Teachers' Contributions in Child-Friendly Schools at State Elementary School 106796 through Anti-Bullying Activities for the 2023/2024 Academic Year

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Abstract
The aim of this research is to: (1) identify bullying behavior occurring in Grade IV at SD Negeri 106796, (2) analyze the factors contributing to bullying behavior, (3) examine the impact of bullying, and (4) explore teachers' contributions in implementing an anti-bullying program at SD Negeri 106796. This study employs a qualitative descriptive approach using a case study method. The data sources include the school principal, homeroom teacher, students as victims, and students as perpetrators. Data collection techniques consist of observation, interviews, and documentation. The data were analyzed through reduction, data presentation, and conclusion drawing. The findings indicate that teachers play a crucial role in addressing bullying behavior among Grade IV students by implementing an anti-bullying program. This program involves developing a system to prevent and handle bullying cases, stopping violent acts at school, conducting training on positive discipline methods for teachers, providing anti-bullying counseling, and fostering a child-friendly school environment. Additionally, teachers implement disciplinary measures such as punishments and rewards, form study groups, offer guidance and reinforcement to students, and establish information services related to bullying prevention.

Keywords: Teacher Contribution, Child-Friendly School, Anti Bullying

1. Introduction

Teachers are people who are responsible for providing education to students at school, the responsibility of a teacher is not only conveying knowledge but also educating students to have good attitudes and behavior, so that the formation of student characters who are respectful, honest, responsible and so on. Therefore, schools must be able to recruit teachers who have competence.

School is a formal education that carries out activities in a planned, organized and well-programmed manner. Schools are a place for students to have provisions as a generation of nations who continue the task of the development relay. Therefore, it is expected that the school can instill cultural values in its students. These cultural values are the values of brotherhood, compassion, empathy and kinship between students and students and teachers and students (Nurcahyani et al., 2022).

In the modern era, there are numerous issues concerning cultural values within schools and their surroundings. Bullying is a frequent problem that emerges, encompassing behaviors like teasing, discrimination, intimidation, and physical or verbal assault that many children use as a form of self-expression. Especially in today's digital era where children can easily find spectacles and examples of these behaviors around without direction and supervision (Efianingrum, 2009).

Especially in today's digital era, cases of bullying in children are increasingly prevalent in Indonesia. According to KPAI (Indonesian Child Protection Commission) records in 2023, KPAI

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recorded cases of child protection violations reaching 2,335 cases. Of this data, 861 violations occurred to children in the school environment. Based on data from the Federation of Indonesian Teachers' Unions (FSGI), bullying cases in educational institutions were recorded 23 times during the January-September 2023 period. Most were at the junior high school level, which amounted to 50%, while elementary schools reached 23%, high schools amounted to 13.5% (Wishbharata, 2020).

The Ministry of Women's Empowerment and Child Protection defines bullying as any deliberate act of oppression or violence perpetrated by an individual or group who feels superior to others, with the intent to cause harm and occur consistently. This makes bullying a significant concern that must be addressed. Instances of bullying involving young perpetrators raise concerns among educators, prompting questions about how a child could engage in harmful behavior that negatively affects their peers (Ambarini et al., 2018).

Bullying behavior with children as the perpetrators illustrates the moral decline in today's society. Moral decline can be corrected through various anti-bullying programs in schools. In Indonesia, especially in Bulu Cina village, school programs to address bullying are still not specifically the focus of school regulations regarding school ethics. Whereas the problem of bullying requires minimal handling methods carried out by teachers or people specially trained to deal with bullying problems.

Thus, the author was interested in researching the handling of bullying behavior and conducted a study at SD Negeri 106796. In the preliminary study, information was obtained that SD Negeri 106796 has a program to anticipate bullying in schools, and is called a Child Friendly School. The history or events of bullying at SD Negeri 106796 are actions that start with mocking, ostracizing parents, cursing to physical attacks. This action was carried out by student A against student B who was his own classmate. Previously, neither the school nor the parents knew about this until finally student B reported this to his parents so that the parents discussed the incident with the school. Then the school took steps by calling the student B and giving a summons to his parents, in order to solve this problem in the hope that the same case would not happen again.

