

BULLYING PREVENTION AND INTERVENTION: THE ROLE OF SCHOOLS

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ABSTRACT

The problem of Bullying in schools is an urgent issue and has an impact on the physical, emotional, and academic well-being of students. This study aims to investigate the critical role schools play in preventing and overcoming Bullying. This highlights that Bullying can have a devastating impact on victims, perpetrators, and the school environment as a whole. As a major educational institution, The school has a moral and practical responsibility to create a safe and supportive environment for all students. The method used in this study is a literature study with a qualitative approach. The literature study in this study is a series of activities related to the method of collecting library data, reading and taking notes, and managing research data objectively, systematically, analytically, and critically about the interpretation and prevention of Bullying. Data analysis revealed various effective strategies, including training programs for staff and students, developing anti-bullying policies, restorative justice approaches, and promoting an inclusive school culture. The study results emphasize the importance of collaboration between schools, parents, and communities in bullying prevention and intervention. The study concludes that schools have great potential to be significant agents of change in addressing Bullying and recommends concrete steps to strengthen the role of schools in creating safe, equitable, and inclusive school environments for all students.

Keywords: *Bullying, Merdeka Curriculum, Education.*

INTRODUCTION

Bullying among students has become a significant problem in schools around the world. Bullying not only causes emotional and psychological distress for victims, but it also has Bullying outside the physical environment of the school. It can occur 24 hours a day, seven days a week. Schools play an essential role in the prevention and handling of Bullying. A safe, inclusive, and supportive school environment is a critical factor in reducing incidents of Bullying. Teachers and school staff are responsible for overseeing classroom behavior and building a culture that values diversity and teaches students social skills to resolve conflicts constructively.

Previous research has shown that the effects of Bullying not only affect the individuals directly involved but also permeate the entire school environment. This can create an unsafe climate and interfere with the teaching and learning process in the classroom. Previous studies have also identified factors involved in Bullying, including personal characteristics, the school environment, and interactions between students. Many efforts have been made to prevent and overcome Bullying in the school environment. Some common strategies include training programs for teachers and school staff, conflict resolution approaches, and promoting an inclusive and welcoming school culture. However, there is still a need to evaluate these interventions' effectiveness and improve prevention strategies that can result in significant positive changes at the school level.

This study aims to explore the critical role of schools in preventing Bullying, focusing on practical strategies that can be applied in educational settings. Through a comprehensive literature review, it will evaluate current approaches to creating a safe, inclusive, and supportive school environment for all students.

Long-term effects that can interfere with the academic development and overall well-being of children and adolescents. This problem is increasingly urgent as technological advances enable new forms of Bullying through the internet and social media, known as cyberbullying. This phenomenon expands the scope of Bullying outside the physical environment of the school and can occur 24 hours a day, seven days a week. Schools play an essential role in the prevention and handling of Bullying. A safe, inclusive, and supportive school environment is a critical factor in reducing incidents of Bullying. Teachers and school staff are not only responsible for overseeing behavior. In the classroom and beyond, fostering a culture that values diversity and teaches students the social skills needed to resolve conflicts constructively is essential. Previous research has shown that The effects of Bullying not only affect the individuals directly involved but also permeate the entire school environment. This can create an unsafe climate and interfere with the teaching and learning process in the classroom. Previous studies have also identified factors involved in Bullying, including personal characteristics, school environment, and interactions between students. Many efforts have been made to prevent and overcome Bullying in schools. Environmental. Some common strategies include training programs for teachers and school staff, conflict resolution approaches, and promoting an inclusive and welcoming school culture. However, there is still a need to evaluate these interventions' effectiveness. Moreover, continue to improve prevention. Strategies that can result in significant

METHOD

The method used in this research is a literature study with a Qualitative approach. The literature study in this research is a series of activities related to library data collection methods, reading and recording, and managing research data objectively, systematically, analytically, and critically about Bullying Prevention and intervention. Research with this literature study has the same preparation as other research, but the sources and methods of data collection by taking data in the library, reading, recording, and processing research

materials from research articles on the variables in the study. Literature study can be defined as a series of activities related to library data collection methods, reading and recording, and processing research materials (Mestika Zed: 2003). Literature study also means data collection techniques by examining books, literature, notes, and reports related to the problem to be solved (Nazir: 2003).

