



Actualization of Teachers' Strategies in Overcoming Bullying at MI Hadrul Ulum Cisalak

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ABSTRACT

This study aims to: (1) describe the teacher's strategy in overcoming bullying behavior at MI Hadrul Ulum Cisalak (2) analyze the teacher's obstacles in overcoming bullying behavior at MI Hadrul Ulum Cisalak. To answer the problems that occur in this study, the research used BF Skinner's Behaviorism Theory. The type of research used is a qualitative approach with a case study research method. The research location is at Madarasah Ibtidaiya (MI) Cisalak which is located at Cisalak Village. In data collection techniques using observation, interviews and documentation, while determining informants using purposive sampling techniques. Whereas in data analysis techniques using data collection techniques, data presentation, drawing conclusions, and data validity. The results of this study indicate that the teacher's strategy in overcoming bullying behavior at MI Hadrul Ulum Cisalak is: (1) knowing the root causes of bullying, (2) giving punishment (punishment), (3) making study groups, (4) giving advice to students who engage in bullying behavior and other students, (5) provide several services from BK to students who are victims of bullying and bullies, (6) provide rewards, (7) provide "stop bullying" programs, (8) supervise (Obstacles in overcoming bullying behavior are: (a) difficulties in controlling student behavior when outside school, (b) students who are victims of bullying are not open to reporting to teachers, (c) teachers lack understanding of bullying behavior).

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1. INTRODUCTION

Schools are formal educational institutions that aim to carry out optimal and quality learning to be able to produce quality and outstanding students (Firdianti, 2018). Learning is a process of transferring knowledge between the teacher and his students in a blended learning of the two teaching and learning activities, methodological learning activities tend to be more dominant in students, while instructional teaching is carried out by the teacher.

However, in reality in schools there are still many students who have not reached optimal development. One of the incidents that has caught the attention in the world of education is violence (bullying) that occurs in schools. The results of consultations with the National Commission for Child Protection with children in 34 provinces in Indonesia in 2007 show that schools can also be quite dangerous places for children, if the various forms of violence in schools are not properly anticipated. If students often become victims (Ririn and Dian Ayu, 2018). This can have a negative impact on the life of the nation. When viewed from the current reality, educational goals have been formulated very well, in student behavior there are also problems from minor things such as cheating during exams to fights and beatings that result in death (Jan and Husain, 2015; Aulia, 2016).

Problems of violence such as beatings can be seen from the case of Raju, a grade 5 elementary school student who beat his friend which was later reported to the police, the smack down case of an elementary school student who imitated scenes on TV. The cases that occurred in SD were not only Raju's cases. Edo Rinaldo died after being beaten by his school friends (Subroto et al., 2017) Likewise the school that was used as the research site, namely MI Hadrul Ulum, based on a preliminary study conducted on initial observations on November 20, 2022 with counseling teachers, students IV and class VI, it was found that bullying in the school environment was considered normal and occurred frequently, as part of a student joke to his friends (Kevorkian, 2016).

Teachers as educators must have techniques and strategies to be able to overcome bullying behavior in schools. A good teacher will set an example and instill good and noble behavior by speaking polite words and behavior, but if there are students who violate it by giving sanctions in the form of punishments and reprimands given to students who commit acts of bullying (Burger et al., 2015; Saracho, 2017; Putri and Suyanto, 2016).

The phenomenon of bullying has long been part of school dynamics (George and Strom, 2017). Generally, people are more familiar with the terms mocking, bullying, ostracism, intimidation, and others. The term bullying itself has a broader meaning, covering various forms of using power or force to hurt other people so that the victim feels pressured, traumatized and helpless. (Ploeg et al., 2020). According to Rigby (1994), bullying is a desire to hurt that is shown into action directly by a person or group that is stronger, irresponsible, usually repeated and carried out happily with the aim of making the victim suffer. Meanwhile, according to several opinions of bullying, namely: According to Coloroso, bullying or bullying is an act of intimidation by a stronger party against a weaker party. Oppression can take many forms. At school, bullying is better known by terms, such as being bullied, bullied, and so on (Princess and Suyanto, 2016). Meanwhile, according to Priyatna bullying is an intentional action by the perpetrator on the victim and not a negligence, the action occurs repeatedly and is carried out randomly or only once but continuously and is based on a stark difference in power (Priyatna, 2013).

