighs, glances, mocking laughter, sneers, mocking body language, (d) Electronic bullying such as terrorizing victims with writing, animations, images, and video recordings or films that are hurtful or cornering. Based on several existing studies on the influence of bullying on adolescent mental health directly such as having feelings of anxiety, always feeling alone, emotionally threatened, and most likely can cause depression and will also have an impact on mental and physical disorders, reduced enthusiasm for carrying out daily activities, decreased academic performance, even fear of socializing. (Amalia & Haryati, 2023)

There are several factors that cause bullying, namely external and internal factors. Internal factors are factors that come from the child himself and external factors include family, school and society as well as peers. To overcome this, there are several things that parents can do for their children to avoid bullying, including (1) building a good self-concept, (2) supporting children's interests and talents, (3)

teaching children the need to say no to things they don't like, (4) giving full support to children, (5) preventing children from becoming bullies, and (6) building empathy in children. (Abdullah & Ilham, 2023)

Parents are expected to be more serious in responding to bullying and more sensitive to paying attention to whether their children are involved in bullying or not, and can provide positive guidance for their children. Parents are expected to be able to be positive role models for their children by being positive examples (for example: not giving negative calls to children, not shouting with harsh words, etc.) so that children understand better what is appropriate and what is not appropriate to do (Febritanti, 2023) Based on the results of searching several literatures, there are several strategic steps that can be implemented by educational institutions such as schools, including; 1) giving strict sanctions to every perpetrator of bullying, 2) not keeping quiet but paying more attention to and responding to bullying behavior that occurs in schools, 3) The need for special supervision can also be one way to reduce existing bullying behavior (Muru'atul Afifah & Riftini Yulaiyah, 2022).

The solution carried out by Islamic religious education teachers in preventing bullying behavior is by giving regular advice to children, and Islamic Religious Education teachers always provide advice and understanding back to the child followed by patience and hoping that the child can be aware and stay away from verbal bullying. The solution carried out by Islamic Religious Education teachers in preventing bullying behavior obtained from interview results, both interview quotes and observations. Here, the role of Islamic Religious Education teachers is very important in building or instilling character values that prioritize students' spiritual attitudes, basically bullying here when viewed from school procedures that the one who handles it is the homeroom teacher if the homeroom teacher is unable to handle it is handed over to the Guidance and Counseling teacher but at school. Islamic Religious Education teachers also play a role in handling the case even though it is only to provide guidance, direction or advice, teachers at school are always required to understand the conditions of their students so as not to immediately judge the various behaviors that occur. Students who commit violations are not immediately given sanctions, but Islamic Religious Education teachers try to find out in advance the reasons why students commit such behavior. (Nisun, 2024)

Based on the results of the study, the role of parents in preventing sexual violence against school-age children in general, parents play a good role, but in each sub-variable, namely the role as educators, the role as motivators, the role as role models, the role as supervisors, the role as counselors and the role as communicators, each of which is still lacking, especially the role as supervisors and communicators, so attention needs to be paid to increasing the role of each parent for those in the less good category to increase to the good category. With the good role of each parent, it is hoped that sexual violence can be prevented from happening again in elementary school-age children (Ligina et al., 2018). With awareness of the dangers of bullying and efforts to prevent it, it is hoped that each school will be able to create an environment that is conducive to student development both academically and socially. Preventing bullying is not only the responsibility of certain individuals, but is a shared commitment to create a better generation in the future.

2. Methods

This study uses a Qualitative approach method with a field study type. Data were collected naturally, using observation, interview, and documentation methods. In this study, researchers photographed the strategic steps prepared by the school in this case the principal and teachers in an effort to prevent bullying behavior in the school environment. To facilitate data analysis, researchers used data triangulation by combining the results of observations, documentation, interviews so that conclusions from research related to bullying prevention in the school environment can be obtained easily.

