



Teachers' Strategies in Overcoming Bullying in Fifth Grade of SD Negeri 2 Tahunan

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Abstract

The significant prevalence of bullying incidents in elementary schools warrants careful consideration. The impacts of bullying on an insecure educational atmosphere, as well as the psychological and physical well-being of those targeted, contribute to a perilous learning environment, hinder the educational process, and may inflict trauma on the victims. This research, thus, seeks to elucidate the strategies employed by fifth-grade teachers in addressing bullying at SD Negeri 2 Tahunan. This study employed qualitative research through a case study focused on bullying prevention strategies at SD Negeri 2 Tahunan, the designated site of this research. The strategies utilized for data collection encompassed in-depth interviews, direct observation, and analysis of school documents. The analysis of data utilized a triangulation approach, incorporating the processes of data collection, reduction, presentation, and the formulation of conclusions. The findings of this study revealed that the strategies employed by teachers to address bullying at SD Negeri 2 Tahunan included 1) behavioural counselling, 2) educational initiatives on bullying through film-based learning, 3) anti-bullying socialization via ceremonies and enjoyable Friday activities, 4) establishing agreements on rules with students, 5) fostering and reinforcing religious values among students, and 6) recognizing positive behaviour through awards. The aforementioned educational strategy has the potential to significantly reduce instances of bullying at SD Negeri 2 Tahunan. Therefore, this strategy may serve as a viable solution in the pursuit of preventing and addressing bullying in various elementary schools.

Keywords:

Bullying, Elementary School, Learning Strategy

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Abstrak

Banyaknya kasus bullying yang terjadi di sekolah dasar menjadi hal yang perlu diperhatikan. Mengingat dampak bullying berpengaruh terhadap lingkungan belajar yang tidak aman serta kesehatan mental dan fisik korban. Hal ini menciptakan lingkungan belajar yang tidak aman, mengganggu proses belajar mengajar, dan dapat menyebabkan trauma jangka panjang bagi korban. Penelitian ini bertujuan untuk mendeskripsikan strategi yang diterapkan oleh guru kelas 5 dalam mengatasi bullying di SD Negeri 2 Tahunan. Penelitian ini menggunakan penelitian kualitatif berjenis studi kasus dengan topik strategi pencegahan bullying di SD Negeri 2 Tahunan yang menjadi lokasi study ini. Teknik pengumpulan data meliputi wawancara mendalam, observasi langsung, dan analisis dokumen sekolah. Analisis data menggunakan triangulasi data yang meliputi: pengumpulan data, reduksi data, penyajian data dan kesimpulan. Hasil penelitian ini menunjukkan bahwa strategi yang digunakan guru untuk mengatasi bullying di SD Negeri 2 Tahunan, yaitu: 1) Konseling behavior, 2) Edukasi bullying melalui movie learning, 3) Sosialisasi anti bullying melalui kegiatan upacara dan happy friday, 4) Membuat kesepakatan aturan bersama siswa, 5) Menanamkan dan menguatkan nilai religius pada siswa, 6) Memberi penghargaan untuk perilaku positif. Dengan adanya strategi edukasi diatas bullying di SD Negeri 2 Tahunan dapat terminimalisir. Sehingga strategi tersebut dapat dijadikan salah satu solusi dalam melakukan upaya pencegahan dan penanganan bullying di sekolah dasar lainnya

Kata Kunci:

Bullying, Sekolah Dasar, Strategi Pembelajaran

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INTRODUCTION

Bullying constitutes a deliberate and recurrent action executed by an individual or a collective against those perceived as weaker or incapable of defending themselves. This action can be in the form of physical violence, such as hitting or kicking; verbal violence, such as teasing, insulting, or threatening; and social violence, such as ostracizing or spreading negative gossip. Bullying manifests in a multitude of settings, such as educational institutions, professional environments, and even cyberspace through social media (Sestiani & Muhid, 2022). The influences of bullying are profound, influencing the mental, emotional, and physical well-being of its victims, thereby fostering an environment that is both unsafe and uncomfortable for all parties concerned. As articulated by Lusiana & Arifin (2022), bullying in elementary schools warrants attention due to its profound effects on student development. In this instance, SD Negeri 2 Tahunan has initiated measures to tackle this issue, yet further enhancements are necessary. This research, consequently, examines the strategies employed by fifth-grade teachers in addressing bullying and evaluates their efficacy in fostering a supportive atmosphere for students. Instances of bullying that transpired at SD Negeri 2 Tahunan included verbal harassment, such as referring to peers by their parents' names, ridiculing the physical appearances of friends, whether slender or overweight and uttering disrespectful remarks towards them. A study also indicates that fostering a positive and inclusive educational atmosphere can markedly diminish instances of bullying (Hasibuan & Rizana, 2023).

Bullying in elementary school is a severe issue that is sometimes overlooked. Bullying in elementary schools frequently takes the form of insulting parents' names, giving unpleasant nicknames, and mocking peers with poor marks. Although they seem trivial, these actions have a substantial psychological impact on children, particularly the development of self-confidence and emotional well-being. Taunts involving parents' names, for example, can be extremely harmful to children because they target sensitive personal information. Children who

are victims may feel ashamed, cornered, and lose self-confidence, especially if they lack the necessary abilities to deal with such situations at a young age. This underlines the need for elementary schools to educate students about the consequences of bullying, create a more supportive environment, and provide dispute resolution resources. Bullying itself often occurs around us and knows no age limits. This will have a significant impact on children's behaviour and psychology if it occurs early on. Bullying can take many forms, including physical or verbal mockery. Bullying is not only in the form of violent acts against someone but also through words that are physically or verbally mocking. What often happens at the elementary school level is bullying by making fun of parents' names, calling friends by bad nicknames, and making fun of friends when they get bad grades.

Bullying in elementary schools frequently manifests as teasing regarding parents' names, assigning derogatory nicknames, and ridiculing peers for poor academic performance. This form of bullying, while appearing minor, can significantly affect children. Rahayu & Permana (2019) asserted that bullying in schools arises from the perpetrators' deficiency in empathy and insufficient preventive measures implemented by the school. An attitude of indifference catalyzes bullying among students. The lack of standard operating procedures and the presence of counselling teachers also contribute to the perpetuation of bullying. Deriding parents' names can induce feelings of shame and helplessness in children, as it targets their personal and familial identity. Bullying constitutes a psychosocial issue defined by the recurrent engagement in demeaning and derogatory behaviours towards individuals (Kartika et al., 2019). A student frequently subjected to teasing regarding their parents' names may experience feelings of inferiority and encounter challenges in forming healthy social relationships. An additional instance involves the use of derogatory nicknames, including the application of insulting terms or mocking individuals based on their physical attributes. An overweight child may be labelled as "fat" or "rhino," which can significantly undermine the child's self-esteem and self-confidence.

According to the research conducted by Kartika et al. (2019), verbal bullying encompasses behaviours such as assigning unpleasant nicknames, yelling, or making threats. This type of nickname may lead to children's reluctance to engage in school and social activities, resulting in sustained feelings of shame and anxiety.

Bullying behaviour carried out in early childhood is not only verbal bullying but also non-verbal bullying. Verbal bullying occurs both verbally and in writing and includes name-calling, threats of violence, and the use of offensive language (Mohan & Bakar, 2021). As a result, these children may withdraw from social interactions and experience serious emotional disorders. Making fun of friends when they get bad grades is also a common form of bullying. When a student is having academic difficulties and gets low grades, teasing from their friends can make the situation worse. For example, a student who gets low grades in math may be teased as "stupid" or "not smart," which not only damages their enthusiasm for learning but also affects their self-perception and motivation to learn. Verbal bullying is a type of bullying that can be heard, such as threatening, teasing, spreading gossip, giving nicknames, and cheering (Nur et al., 2022). In the long term, children who are repeatedly targeted by academic bullying may experience decreased academic achievement and lose interest in going to school. However, in practice, many schools face difficulties in creating such an environment due to inappropriate student behaviour, such as bullying, which can disrupt the teaching and learning process (Larozza et al., 2023).