RESULT AND DISCUSSION

1. Definition of Bullying and the Forms of behavior that affect it

The definition of Bullying itself has various perspectives; according to (Nurfitriyanti et al., 2024), Bullying is a form of morality deviation. Wilujeng (2013) states that morality studies life as a rule of attitude in society. Meanwhile, according to (Sari, 2017), Bullying is aggressive behavior by hurting physically or mentally carried out by a person or group against other people or groups. This is in line with the view of (Siswati & Saputra, 2023), which defines Bullying as a phenomenon when someone has a tendency to underestimate others and feels compelled to make others suffer, both mentally and physically.

From these various perspectives, it can be concluded that Bullying is an act that violates morality and social rules, which causes or harms physical and mental suffering for its victims.

Bullying is usually influenced by various aspects ranging from socialization, family parenting, and the environment in which they live. According to Mayasari et al. (2019), Bullying occurs due to opposing influences from the home environment that are carried over to the school environment; students feel powerful and feared in class, students feel jealous of other students, and lack empathy for specific students or special needs, And it turns out that according to (Aswat et al., 2022) The most significant cause comes from family factors, where children tend to imitate the behavior they experience in a family environment that applies permissive parenting. Other causes include the influence of the media, especially the use of gadgets without supervision, which allows children to access violent websites freely, as well as television shows that often show violent and brutal action films.

In research conducted by (Siswati & Saputra, 2023), Based on the results of the study, it was found that Bullying can occur due to a lack of education or understanding of children related to Bullying, lack of control in a person, a high sense of seniority, a lack of understanding of one's religious and moral values, and the application or imitation of activities from peers and social media, moreover, in previous research conducted by (Aswat et al., 2022). Bullying behavior in the school environment often occurs due to the temperamental, aggressive, nosy, prankster, and attention-seeking nature of children. Students often regard Bullying as trivial and not severe. This behavior is unpleasant for victims and spectators because it is done repeatedly.

Angga Dewi (2020) argues that children bully because of intrinsic and extrinsic motivations to stand out and control the environment according to their wishes. Bullying perpetrators usually have aggressive characteristics, like to dominate, have a favorable view of violence, and lack empathy for others.

2. What is the role of schools in preventing and handling bullying cases?

Bullying in schools is the responsibility of all school officials and parents. Bullying activities in schools are a big problem that must be addressed immediately because schools are institutions that protect students from violence in any form. This is done by dealing with acts of violence in the form of Bullying and taking several ways or actions to overcome Bullying.

In research from various sources, schools make various efforts to prevent Bullying, starting with counseling guidance, implementing character education, creating a bullying prevention task force, and many others. Research conducted by (Aswat et al., 2022)

Character education influences children's behavior in various aspects, such as acting, responding, and speaking. Children who understand healthy interaction patterns will more easily distinguish between good and bad behavior and know behaviors that please or harm others. This includes bullying behavior, which is a deviant act and makes people around it feel uncomfortable or afraid. When Bullying occurs in schools, schools, including teachers, have full responsibility to prevent and stop it. Actions such as reprimanding, calling, giving advice, and punishing often only provide temporary solutions and are less effective in dealing with Bullying. Therefore, through character strengthening, children's behavior can be shaped positively, avoiding acts of violence and preventing actions that harm their friends physically and mentally.

Based on Putri's research (2022), bullying prevention in schools can be done in several steps: a. Helping children know and understand Bullying b. and providing advice on ways to deal with Bullying. c. Building relationships and two-way communication with children. d. Helping children find their interests and potentials, e. They provide role models through attitudes and behavior, help children discover their interests and potential, and set an example through attitudes and behavior.

One of the studies was also conducted (Siswati & Saputra, 2023) in a school in Tumpang, Tangerang City, Banten. The school formed a unique institution called the School Anti-Bullying Task Force, which is tasked with preventing and dealing with acts of Bullying. It involves various parties, including the principal or foundation board, teachers, non-teaching staff, counselors, parents, and students (especially junior and senior high school students). All these parties work together to enforce the anti-bullying program. The School Anti-Bullying Task Force also has a program based on the Pancasila Student Profile Strengthening Project and the new curriculum that includes bullying education, reporting, and handling (Darmayanti, 2019; Khoir, 2018; Saraswati, 2020; Wahyuni, 2018).