3. Findings and Discussions

Bullying is a negative behavior of a person or group of people who intentionally hurt their target (victim) mentally or physically. This bullying behavior can be prevented as long as all those involved in the institution/school have a role and concern to change and prevent the problem. Bullying behavior in schools can be prevented by cooperation between members of the school community, including the principal, teachers and students. Counseling about bullying needs to be done, both for students and teachers. Because by better understanding bullying and all its impacts, teachers and students can work together to prevent bullying behavior in schools. For teenagers who are aware of bullying around them. Bullying prevention means directly stopping someone's efforts to insult, bully, mock and intimidate the victim by reporting it to the school or parents.

Specifically for bullies, so that they realize that their behavior will not only have a bad impact on the victim, but also on themselves. Whatever the form, bullying behavior will only have a bad impact. Parents are also expected to be more aware of their behavior towards The results of research in the field in this case SDN 2 Lamangga show that bullying behavior still often occurs, especially among upper-class students to lower-class students. In interviews with the principal and teachers, it was found that there were several factors of bullying behavior that were still carried out by students to their peers, such as children's lack of awareness of bullying behavior, and family factors that do not teach polite and courteous behavior in speaking or acting (Wibowo et al., 2021)

Based on field observations and interviews with the principal, information was obtained on several efforts to overcome bullying, namely through preventive efforts such as (1) an emotional approach through teaching Islamic Religious Education to find out the impact of bullying actions (2) active communication with parents through WhatsApp groups to make it easier for teachers to provide information related to child development and child behavior at school (3) getting students used to reading the Koran, daily dhikr, reading Asma' al Husna before KBM as an effort to introduce the good nature of Allah and provide religious advice and direction to work together in preventing violent behavior. The strategic steps planned and carried out by the school in an effort to prevent bullying behavior from spreading and becoming a culture in the school environment include:

3.1 Explaining the impact of bullying on victims.

In the SDN 2 Lamangga environment, students are repeatedly given training in the form of knowledge about the impacts and dangers of bullying, including: 1) the impact disrupts the concentration of students who are bullied, 2) decreased enthusiasm for learning and low self-confidence, 3) making students feel inferior so that they withdraw from socializing, which can lead to despair and even suicide. The phenomenon in the research field shows that most students at SDN 2 Lamangga still cannot distinguish between bullying and jokes, fights, brawls and

teasing, only a few students have a perception of real bullying. Therefore, several students who are victims report experiencing bullying in the very low category. This is in line with students' perceptions of bullying, so that several incidents that occur at school are only considered as normal or harmless actions, even though in fact the effects and impacts are very large. In several meetings, the school explained to students in the form of pictures and audio visuals how verbal bullying can demean someone and lower their self-confidence. Moreover, physical bullying can cause despair which leads to death/suicide. Formal counseling efforts by gathering students in discussion forums and seminars about the dangers of bullying are expected to provide a complete picture and knowledge of the impact of bullying, especially with the development of technology which could lead to criminal acts if the perpetrator ignores IT laws.

3.2 Building students' perceptions of social status equality

The goal of the character education strengthening program at SDN 2 Lamangga is to instill the values of national character formation from an early age in students. Several programs that are carried out together, such as routine Friday prayers, religious guidance and advice held twice a week, and repeated socialization delivered in between teaching are expected to instill an attitude of tolerance. The school, in this case the principal and teachers, massively provide teaching about character education values so that it is hoped that it can change the behavior of students, the way of thinking, and the way of acting of SDN 2 Lamangga students according to characters that have integrity and are in accordance with Islamic values which state that all Muslims are brothers. This basic idea is expressed continuously in learning spaces so that a positive perception emerges, that all humans are equal, what differentiates them is moral values and piety. This counseling is very much in line with the view (Kartika & Astutik, 2024) that students in the school environment do not only receive learning that leads to the development of social skills alone, but also need to receive counseling, so that they can work together and prioritize justice and harmonious relationships among students.