The strategies implemented by teachers to address bullying in elementary schools vary depending on the school conditions, the culture of the environment, and the characteristics of the students. Some common approaches include establishing clear anti-bullying policies, raising awareness through character education, strict supervision in the school environment, and individual approaches to students involved in bullying problems, either as perpetrators or victims. Through the implementation of these strategies, it is hoped that teachers can create a safe, supportive environment and promote values of harmony

and respect for differences among students. Thus, efforts to reduce and prevent bullying in elementary schools can be more effective, efficient, and sustainable.

METHODS

This study employed a qualitative approach to explore teachers' strategies in dealing with bullying in the fifth grade of SD Negeri 2 Tahunan. The qualitative approach was used, as it provides an opportunity for researchers to gain deeper insight into the experiences and views of teachers and students regarding the phenomenon of bullying. Data was obtained through in-depth interviews with teachers, direct observations in the classroom, and analysis of school documents related to bullying cases. In-depth interviews were conducted to uncover information about the strategies used by teachers and the challenges they faced in implementing these strategies. Direct observations in the classroom were carried out to see in real terms how the interaction between teachers and students occurred and to record incidents of bullying and the teacher's response to these incidents. These observations also help in understanding classroom dynamics and relationships between students. In addition, school documents, such as bullying case records, anti-bullying policies, and student counselling reports, were analyzed to obtain a more complete overview of how bullying was handled in schools.

This document analysis also helps identify patterns in dealing with bullying and the effectiveness of the policies implemented. The collected data were analyzed using thematic analysis, where the researchers identified key themes that emerged from interviews, observations, and document analysis. The analysis process involved systematically coding data, grouping related themes, and drawing conclusions based on the findings. Data validity was maintained through data triangulation, which involved comparing and confirming findings from different data sources. The results of the study are expected to provide in-depth insights into effective strategies that can be implemented by teachers in dealing with bullying in elementary schools.

The data analysis method utilized was the Miles and Huberman method (1994), as cited by Fauzi & Mustika (2022), and consists

of four stages: (1) Data collection as the initial step in the analysis, which was carried out through interviews, observations, and documentation. (2) The next is data reduction, which involves classifying the data obtained and adjusting it to the established research indicators. Invalid data would be deleted or ignored. (3) The next stage was data presentation, where the data were grouped and described in the form of descriptive descriptions. (4) Finally, conclusions were drawn regarding the impact of bullying on the psychology of fifth-grade students.

RESULTS AND DISCUSSION

Definition and Forms of Bullying in SDN 2 Tahunan

Bullying in elementary schools is a problem that requires serious attention from all related parties, including teachers, parents, and students themselves. Based on existing data, the definition of bullying includes aggressive behaviour that is intentionally intended to hurt, threaten, or scare others. Teachers and parents at SD Negeri 2 Tahunan had a good understanding of various forms of bullying, such as physical, verbal, and social bullying. They could also identify signs that indicate bullying, such as students who isolate themselves or show drastic changes in behaviour. This understanding is crucial in efforts to prevent and handle bullying in schools (Hertinjung, 2013; Paula et al., 2022).

The results of the study conducted at SD Negeri 2 Tahunan based on observations and interviews revealed that the forms of bullying that occurred were included in the mild category. Related to the problems that often occur at SD Negeri 2 Tahunan, the forms of bullying that are frequently encountered include teasing that degrades parents' names and insults friends' physical appearance. Bullying at SD Negeri 2 Tahunan mostly occurred in the form of teasing nicknames parents' names, mocking body odor, hitting other students, and fighting between students. Teases about parents' names are often used to humiliate and lower the victim's self-esteem, causing serious psychological impacts and feelings of insecurity in the school environment. Likewise, with bullying that mocks friends' physical appearance, the perpetrator uses harsh words or nicknames that

highlight the victim's physical weaknesses, such as body shape or appearance, with the aim of intimidating and making the victim feel embarrassed.