The anti-bullying policy as an effort to overcome bullying behavior in schools is a system that will be implemented, although the application of determinations in the field is adjusted to the conditions of each school (Mitchell, 2018). The role of the teacher at school is as an employee in official relations, while in the world of education in relation to students, as a

regulator of discipline, and as a substitute for second parents at school. A teacher functioned to control, lead and direct teaching events (time). While students are directly involved, so their activeness is required in the learning process (Sari, 2019). Students are called the second teaching object, because teaching is created, after there are some directions and input from the first object (teacher) besides the willingness and readiness of the students themselves, it is very necessary to create the learning process.

In intervening with the problem of bullying, Smith (2004, pp. 3-4) mentions eleven approaches to bullying in schools, both preventive and interventional, namely: first, approach the policy. Second, motivating students. Third, create a class atmosphere by creating good relationships in the class. Fourth, the curriculum provides information about what bullying is, the impact it has on victims and the help students get. Fifth, unwanted attitudes. Sixth, supervision and monitoring of student behavior outside the classroom. Seventh, involve students who have been trained as group mediators to help and resolve conflicts. Eighth, provide a form of non-physical penalty or sanction. Ninth, involve parents of victims of bullying and perpetrators of bullying and invite them to come to school and discuss how bullying behavior can be changed. Tenth, holding a kind of community conference, where victims are encouraged to express their sadness in front of the person who has bullied them and also with their friends or supporters who are involved in the bullying incident. Eleventh, other approaches that aim to impact positive behavior change on students in terms of bullying.

This study uses the theory of behaviorism from Skinner. Skinner defines learning as a process of changing behavior, changing behavior that is achieved as a result of learning through a process of strengthening new behaviors that appear, namely operant conditioning (operant conditioning). According to Skinner, in learning found the following things: First. the chance of an event occurring that elicits a learning response. Second, the student's response. Third, the consequences that use the response, whether the consequences are gifts or reprimands or punishments (Skiners, 1988). Skinner's Behaviorism Theory was used in this study because it served as a reference for teachers in overcoming bullying behavior.

In overcoming bullying behavior, of course the teacher applies various strategies to overcome it, the aim is to be able to provide changes in the behavior of bullies. This is done by referring to the application of reinforcement in the form of positive reinforcement and negative reinforcement. Both of these reinforcements are given to change the desired behavioral aspects of bullying students. Negative reinforcement is given to students by reducing the value of their attitude and delaying giving rewards to students who bully. Conversely, positive reinforcement is given to students who bully because students who become bullies can change their behavior in a better direction (Hymel, 2015; Ostrander, 2018; Wang et al., 2017).

The formulation of the problem in this research is (1) what is the teacher's strategy in overcoming bullying behavior at MI Hadrul Ulum (2) what are the obstacles for teachers in overcoming bullying behavior at MI Hadrul Ulum. The aims of this study were: (1) to describe the teacher's strategy in overcoming bullying behavior, (2) to analyze the teacher's obstacles in overcoming bullying behavior at MI Hadrul Ulum.

2. METHODS

In this study using qualitative research, with the case study method (case study). Qualitative research with a case study approach is used to provide an overview of real

conditions and realities what is the strategy used by teachers in overcoming bullying behavior in MI Hadrul Ulum.

The instruments used in this study are: observation, interviews and documentation, while the population and sample used in this study were 30 students consisting of grades IV to grade VI at MI Hadrul Ulum Cisalak School. The data collection instrument was carried out by using a questionnaire in the form of a Google form which was sent to each student with various types of relevant questions.