Another strategy for preventing Bullying is to monitor students' social media accounts by creating a special school account and making friends with all students who have Facebook, Instagram, Twitter, and other social media accounts. That way, students' activities on the internet can be monitored so that cyberbullying does not occur. (Danilo Gomes de Arruda, 2021).

3. Types of Bullying that Commonly Occur in Schools

The occurrence of bullying behavior occurs because the bully feels more significant than the victim, so the perpetrator attacks the victim by committing repeated acts of violence, where the violent acts carried out are emotional, verbal, or physical attacks. This is in line with previous researchers, namely Chakrawati (2017), who argues that the types of Bullying are divided into three forms, namely, a. physical, verbal, and psychological bullying. a. Physical Bullying like this aims to hurt someone's body. For example, they were hitting, pushing, slapping, ganging, kicking, tripping, teasing, et cetera. b. Verbal Bullying means hurting with speech and, for example, mocking, berating, gossiping, cursing, yelling, et cetera. c. Psychic, this kind of Bullying hurts the victim psychologically. For example, they are ostracizing, intimidating or suppressing, ignoring, discriminating, et cetera.

According to Rena et al. (2021), Bullying is formed into three groups, including a. Physical bullying. In physical Bullying, there is direct physical touch between the bully and the victim, for example, hitting, slapping, and kicking. b. Verbal Bullying In physical Bullying, there is no physical touch, but the bully taunts and insults the victim, for example: saying idiot, sissy, c. Psychological Bullying Psychological Bullying is the most dangerous Bullying because it brings down the victim's mentality, for example, with attitudes and cynical views towards the victim and threats.

In a study conducted by (Aswat et al., 2022) at SD Negeri Buranga, the forms of Bullying that occur and their examples 1. Physical = Pushing, pinching, hitting, pulling their

female friends' headscarves, and deliberately damaging people's property. 2. Verbal = Making fun of, mocking, and giving other nicknames. 3. Mental/Psychological = Ostracized or ignored, and often ignored and not included in a group, inviting other friends not to be friends with the victim.

4. The Impact of Bullying Victims on Mental and Physical Health

Rena et al. (2021) state that bullying behavior causes long-term psychological disorders in its victims because bullying actions are carried out by threatening, frightening, or injuring victims either physically or psychologically. Adolescents who are victims of Bullying are at high risk of experiencing various physical and mental health problems. The impact of Bullying on victims includes the emergence of various problems such as low self-confidence / low self-esteem, depression, shame and loneliness, poor academic performance, and feelings of alienation in society (Usman, n.d.).

In a study (Hamzah et al., 2023) conducted at MAN Kota Kupang, ten children lacked self-confidence, such as restlessness, difficulty adjusting to their environment, and often being alone. This can affect a child's self-esteem in his social environment and school class. Then, in a study conducted by (Aswat et al., 2022) at SD Negeri Buranga, the impact of bullying behavior received by the victim, experiencing shame and withdrawing from socialization, restless and gloomy, often in pain, having feelings of fear and panic.

Self-confidence is one of the primary keys to living with optimism and achieving success and happiness. It acts as a driver of success for young people. Therefore, adolescents who are victims of Bullying need special attention. They should focus on their strengths and try to reduce their weaknesses. With this approach, adolescents can build a positive self-image, increasing their self-confidence (Putri et al., 2015).

The impact of Bullying on mental health is very significant, including the victim can experience trauma towards the perpetrator, depression resulting in decreased concentration and self-confidence, and the desire to retaliate in the same way. Victims can also experience social phobia characterized by fear of being seen or noticed in public, excessive anxiety, dropping out of school, and even suicide. In addition, Bullying causes victims to feel the most guilty, so they tend to be alone a lot, their self-confidence decreases, and their zest for life decreases, making them more moody and lackluster. Some victims experience heightened emotions that make them feel vengeful and desire to avenge the treatment they have experienced against others. (Modecki et al., 2014)

CONCLUSION

This literature-based research concludes that schools play a vital role in bullying prevention because schools are one of the environments where students can learn to develop themselves to be better. However, the role of teachers is no less important in the process of preventing Bullying in schools because teachers as expert educators have the main task of educating, teaching, providing guidance, providing direction, providing training, and assessing the path of formal education, primary education, and secondary education. Kunandar (2012).

Suggestion

This type of research is better done by direct investigation into schools in order to get clearer information and verify the truth, rather than just using literature methods, where there are still few sources in the world of education.

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