To prevent bullying in SD Negeri 2 Tahunan, all school residents need to understand the definitions and forms of bullying. These programs not only help prevent bullying but also equip students with good social skills (Prastiyono et al., 2024). Socialization and education programs regarding the negative impacts of bullying must be held routinely, involving students, teachers, and parents. In addition, the implementation of strict school policies against bullying behaviour, as well as the provision of fair and educational sanctions for perpetrators, can help prevent similar cases from occurring. Through these efforts, SD Negeri 2 Tahunan is committed to creating a safe and positive learning environment.

Collaboration in Handling Bullying

Handling bullying cases requires close collaboration between teachers, parents, and schools. Data indicates that this collaboration involved discussion and joint action to handle each bullying case before the problem became bigger. Schools are also encouraged to work with students and use social media for anti-bullying campaigns. In addition, understanding the importance of a faith-based approach and anti-bullying socialization is an integral part of the handling strategy. This collaborative approach can prevent bullying from escalating and support students who are victims (Illiyah et al., 2023; Andriani et al., 2024).



Figure 1. Socialization about Cyberbullying

Teacher involvement plays an active role in identifying bullying behaviour and providing emotional support and coaching to students involved. Parents are involved through open and regular communication with the school, ensuring they can monitor their children's progress and provide support from home. Monitoring of cyberbullying needs to be emphasized for children in the digital era because there have been many cases found by children who are often exposed to cyberbullying. Teachers cannot fully monitor the condition of students without help from parents. Through this collaborative approach, SD Negeri 2 Tahunan seeks to build collective awareness of the importance of creating an environment free from violence and intimidation so that every student can learn and develop safely and comfortably. This collaboration not only increases the effectiveness of handling bullying but also forms a school culture that values cooperation, empathy, and mutual support.

Prevention and Follow-up Strategies

Bullying prevention strategies at SD Negeri 2 Tahunan involved developing programs that support a school environment free from violence, such as counselling and socialization programs on the importance of positive behaviour among students. Evaluation of programs that have been implemented is also important to ensure the effectiveness and sustainability of prevention efforts. Teachers are advised to use role-playing methods and provide real examples of the impact of bullying. The strategies used at SD Negeri 2 Tahunan are as follows.

Behavioural Counseling

Teachers at SD Negeri 2 Tahunan implemented behavioural counselling strategies as a preventive measure to prevent bullying in the school environment. This strategy involves a variety of approaches designed to change students' negative behaviour through positive reinforcement and effective social skills learning. In counselling sessions, teachers helped students identify bullying behaviour, understand its negative impacts, and develop assertiveness skills, which allowed them to face the situation with more confidence. In addition, teachers also worked with students to set clear and

measurable goals, such as the ability to say "no" or "stop" firmly when faced with bullying behaviour. Through role-playing and simulations, students were trained to face bullying scenarios in a safe and controlled environment so that they could practice appropriate responses without feeling pressured.



Figure 2. Bullying Drama

Teachers at SD Negeri 2 Tahunan implemented behavioural counselling strategies innovatively and interactively to prevent bullying among students. One of the methods used was drama play, where students were invited to play roles in scenarios that reflected bullying situations that often occurred in schools. In this session, students not only played the role of victims and perpetrators of bullying but also witnessed who played a role in stopping the behaviour. By playing drama, students can understand firsthand the negative impacts of bullying and the importance of assertiveness and empathy in dealing with the problem. Teachers function as facilitators who help guide students in discussing their feelings and reactions during the drama play, as well as providing feedback on better ways to interact with their friends.