The factors that cause bullying are a bad family environment, the perpetrator feels jealous because in his daily life the victim has many friends in class, mocks parents with inappropriate nicknames, and incites his friends not to be friends with the victim (Interview of fourth grade students of SD Negeri 106796). The impact of bullying if left unchecked, the bully will feel that there is no risk for them, by bullying or saying words that should not be spoken. When they grow up, bullies have great potential to become other criminals who do not know their manners and will bring problems in social relationships. In addition, the impact on the victim of bullying causes him to feel embarrassed to go to school and traumatized to be friends with the perpetrator again (Interview with Deby Alma Liliani, S.Pd, homeroom teacher of grade IV SD Negeri 106796).

The purpose of the program is to minimize the occurrence of bullying in SD Negeri 106796. The anti-bullying program is implemented within a certain period of time by going through several stages starting from program planning to monitoring. The purpose of this child-friendly school program is that children are comfortable, teachers are safe and parents are calm. As well as creating professional teachers who can be role models for their students and become a generation of cultural values developers in schools. The teacher's contribution to the implementation of the anti-bullying program at SD Negeri 106796 is to establish clear and firm guidelines against bullying, meaning that teachers and students make an agreement on the consequences of bullying in the classroom. This can also be implemented through advice, motivation, reinforcement and introduction to bullying and its impact on victims of bullying which can be done before starting the lesson. Teachers should also assure students that they will help and provide protection to students who are bullied and ensure that bullies do not threaten again. Teachers can pay attention to children who are more prone to bullying and

children who are vulnerable to bullying behavior by involving all students to do this. Finally, teachers can reward the bully for changing for the better by not bullying their friends anymore. The author is interested in conducting more in-depth research on the implementation of the anti-bullying program at SD Negeri 106796.

Based on the focus of the problem previously described, the purpose of this study is to determine the bullying behavior that occurs in class IV of SD Negeri 106796, analyze the factors that cause bullying behavior in the school, and observe the impact caused by bullying behavior on students at SD Negeri 106796. In addition, this research also aims to create teacher contributions in the implementation of anti-bullying programs in the school, in order to create a safer learning environment and support students' emotional development.

2. Literature Review

2.1. Child Bullying at School

The term bullying originates from the English language, where it is linked to the word bully, indicating an individual who intimidates or mistreats someone who is vulnerable. In Indonesian, various terms are commonly utilized by people to depict acts of bullying such as bullying, squashing, hazing, exclusion, or intimidation (Susanti, 2016).

When it comes to bullying in schools, it involves powerful individuals or groups repeatedly targeting weaker students to cause harm. Abdurrahman Assegaf questions the belief that bullying is solely about causing harm, suggesting that the intention to harm and the actual act of harming are distinct. Therefore, psychologists suggest that bullying encompasses actions, not just thoughts, as the desire to hurt others is always accompanied by negative behaviors (Assegaf, 2004).

2.1.1. Types of Bullying Behavior

According to Barbara Coloroso as quoted by Astuti (2008), the types of bullying are divided into four types, which are as follows:

a) Verbal harassment encompasses a variety of actions such as using derogatory language, making hurtful comments, spreading malicious rumors, making inappropriate sexual comments, and using threats to intimidate. It is a common form of bullying that is often the first step in a pattern of abusive behavior.

b) Physical aggression, such as hitting, kicking, and choking, is a form of bullying that also involves damaging the possessions of the victim. Those who consistently participate in physical bullying are usually facing significant challenges and may escalate to more serious criminal behaviors.

c) Relational bullying involves intentionally harming someone's self-confidence by ignoring, excluding, or avoiding them. It may also involve subtle aggression like glaring, smirking, or mocking gestures. This type of bullying is often hard to identify by observers. Relational bullying is most prevalent during the early teenage years.

d) Cyberbullying involves using electronic devices like computers, cell phones, or the internet to bully others. This form of bullying aims to scare the victims by sending hateful messages, photos, or videos (Astuti, 2008).

2.1.2. Factors Affecting Bullying Behavior in Schools

The factors that influence the behavior of the Bulliying method at school include:

a) Being considered "different" from other children. For example, having certain striking physical characteristics such as being thinner, fatter, taller, or shorter than others, different in economic status, having unusual hobbies, or being a new student / student.

b) Being perceived as weak or unable to defend themselves.
c) Having low self-confidence.
d) Less popular than others, not having many friends.

According to Djuwita (2008), the motives behind someone engaging in bullying behavior include the victim's belief that the bully is acting out of habit or revenge, the desire to assert dominance, frustration with the victim's behavior, feelings of satisfaction, and jealousy. Additionally, victims see themselves as targets due to their noticeable appearance, perceived misbehavior, disrespectful actions, and adherence to certain customs.