3. RESULTS AND DISCUSSION

Research Results of Teacher Strategies in Overcoming Bullying Behavior at MI Hadrul Ulum Cisalak The teacher's strategy is how the teacher deals with bullying behavior in schools. The teacher's strategy is used as a measure of the teacher's success in overcoming bullying behavior at MI Hadrul Ulum Cisalak. The strategies implemented by teachers in overcoming bullying behavior in schools include knowing in advance the root of the problem, imposing punishment (punishment) on each bully, creating study groups that aim to create cooperation and good relations between friends, giving warnings word of mouth, appeals or services, rewarding and monitoring. Various kinds of strategies that are applied are certainly expected to be able to provide changes in student behavior in a better direction. The role of the teacher at school is as an employee in official relations, as a subordinate to his superiors, as an educator in relation to students, as a regulator of discipline, and as a substitute for parents. A teacher functioned to control, lead and direct teaching events (time).

Teachers are referred to as subjects (actors, main role holders) of teaching. Therefore he becomes a party that has duties, responsibilities, and initiatives in conducive teaching. While students are directly involved, so their activeness is required in the teaching process. Students are called the second teaching object, because teaching is created after there are some directions and input from the first object (the teacher) besides the willingness and readiness of the students themselves which are very necessary for the creation of the teaching process. The following is the explanation of some teachers in overcoming bullying behavior at MI Hadrul Ulum Cisalak. Knowing the root causes of bullying. In dealing with bullying behavior, teachers must look at various reasons why these students engage in bullying behavior and become victims of bullying.

Just as Mrs. Imas said that the teacher's strategy in overcoming bullying behavior is the first thing the teacher knows and identifies the various reasons students do for bullying their friends, from here the teacher can also determine the next action. As for overcoming it, you also have to know the problem first, why the student is bullying, then what kind of friendship is he in class, to find out the root of the problem other than by calling the perpetrator to the counseling room, also by calling his classmates who know how his behavior is in class. So the first thing to do in overcoming bullying is to find out what the root of the problem is, ask carefully why he bullies his friends.

Bullying is a form of oppression. Oppression itself can be with or without violence. Bullying is behavior that is repeated over time that manifestly involves an imbalance of power, with the stronger attacking groups of children or those who are less powerful. Bullying can take the form of verbal abuse or physical assault, or more subtle methods, such as coercion and manipulation. Bullying can be overcome by finding out the root of the problem and the causes of students carrying out the bullying behavior themselves and by establishing good communication with students who bully and victims of bullying (Krisdian and Subekti, 2021; Smith et al., 2016)

The second giving punishment (punishment) punishment (punishment) is one of the ways used by teachers in overcoming bullying behavior of students at MI Hadrul Ulum, punishment is given to children according to the form of bullying behavior carried out. Punishment or punishment is used as an effort to increase self-discipline, motivate learning and improve behavior. Giving punishment is not limited to imposing punishment on students for a mistake, resistance or violation, but also to increase student discipline, motivate learning and improve student behavior (morality). The punishment given also aims to make the bully feel deterrent so that he does not carry out bullying behavior continuously. One that was implemented by Mrs. Titi related to the punishment she gave to students who bullied: "Given punishment, given sanctions in the form of a reduction in attitude assessment, even though children who like to bully have high scores and excel at school, but if he likes to bully his friends his grades will still go down. Because in K13 there is an attitude value, so I will reduce the score for a child who likes to bully his friends. With that the child didn't dare to bully again, I also asked the student who was bullying to make a written statement and promised not to bully his friend again, and he also promised if he did any more bullying behavior in any form during my class hours, then I won't allow it." As for one example of giving punishment that is done by but tuti by reducing the value of the attitude in the report card which will later affect the value of the attitude. In addition, an explanation was given that if you bullied again, you would be given intermediate consequences in the form of a second warning letter and calling both parents of the bully to school. Giving points and first warning letters to students who are bullies, these points are one strategy that aims to provide a sense of deterrence. The points are according to the type of bullying behavior and the number of behaviors. In the incident of bullying that occurred in grade 4 students, the number of bullying was more than once, so the point and warning letter that I gave to the perpetrators of the bullying were enforced.