Bullying Education Through Movie Learning

Classroom education carried out by teachers during learning could be seen in group discussion sessions to increase students' understanding and awareness of bullying issues. In this session, the teacher initiated a discussion by showing a short video about what bullying is, bullying situations, and its impact on victims. After that, students were divided into small groups to discuss what they saw and how they would handle the situation

if it happened in their school. The teacher acts as a facilitator, encouraging students to share their opinions and experiences and directing the discussion to prevent bullying. This activity will display visualizations of bullying and its impact on victims, which aims to increase awareness of the importance of acting and strengthening students' empathy (Salau et al., 2023).



Figure 3. Watching Film about Bullying Education

Through this activity, students not only learned to empathize with victims of bullying but were also encouraged to think critically and find solutions that could be applied in their daily lives. The discussion ended with the drafting of a class agreement that emphasized the importance of mutual respect, appreciation, and support for one another, which was then displayed in the classroom as a reminder for all students.

Anti-Bullying Socialization Through Ceremonial Activities and Happy Friday

At SD Negeri 2 Tahunan, bullying prevention efforts were carried out through routine activities, such as flag ceremonies and the "Happy Friday" program, which was specifically designed to increase students' awareness and involvement in instilling anti-bullying attitudes. During the flag ceremony, teachers took the opportunity to convey messages about the importance of respecting differences and promoting tolerance among students. These messages were conveyed in accordance with incidents that occurred in the school environment, showing the consequences of bullying and the benefits of supportive and positive behaviour towards others.

The "Happy Friday" program at SD Negeri 2 Tahunan is one of the most awaited

programs by students. This program was designed to create a fun and supportive environment where students could enjoy activities that differ from the usual school routine, such as gymnastics, healthy walks, inter-class group games, and eating together in the schoolyard. This activity is not only intended to provide entertainment, but it also aims to educate students about the importance of diversity and togetherness.



Figure 4. Pancasila Student Gymnastics

The implementation of these two programs at SD Negeri 2 Tahunan has exhibited positive results in a safer, more comfortable, and supportive school environment. Students have become more aware of the negative impacts of bullying and are more proactive in reporting if they witness or experience bullying. Teachers and parents also reported a significant increase in positive interactions between students. This initiative also enhanced parental involvement in school activities, which directly supports bullying prevention efforts. Thus, SD Negeri 2 Tahunan continues to be committed to providing a healthy and positive learning environment for all its students.

Creating a Joint Rules Agreement with Students

One successful strategy for dealing with bullying in schools is to create an agreement between teachers and students. This agreement serves as a social contract that regulates student behaviour and establishes consequences for bullying. Teachers at SD Negeri 2 Tahunan began this process by inviting students to discuss the importance of creating a safe and inclusive learning environment. In this discussion, students were encouraged to voice their opinions and create

classroom rules that prohibit all forms of bullying. This agreement not only establishes expected behavioural norms but also gives students a sense of ownership of the rules they have created together.

Through this agreement, students are more motivated to obey the rules because they are directly involved in the process of making them. The teacher acts as a facilitator who helps students understand the negative impacts of bullying and the importance of mutual respect. In addition, the agreement serves as a guide for teachers in enforcing discipline and providing intervention when violations occur. Clear and consistent agreements help create a positive classroom culture where students feel safe to learn and grow without fear of being bullied by peers. Studies indicate that student involvement in the rule-making process increases compliance and reduces incidents of bullying in schools.

Instilling and Strengthening Religious Values in Students

In SD Negeri 2 Tahunan, the teacher's strategy in overcoming bullying by emphasizing religious beliefs could begin with the integration of religious values into the daily curriculum. By teaching the principles of beliefs that emphasize compassion, tolerance, and mutual respect, teachers could shape students' attitudes to better understand and implement these values in their interactions. For example, through religious lessons and religious activities, students could be taught to treat others well and avoid behaviour that hurts others.