2.1.3. Negative Impact of Bullying Behavior on Children at School

According to Assegaf (2004), when looking at the phenomenon of violence, especially in education, there are several analyses that can be proposed: violence in education is influenced by the community environment and mass media broadcasts, violence is influenced by the socio-economic factors of the perpetrators. Violence in education, both in physical form and harassment of one's rights for anyone, such as: School leaders, teachers, staff, students, parents, and even the community.

If violent behavior exceeds the limits of institutional authority, the teacher's code of ethics and school regulations, then such violence can lead to violations of human rights, even criminal acts (Assegaf, 2004). Bullying victims often exhibit certain individual characteristics, such as difficulty in socializing or awkwardness, lack of confidence, being exceptionally smart or struggling academically, being physically attractive or otherwise, refusing to share answers, appearing different (socially isolated or not following trends), having a distinct speech accent or a stutter, or coming from either a well-off or economically disadvantaged background. When associated with parental treatment, children who are victims of bullying are children of parents who tend to be overprotective and always worry or worry too much about their children (Assegaf, 2004).

According to Djuwita (2008), students who are victims of bullying will experience problems of difficulty in building interpersonal relationships with others and rarely come to school. As a result, victims of bullying miss lessons and find it difficult to concentrate on learning so that it affects physical and mental health in the short and long term.

Thus, it can be said that bullying has various negative impacts that can be felt by all parties involved, whether the perpetrators, victims, or people who witness bullying actions. The results of a study conducted by the National Youth Violence Prevention Resource Center Sanders as quoted by Dian Ayu (2019), stated that bullying can trigger feelings of anxiety and fear in teenagers, impacting their ability to focus on school work and causing them to skip school. If bullying persists over time, it can harm students' self-worth, promote feelings of being socially disconnected, result in avoiding social interactions, leave teenagers prone to experiencing stress and depression, and feelings of insecurity. In severe instances, bullying might drive teenagers to engage in risky behavior, including instances of violence or self-harm.

Dian Ayu (2019) pointed out the dangers if bullying happens to victims repeatedly. The consequences of bullying for victims, namely the victim will feel depressed and angry, he is angry with himself, with the bully, with the people around him and with adults who are unable or willing to help him. This then begins to affect his academic performance. Unable to come up with constructive ways to control his life, he may retreat further into isolation.

These aggressive individuals have a strong desire to control others and do not show understanding towards their victims. Soejatmiko et al stated that students who engage in bullying will struggle to form positive relationships, lack the ability to consider others' perspectives, lack empathy, and believe that they are superior. Bullies use their behavior to feel powerful and in control. According

to Banks in 1993 at the Northwest Regional Educational Laboratory, bullying contributes to poor attendance, low academic performance, low self-esteem, increased depression, higher rates of juvenile delinquency, and adult criminal behavior. The harmful effects of bullying can also be seen in the decline of students' IQ scores and critical thinking skills (Soedjatmiko et al., 2016). If bullying is not addressed, it can have a negative impact on other students who witness it, as they may think that bullying is an acceptable way to behave in society (Soedjatmiko et al., 2016). There are students who may align with the bully out of fear of becoming the next victim, while others may choose to remain silent and not intervene because they see no reason to put an end to the bullying.

2.2. Implementation of Anti Bullying Program at School

The word program in the Big Indonesian Dictionary means a plan regarding the principles and efforts (in state administration, economy, etc.) that will be carried out (Departemen Pendidikan Nasional, 2008). Thus, the program means a set of plans that will be implemented. Meanwhile, anti-bullying means an antidote or medicine so that bullying behavior can be stopped or avoided at school. Meanwhile, the anti-bullying program means a set of plans to anticipate an action or behavior carried out by hurting in the form of physical, verbal or emotional/psychological by a person or mentally repeatedly without any resistance with the aim of making the victim suffer at school.

2.2.1. Teacher's Role in Anti Bullying Program at School

In situations where students are being bullied, teachers are authorized to promptly intervene and address bullying behavior to prevent any form of violence. As stated in the Indonesian Law on Child Protection, every child is entitled to live a safe and dignified life, participate in activities, and be shielded from harm and prejudice (Umar, 2010).