It can be concluded from the results of the interviews that with the punishment (punishment) which is internalized in schools to students who bully are able to discipline bullying students and students who bully feel deterrent, as well as for other students who have the potential to become bullies can avoid bullying. The punishments applied included a reduction in attitude assessment, the teacher ordered the bully students to make a written statement and promised not to do bullying behavior again, if during class hours there were students who were bullying then the teacher did not allow these students to take part in the lesson. Giving a consequence in the form of a second warning letter after giving the first warning letter.

The third As with the statement made by Mrs. Titi, this method is used to reduce the intensity of bullying in class by forming study groups in class, because if there is a study group of students who were previously victims of bullying, they are made into a group with students who often bully so they can maintain good relations, and for the perpetrators to be silent and not daring, this study group aims to be able to establish good relationships between friends and appreciate the existence of friends in class more. For students who have been involved in bullying, then as a settlement process it is necessary to channel their interests and talents appropriately into various activities in the classroom and outside the classroom.

The fourth give advice to students who bully and other students who have the potential to become perpetrators of bullying. Giving advice/advice to students who bully and other students who have the potential to become perpetrators of bullying is a strategy to prevent students from bullying behavior. This strategy is carried out to provide in-depth information about bullying. By providing understanding and advice to avoid bullying behavior, it is hoped

that the intensity of bullying behavior will decrease. Through this socialization, it was also explained related to the rules and sanctions given to each student who did the bullying. Just like what Mrs. Ala did by giving advice to students who are a source of bullying and all students in the class to avoid bullying behavior, besides that I also give an appeal to students who are bullying, to maintain good friendships and make all students at school aware that bullying in any form cannot be tolerated and I urge them, both the perpetrators and victims of bullying, to stay away from this behavior and maintain good social relations and maintaining good friendships at school as well as outside school, I say don't criticize your friends, I also remind you that you yourself are not necessarily a perfect human being. For the victims of bullying, I motivated them to be more confident, and not feel inferior in front of their friends. That way, after giving some advice to all students, both those who were bullies and those who were victims of bullying. For the perpetrators, I urge them to stay away from bullying behavior, both calling them bad names and cheering on their friends in front of the class. I urge you to behave properly and not hurt other people's feelings, as well as instill the understanding that a sense of security is everyone's right and property, so students who feel cornered because of being bullied by their friends must immediately report it to their teacher (Garandean et al., 2016).

It can be concluded that the appeal given to students aims to make all students at school aware that bullying in any form must be avoided in order to create a safe and comfortable atmosphere at school and create a conducive atmosphere during class hours. The appeal given is to be a provision for every student to understand how to avoid bullying behavior. Appeals and understandings are made to provide in-depth information related to bullying. So that this appeal and understanding will have an impact on reducing cases of bullying (Ellis et al., 2016). Providing several services from counseling to students who are victims of bullying and perpetrators of bullying. Analyze the impact of bullying that can be caused by bullying behavior in schools and can lead to psychological disorders.

The fifth, providing services as provided by the BK teacher consists of information services, orientation and mediation services. As was done by Mrs. Ala as a guidance counselor at MI Hadrul Ulum who explained several services in overcoming bullying behavior, namely: information services, orientation, and mediation. Information services are provided to introduce students to matters related to bullying. So how do you establish good relationships between friends so you can avoid bullying behavior. The information service provided aims to provide students with an understanding of the dangers of bullying behavior. If orientation services are provided for students who are victims of bullying, Orientation services aim to provide an understanding to students that the counseling teacher can solve by providing suggestions for problems faced by students who are victims of bullying. So usually after I give an understanding like that, students who are victims come to the counseling room to vent. The last service is mediation, in this service I will meet the two parties who are perpetrators and victims and apologize to each other so that the perpetrators of bullying do not repeat information services, orientation and mediation. All of these services aim to resolve bullying in schools. Apart from that, he also gives advice to stay away from bullying behavior because it is very detrimental to oneself and others, gives advice to maintain good relations between friends. In order to tackle bullying in schools, there needs to be integrated counseling guidance efforts. Implementation of providing counseling guidance to students as perpetrators and victims of bullying. Teachers and school staff can also provide individual counseling given to individuals (students), as an effort not to change students' attitudes and behavior through the presentation of accurate information, or to emphasize encouragement for the functioning of cognitive abilities.