Figure 5. Islamic Religious Learning

Next, teachers could use a story-based approach or examples from religious figures to illustrate the negative impacts of bullying and

the importance of empathy and solidarity. These stories can help students see concrete examples of how positive and negative behaviours affect interpersonal relationships. Classroom discussions that involve reflection on religious values and their application in everyday life can strengthen students' understanding of the importance of acting with respect for others. To reduce bullying behaviour in schools, teachers must take steps, such as intensifying character education and strengthening religious values among students. Teachers must also be role models in implementing religious beliefs by demonstrating behaviour in accordance with religious teachings, such as giving awards to students who show mutual respect and resolving conflicts peacefully. By demonstrating a personal commitment to religious values, teachers not only teach but also practice the positive behaviours expected of students, creating a more harmonious and bullying-free school atmosphere.



Figure 6. Anti-bullying Students Campaign

Rewarding Positive Behavior

Teachers at SD Negeri 2 Tahunan could implement reward strategies to encourage positive behaviour in the classroom as part of efforts to address bullying. This reward program could begin by recognizing and appreciating good behaviour demonstrated by students, such as helping friends, showing mutual respect, and working together in

groups. Teachers could use a point or star system given to students each time they demonstrate positive behaviour, which can then be exchanged for small prizes or special recognition in front of the class. This will motivate students to continue to behave well and set a positive example for their friends.

This reward program can also be integrated into a broader classroom system, such as a performance board, where the names of students who behave well are displayed. This not only motivates students who perform well but also serves as an example for other students to behave well. Teachers can involve students in determining what types of rewards they find valuable so that the program becomes more relevant and desirable to them. By providing rewards consistently, teachers can help foster a positive culture in the classroom, where good behaviour is rewarded and recognized.



Figure 7. Exemplary Student Award

To ensure that the reward program is effective, teachers need to involve students in the process. Students can be invited to discuss what types of positive behaviour will be rewarded so that they feel they have a role and responsibility in creating a harmonious classroom environment. In addition, by allowing students to recommend their friends who behave well, teachers can encourage students to support each other and strengthen positive relationships between them. With this strategy, it is anticipated that a more caring and bullying-free classroom community can be formed.

Supporting and Inhibiting Factors

Meanwhile, the supporting and inhibiting factors related to teacher strategies

in overcoming bullying at SD Negeri 2 Tahunan include the following:

Table 1. Components of Supporting Factors and Inhibiting Factors

Aspect	Supporting Factors	Inhibiting Factors
Teachers	<ol style="list-style-type: none"> 1. Teacher commitment to implementing anti-bullying programs 2. Implementation of a curriculum that includes character education and empathy 3. Active involvement of teachers in supervising student interactions 	<ol style="list-style-type: none"> 1. Lack of specific training related to bullying for teachers 2. Inconsistent attitudes of teachers in handling bullying cases 3. Lack of support from school management for anti-bullying initiatives
Students	<ol style="list-style-type: none"> 1. Student involvement in activities that promote cooperation and respect 2. Education about the impacts and handling of bullying 3. Clearly enforced rules about bullying 	<ol style="list-style-type: none"> 1. Lack of awareness and understanding of what bullying is 2. No or limited consequences for bullies 3. Easy access to social media that enables cyberbullying
Parents	<ol style="list-style-type: none"> 1. Parents who proactively communicate with the school about bullying issues 2. Parental support for the school's anti-bullying policy 3. Parental participation in school activities, increased supervision 	<ol style="list-style-type: none"> 1. Lack of awareness or understanding of parents about bullying 2. Busy parents, so they are less involved in children's activities 3. Parents' attitude of ignoring children's reports about incidents at school

Based on the table above, it can be understood that the instillation of anti-bullying attitudes carried out in SD Negeri 2 Tahunan really needs to be improved, considering that some teachers still do not understand the attitude of handling and understanding bullying in the class. The role of parents also needs to be improved to pay more attention to children so that children can be more open with their parents.