In addition, research from Irnie Victorynie explains that teachers should properly understand classroom management and try to implement it effectively. Classroom management is also related to managing students when carrying out teaching and learning activities such as organizing the seating position of students. As stated by Thomas L Good and Jere Brophy as quoted by Victorynie (2017)about their findings which show that teachers who consider classroom management as a process of building and maintaining an effective learning environment tend to be more successful than teachers who emphasize their role as authority figures or disciplinarians.

Teachers can overcome bullying behavior starting with encouraging peer support practices, namely by appointing several students who have the potential to become friends to assist their friends who have the potential to be bullied and need assistance. This system comes from the realization that children tend to be more open to sharing feelings with their peers than teachers. We need to make rules for this peer support so that these friends can do their support better.

Homeroom teachers play a crucial role in tackling bullying, as students often feel comfortable confiding in them. It is important for homeroom teachers to be able to offer guidance and support to students who are experiencing bullying, and to intervene when necessary. In situations where a homeroom teacher is unable to address the issue, it can be escalated to student affairs or the principal for further assistance and resolution.

If cooperation with parents is needed, parents should be called and discussed. All parties should not look for who is to blame, but calmly and without emotion to find a solution that relieves the children of both victims and perpetrators of bullying. Likewise, towards the perpetrators, we should show compassion, empathy, and maintain our firm attitude. They will be more moved to change if we show our noble strengths to influence them (Victorynie, 2017).

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2.2.2. Child Friendly School Anti Bullying Program

In preventing bullying, many parties have run anti-bullying programs and campaigns in schools, both from the school itself, as well as other organizations related to children. Therefore, the child-friendly school program is applied in the teaching and learning process that guarantees an atmosphere of comfort and safety for every component in the school because of love, attention, trust and togetherness. Indicators of the success of this program in overcoming bullying are effective teaching and learning, a safe and comfortable atmosphere, communication and relationships between school components that are fostered and rules and policies that are obeyed (Wiyani, 2014).

3. Methods

3.1. Research Methods

This research is qualitative research, which is research that emphasizes efforts to find and describe these findings in an analytical descriptive way. Thus, the method of collecting and analyzing data for this research uses qualitative methods.

3.2. Analysis Unit

Unit of Analysis is a unit that is studied and relates to objects, individuals, groups, as research subjects (Hamidi & Prasetyo, 2015). The unit of analysis in this study is qualitative narratives obtained from in-depth interviews with principals, teachers and students about the contribution of teachers in anti-bullying activities.

3.3. Research Instruments

Research Instruments are tools or facilities used by researchers in collecting data to make research easier and the results are more complete and systematic so that they are easier to process (Sugiyono, 2020). The research instruments that researchers use is interview grid sheets, observation grid sheets, questionnaire sheets and documentation.

Table 1. Interview Instrument Grid Sheet

No	Interviewee	Indicator	Question	Total Item
1	Principal	- Planning of the anti-bullying program at SD Negeri 106796	1	2
		- Implementation of the anti-bullying program at SD Negeri 106796	2	
2	Homeroom Teacher	- Bullying behavior exhibited by students	3	
		- Teachers' attitudes and forms of support in the anti-bullying program at SD Negeri 106796	4	2
3	Students who are bullied and those who bully	- Background of the emergence of bullying behavior among students	5	
		- Students' attitudes in overcoming bullying behavior	6	3
		- Students' support for the anti-bullying program at SD Negeri 106796	7	

Table 2. Grid Sheet of Teacher's Role Observation in Anti-Bullying Activities

No	Aspect	Indicator
1	The role of teachers in overcoming bullying behavior	- Identifying Teachers' Actions in Addressing Bullying Behavior. - Identifying Teachers' Contributions in Overcoming Bullying Behavior. - Understanding Collaboration Among Teachers and the Principal.
2	The impact of the class teacher's role on bullying behavior	- Identifying Forms of Behavioral Changes in Bullying. - Understanding the Impact of Homeroom Teachers' Roles on Bullying Behavior.

Table 3. Grid Sheet of Bullying Actions Observation

No	Aspect	Indicator
1	Actions Taken by Teachers Upon Identifying Bullying Behavior	- The Teacher Calls the Students Involved in Bullying Behavior. - The Teacher Advises and Punishes the Perpetrator to Create a Deterrent Effect. - The Teacher Issues a Summons for Parents to Come to School if the Perpetrator Causes Disruptions.
2	Bullying Perpetrated by Teachers or Students	- Identifying Teachers and Students Who Have Engaged in Bullying Behavior.
3	Bullying Committed by Individuals Who Perceive Themselves as Powerful Bullying Causes Victims to Feel Hurt	- Physical Appearance of the Bullying Perpetrator. - Bullying Perpetrator's Activities During Lesson Hours. - Economic Background of the Bullying Perpetrator. - Victim's Reaction to Bullying Behavior. - Impact of Bullying on the Victim.