The sixth giving rewards Giving rewards to students who bully is a form of teacher appreciation for students who bully because these students are able to change their attitude from students who often bully friends to change into students who can appreciate the shortcomings of their friends. Awards are given in various forms, including increasing the value of attitudes and the value of the lesson, giving appreciation, and giving goods. The teacher at MI Hadrul Ulum gave the award to the perpetrators of bullying by giving rewards to students in the form of notebooks.

The next strategy carried out by the teacher at MI Hadrul Ulum was: providing a "stop bullying" program. One of the programs to prevent or suppress bullying is the stop bullying program. This program is designed to provide understanding to all elements of the school including the principal, teachers, school staff and students in grades 1-grade VI. By creating a stop bullying program that aims to make everyone at school aware that bullying in any form cannot be tolerated. This program takes the form of the teacher inserting material about stopping bullying at each parent meeting, either at the meeting or when taking student report cards. The material that is inserted at the parent meeting is to reduce watching television broadcasts, because programs and appearances that are broadcast on television help shape the personality of the community, especially students who access it. This program is also inserted into BK materials and learning materials. This stop bullying program is designed to prevent students from bullying behavior. I think this program is appropriate so that students and parents understand the dangers of bullying. Just like what the BK teacher used to teach BK in class, namely by providing games as a way of implementing the stop bullying program. The game is in the form of writing down what good things you should apply if you are in class and in the school environment, then I give one piece of paper to write in turn but after writing it must be folded so that other students cannot see their friends' answers. After the game I explained to the students that good things like greeting friends, helping friends and respecting friends' differences are part of the "stop bullying" program in the school environment. Inviting all students to work together to run the "stop bullying" program so that all students avoid bullying behavior and when I was in class I played a video which contained a strong sense of solidarity between friends. After I played the video, I instructed my students to write down what lessons could be learned from the video. The students' answers also varied, some said that fellow friends must help each other, fellow friends must understand the shortcomings of their friends and so on. After that I asked the students to reflect for a moment on how you respect the people around you. Then after the students had pondered, I explained to them to respect and understand other people's shortcomings so that we can maintain good relations with the people around us, and moreover you have to stay away from bullying behavior such as teasing friends, giving nicknames. bad and despise others. The stop bullying program that I did by playing the video and drawing conclusions from the video can make students aware that bullying is not a good thing to do and all students should avoid it I explained to them to respect and understand other people's shortcomings so that we can maintain good relations with the people around us, and moreover you have to stay away from bullying behavior such as teasing friends, giving bad nicknames and belittling other people. The stop bullying program that I did by playing the video and drawing conclusions

from the video can make students aware that bullying is not a good thing to do and all students should avoid it.

It can be concluded that the "stop bullying" program was initiated to provide knowledge to all school elements including principals, teachers, students and guardians of students. All teachers have ways of running the program, moreover, there is serious collaboration between teachers, student guardians, and all students. Good cooperation aims to make students aware of the dangers of bullying. Supervising (monitoring) Supervision (monitoring) is carried out by the teacher to pay attention to every behavior carried out by students who have been bullies or other students. Supervision (monitoring) is carried out by the teacher continuously in order to be able to monitor student behavior optimally so that each student can avoid the possibility of bullying or being a victim of bullying,