Through the implementation of the "Anti-Bullying" socialization program at SD Negeri 2 Tahunan, this study revealed that schools have a vital role in reducing and preventing bullying incidents in the educational environment. The support provided by teachers to students alone is lacking if there is no role from parents. Involving parents helps schools create a comprehensive support system to deal with the psychosocial impacts that may arise from bullying cases (Sazili & Nadia, 2023).

Discussion

The bullying cases that occurred indicated that bullying in the environment of SD Negeri 2 Tahunan was classified as mild bullying behaviour. The most common form of bullying included teasing related to the names of parents and the physical appearance of friends, which aimed to embarrass and lower the victim's self-esteem. However, the impact on student psychology remained significant. Handling bullying cases in this school was relatively easier compared to more severe bullying cases elsewhere. This study emphasizes the involvement of schools in handling and preventing bullying incidents in schools (Prasetio & Fanreza, 2023).

This study focuses on identifying and analyzing strategies implemented in SD Negeri 2 Tahunan as a preventive measure against bullying. This aligns with the results of research by Suroyo et al. (2022), who focused their research on the close relationship between the role of schools and bullying prevention efforts. Teachers have implemented various prevention and handling strategies, including behavioural counselling programs and character education. According to Rahman et al. (2021), socialization is carried out with the aim of preventing bullying cases both in the school environment and outside of

school. This is important because currently, many cases of bullying cannot be prevented or are not realized by teachers, friends, or families of victims. In addition, a religion-based approach is also taught to instil the values of compassion, tolerance, and mutual respect. This can be achieved through activities that teach good character, teaching the Qur'an, and implementing a comprehensive character education program (Ramadhanti & Hidayat, 2022). Collaboration between teachers, parents, and schools is imperative in handling bullying cases and providing emotional support to students involved. Bullying prevention must be carried out in a sustainable and coordinated manner, where teachers in schools play a major role in implementing anti-bullying programs (Varghese & Burton, 2023).

Through this education, children increasingly realize how important it is to maintain attitudes and behaviour when interacting with peers so as not to hurt their feelings (Hidayat et al., 2022). This strategy is supported by research showing that the involvement of outside parties in schools can reduce the number of bullying cases and increase the success of bullying prevention programs in schools (Gaffney et al., 2021). Several challenges in overcoming bullying in the fifth grade of SD Negeri 2 Tahunan included students who are difficult to advise, and if they have been told, they then forget and repeat it. For this reason, collaboration between teachers, parents, and schools is very important in handling bullying cases and providing emotional support to students involved. This strategy is also reinforced by a study indicating that the involvement of outside parties in schools can reduce the number of bullying cases and increase the success of bullying prevention programs in schools (Gaffney et al., 2021). Prevention of bullying cases can be done through religious education learning, i.e., by improving attitudes or behaviour of politeness and better character towards friends and others when in the school environment or at home. This can be achieved through activities that teach good character, teaching the Qur'an, and implementing a comprehensive character education program (Ramadhanti & Hidayat, 2022). This is carried out to increase attitudes of mutual respect and

mutual assistance among each other in the surrounding environment.

CONCLUSION

Based on research at SD Negeri 2 Tahunan, bullying that occurred was mostly in the mild category but still exerts a significant impact on student psychology. The most common form of bullying is teasing related to parents' names and friends' physical appearance, which is often used to humiliate and degrade the victim's self-esteem. Teachers at this school have implemented various strategies to prevent and handle bullying cases, including behavioural counselling programs, character education, and a religion-based approach that teaches the values of compassion, tolerance, and mutual respect. The strategies implemented by the fifth-grade teacher at SD Negeri 2 Tahunan are behavioural counselling, bullying education through movie learning, anti-bullying socialization through ceremonies and Happy Friday activities, making agreements on rules with students, instilling and strengthening religious values in students, and giving awards for positive behaviour.

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