3.3 Giving punishment for bullying behavior

As the initial description that the impact of bullying can affect the decline in student learning motivation, this negative impact must be prevented immediately so that it does not develop and spread to other students. In preventing bullying behavior from developing, the school applies punishment or punishment to the perpetrators of bullying, such as reprimanding them directly and calling the parents of the students concerned to be warned. In the next stage, if the student or perpetrator of bullying still repeats the act of mocking, insulting, bullying and physically bullying, the school will make a letter of temporary suspension or transfer to the guilty student. Strict punishment is applied so that bullying does not always occur at SDN 2 Lamangga. Because according to the principal, if left unchecked, it will have an impact on the psychological aspects of students who are vulnerable to its impact. The psychological impacts of bullying include students losing their self-confidence, worrying about other people, trauma to make friends again, being shy, speaking slowly, avoiding eye contact, and being unable to tolerate bad conditions that continue within themselves, finally withdrawing from socializing.

3.4 Instilling a sense of caring for fellow students

Verbal bullying cases have become commonplace among students. For a perpetrator, it is a joke, but for a victim, it can weaken their mentality so that the victim feels inferior. This is where the important role of teachers is to provide behavioral guidance, good speech, and mental motivation for victims (Rahmawati & Illa, 2020). One of the efforts made by the school is to build a perception in students about the "importance of feeling". According to one of the PAI teachers (Mrs. Hj. Sumiati), the school has instilled an awareness to care for each other and feel each other's pain. Based on an interview with the PAI teacher, it was explained that students are always reminded that hurting others is the same as hurting themselves. Another expression that is often conveyed is "if pinching your own skin hurts, then don't pinch someone else's skin". This philosophy expresses an attitude of caring and empathy for others, so that an attitude of sympathy is born to do good and be willing to help fellow colleagues willingly. Teaching about caring qualities is often done by schools through showing motivational films and anti-bullying films. This program is done so that students in the school environment grow an attitude of mutual respect and appreciation for each other. The activity of watching motivational films is followed by all students and guided by the teacher's council. After watching, students are asked to note down the moral message from the film, then the teacher explains the values of goodness so that they can be applied in social life.

3.5 Give rewards to every student who speaks politely.

Based on the results of interviews related to rewards, it was learned that this strategy is a positive stimulation for students to get used to saying positive words in communicating and avoid saying negative sentences such as cursing, criticizing and intimidating. One of the rewards given by teachers is to praise students who succeed in not repeating bullying. Another form of reward given by teachers is to give awards to students who say positive words and respect both when communicating with peers and even more so when communicating with teachers. The phenomenon of bullying and its handling requires a variety of ways to see the different characters of students from each other.

With rewards or prizes, it will encourage students to say positive words and avoid negative words. Several BK teachers suggested that giving rewards should be prioritized over punishment. Because the tendency for someone to receive a gift becomes a strong encouragement rather than a threat. In addition, the school through the principal's instructions to the teachers is trying very hard to be able to provide a good example every day both in dressing, walking and speaking when talking to students. In this condition, students see the teacher's behavior directly and make him a role model in speaking and communicating. The strategic steps above according to counselor experts can more or less have an impact on changing student behavior and can also handle a number of problems related to bullying cases. Furthermore, the school always socializes the impact of bullying, especially when it is related to matters involving legal issues so that victims and perpetrators can be minimized.

Identifying Bullying Perpetrators early on in Schools greatly helps schools make preventive efforts, by providing students with an understanding from the start of the impacts of bullying behavior in the school environment. Bullying prevention efforts can run well when there is active cooperation through teachers who have an important role in preventing bullying behavior, and also BK as advisors and student counselors. Furthermore, the school is required to work

together with parents of students in supervising student interactions in the home environment or its surroundings, so that they do not fall into bullying behavior.

4. Conclusion

The strategy for preventing bullying behavior at SDN 2 Lamangga is a program design designed to directly prevent bullying practices in the school environment. The inhibiting factor for this strategy is that many students still bring habits from home to school so that bullying habits are difficult to remove. Therefore, the school implements several strategies including; 1) providing an explanation to students about the impact of bullying that will be experienced directly by the victim, 2) building the perception that all students are equal in social status, 3) giving punishment for bullying behavior directly, 4) giving rewards to students who speak politely, 5) instilling a sense of caring for fellow students.

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