Obstacles in overcoming bullying behavior at MI Hadrul Ulum encountered by teachers in overcoming them. Obstacles in overcoming bullying behavior are: (1) Difficulty in controlling student behavior when outside the school environment, (2) students who are victims of bullying are not open to reporting to the teacher, (3) the teacher's lack of understanding of the dangers of bullying. The following is a teacher's explanation of the obstacles encountered in overcoming bullying behavior at MI Hadrul Ulum Difficulties in controlling student behavior when outside the school environment Various bullying behaviors can still be controlled if students are in the school environment. But when outside the school environment, teachers find it difficult to control bullying behavior because the solution is fully left to the students' parents. This is an obstacle for teachers to overcome bullying behavior at MI Hadrul Ulum, the behavior of students is completely in the school environment. Teachers and other school authorities find it difficult to monitor student bullying behavior outside the school environment without reports. Not being open to bullying victims to report to teachers Students who are victims of bullying at school tend to be silent and do not dare to report their bullying to their teachers. Not having the courage to report to the teacher makes it a little difficult for the teacher to deal with bullying behavior. The obstacle is also the bully because the bully's character is different from other students, he tends to be aggressive in class and babbles, so yes, changing it requires firmness from the teachers and parents of students who are bullies, sometimes the students, when reminded, say they are just joking. Victims of bullying do not feel that they deserve to continue to be treated that way. Teacher's lack of understanding of the dangers of bullying The last obstacle in overcoming bullying behavior is the teacher's lack of understanding of the dangers of bullying in schools. Bullying or violence that arises because individuals who have power can appear in various forms, both verbal, psychological and physical violence. There are still teachers who do not understand the dangers of bullying. not a few teachers consider bullying as a joke and students are also afraid to report to the teacher that they are victims of bullying, because there are still teachers who think that bullying is just a trivial matter, at least it's just a joke between friends and it will be over later. Even though I don't know that this is a behavior that can interfere psychologically with students, making students less confident.

Discussion of the results of this research. Alleviation of the problem of bullying in schools must be carried out seriously by working together between teachers, homeroom teachers, students, and parents of students. The teacher's task is not only to convey a myriad of material with conceptual theories, but a teacher also has the duty and responsibility to provide guidance and counseling to students to solve problems faced by students so that the learning provided is not only focused on the subject matter provided but now coupled with guidance that increasingly assists students in overcoming problems both learning

problems and outside of school learning such as violence in schools (bullying). Understanding the condition of students and an introduction to what is called bullying and the dangers of bullying are carried out by teachers while in the school environment, both in class and outside the classroom. This is the teacher's duty and obligation that the teacher must be able to guarantee a good classroom atmosphere, and can be a forum for students who bully and victims of bullying in conveying various bullying problems at school.

In accordance with the theory of Behaviorism put forward by BF Skinner, to overcome bullying behavior it is necessary to have several strategies that can change the behavior of students who become perpetrators of bullying. Various kinds of strategies are used by teachers to achieve conducive learning objectives and change student behavior in a better and desired direction. Several strategies carried out by teachers in overcoming bullying behavior must be carried out seriously with students and are right on target. The teacher's strategy in overcoming bullying behavior at MI Hadrul Ulum includes finding the root of the problem by asking about the reasons students bully, giving punishment as negative reinforcement which aims to provide a deterrent effect for bullying students, forming study groups, advising/providing advice, providing several services, rewarding, implementing and campaigning for "stop bullying" programs, and monitoring. All that is done by the teacher to achieve a conducive learning process and make students as human beings who have good character, responsibility, and discipline. First, look for the root of the problem by asking questions about the reasons students bully.

This step is done so that the teacher can find out the reasons behind students bullying their friends, and find out why students who are victims of bullying are constantly being bullied by their friends, and know what form of bullying is being done to determine what steps to take next. Teachers in dealing with bullying behavior that occurs in class IV. Second, give punishment (punishment). This strategy is one of the methods used by teachers in overcoming bullying behavior of students at MI Hadrul Ulum. Punishments (punishment) given by teachers at MI Hadrul Ulum in overcoming bullying behavior include reducing the value of the attitude assessment, making the first warning letter, writing a statement to promise not to do bullying behavior again, if students bully during class hours, students who bully are not allowed to attend lessons, give first warning letters, points are given to students who bully, points are given according to the amount of bullying behavior done, rebuke students who bully directly, give intermediate consequences in the form of second warning letter and calling both parents of the bully to school. Third, create study groups in class. This step is one of the learning strategies by working in groups to complete a task that is felt to be done together. This method is also used by teachers to reduce bullying and overcome bullying behavior by students. Togetherness in establishing good communication and good cooperation between friends can be applied at this step. Fourth, giving an appeal to students who engage in bullying behavior and other students who have the potential to become perpetrators of bullying and victims of bullying.

This step is a strategy to prevent students from bullying behavior, and to be able to appreciate friends with all the shortcomings that their friends have. The appeal given not only that, but also refers to an explanation of the impact it has on students, and the help students get. This strategy is carried out to provide in-depth information about bullying. Fifth, provide several services from BK to students who are victims of bullying and perpetrators of bullying. The services provided by the BK teacher consist of orientation services, information services, and mediation services. Sixth, giving awards (rewarding). Giving rewards to students who bully is a form of teacher appreciation for students who bully because these students are able to change their attitude from students who often

bully friends to change into students who can appreciate the shortcomings of their friends. Giving rewards is a positive reinforcement given by the teacher to students in various forms. Seventh, providing a "stop bullying" program at school. The stop bullying program is designed to provide understanding to all elements of the school, including the principal, teachers, school staff and students in grades I-grade VI. bullying behavior at MI Hadrul Ulum. Eighth, perform supervision (monitoring).

With supervision, for students the perpetrators will not bully again, while for other students as disciplinary rules to prevent them from doing such behavior. Supervision (monitoring) carried out in schools for students who bully cooperates with all school components with the aim that violence (bullying) in any form and no matter how small can be resolved completely. Overall supervision carried out in canteens, classrooms and in school hallways makes students fearful and deterrent so they can avoid bullying behavior. In implementing several strategies to overcome bullying behavior at MI Hadrul Ulum, of course the teacher encounters several obstacles.

The obstacles encountered by teachers also vary, the difficulty in controlling student behavior if they are outside the MI Hadrul Ulum environment, is that students who are victims of bullying are not open to reporting to the teacher, and the teacher's lack of understanding of the dangers of bullying. First, the difficulty in controlling student behavior when outside school. While at school, student behavior is always noticed and supervised by the teacher and all members of the school community. But when outside the school environment, teachers find it difficult to control bullying behavior because the solution is fully left to the students' parents. This is an obstacle for teachers to overcome bullying behavior at MI Hadrul Ulum. Second, students who are victims of bullying are not open to reporting to the teacher, Students who are victims of bullying at school tend to be silent and do not dare to report their bullying to their teachers. Not having the courage to report to the teacher makes it a little difficult for the teacher to deal with bullying behavior. The student who is a victim of bullying feels afraid because he (the victim) feels that if he reports, his friends will bully him continuously. Third, the teacher's lack of understanding of the dangers of bullying. Bullying or violence that arises because individuals who have power can appear in various forms, both verbal, psychological and physical violence. From the results of these interviews it can be concluded that the teacher considers the behavior of such students to be only "jokes". This is of course a separate obstacle in overcoming bullying behavior.

4. CONCLUSION

The strategy carried out by the teacher aims to achieve conducive learning and change student behavior in a better and desired direction. Some of the strategies used by teachers in overcoming bullying behavior must be carried out seriously with students and of course right on target. The teacher's strategy in overcoming bullying behavior at MI Hadrul Ulum includes: (1) looking for the root of the problem by asking about the reasons students do bullying, (2) giving punishment (punishment) as negative reinforcement which aims to provide a deterrent effect for students who bully, (3) creating study groups, (4) advising/providing advice to students who are bullying or students who have the potential to become perpetrators of bullying, (5) provide several services (information, orientation, and mediation), (6) rewarding, (7) implementing and campaigning for the "stop bullying" program, (8) monitoring.

All that is done by the teacher to achieve a conducive learning process and make students as human beings who have good character, responsibility, and discipline. The obstacles encountered by teachers in overcoming bullying behavior at MI Hadrul Ulum are quite diverse, including: (1) difficulties in controlling student behavior if they are outside the MI Hadrul Ulum environment, (2) students who are victims of bullying are not open to reporting to the teacher, (3) the teacher's lack of understanding of the dangers of bullying. For this reason, teachers must solve all existing obstacles and prevent bullying behavior from happening again.

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