3.4. Data Collection Technique

In this study, researchers used several data collection techniques, namely observation, interviews and documentation.

a) Observation: The observations made by researchers are in the form of direct observation and recording. Researchers use participant observation, namely researchers directly see the state of the object, and are active in observation.

b) Interview: Interviews in this study were conducted with principals, teachers and students.

c) Documentation: Documentation conducted by researchers is any form of written or unwritten documentation that can be used to complement other data.

3.5. Data Analysis Technique

Qualitative data analysis is the process of systematically searching for, and compiling data obtained from interviews, field notes and documentation by organizing data into categories, breaking it down into units, synthesizing, compiling into patterns, selecting important names and those to be studied and making conclusions so that it is easily understood by oneself and others (Sugiyono, 2020). The steps taken according to Miles and Huberman in Sugiyono (2020) are as follows:

a) Data Reduction

Data reduction in this research is carried out by selecting, summarizing, categorizing, refining, clarifying, condensing, eliminating unnecessary parts, and organizing data to enable accurate conclusions. This process occurs continuously throughout the research.

b) Data Presentation

Data presentation aims to facilitate researchers in analyzing research results. The large volume of collected data may hinder researchers from obtaining a clear overview of the findings or drawing conclusions, as the data initially exist as separate pieces of information.

c) Conclusion Drawing / Verification

The final step in qualitative data analysis is drawing conclusions. This process involves identifying patterns, understanding causal relationships, and formulating propositions. Initially, conclusions remain tentative, open-ended, and subject to revision. Over time, they become more detailed and firmly established. The final conclusion may not emerge until the last stage of data collection, depending on the volume of data, storage methods, coding techniques, and the researcher's analytical skills (Sugiyono, 2020).

4.   Results and Discussion

4.1.   Research Results
Based on the data that has been obtained, the researcher analyzes the research findings as follows:

4.1.1. Forms of Bullying Behavior at SD Negeri 106796
Based on the questionnaire distributed, the foundation for planning the anti-bullying program at SD Negeri 106796 was the occurrence of bullying cases in previous years. According to an interview with the Principal of SD Negeri 106796, in the 2020/2021 academic year, a bullying incident was reported involving a fourth-grade student. A student gave an inappropriate nickname to a classmate and encouraged others to exclude the victim, which eventually escalated into physical assault. The victim reported the incident to their parents, who were upset about the situation.

The homeroom teacher initially attempted to resolve the issue by advising the perpetrator and their peers. However, this warning did not deter the perpetrator, and the bullying continued against the same victim. As a result, the victim's parents returned to the school with the same complaint. The school administration responded by issuing a warning to the perpetrator and summoning their parents. The issue was ultimately resolved through a family mediation led by the Principal, concluding with a punishment for the perpetrator—suspension from school for one week (Interview results with homeroom teacher IV. (March 2, 2024)).

Another incident involved physical bullying with different individuals as the perpetrator and victim. It started as a joke, where the perpetrators carried the victim together. However, the situation escalated when they began swinging the victim while carrying them, causing the victim to fall to the floor and suffer a sprained waist. The school promptly called the parents of all three students involved to address the situation. The meeting served as both a resolution and a warning to the perpetrators. The issue was resolved amicably, with all parties forgiving and understanding each other (Interview with Mrs. Enny Widiastuti, S.Pd as the principal, March 2, 2024.).

According to the Principal, these incidents served as lessons for the school, emphasizing the importance of developing a comprehensive anti-bullying program. This program requires collaboration not only with teachers but also with students, parents, and the broader community (Interview with Mrs. Enny Widiastuti, S.Pd as the principal, March 2, 2024.).

In 2021, the school established a work program for planning the anti-bullying program at SD Negeri 106796, which was directly led by the principal. External environmental influences, particularly students' social interactions outside of school, have affected their bullying behavior both outside and within the school environment. Initially, teachers were unaware that bullying could persist within the school despite continuous character-building efforts by each teacher.

The planning of the anti-bullying program at SD Negeri 106796 begins with defining the program's objectives, target participants, implementation strategies, evaluation methods, and responsible parties. The primary goal of the program is to develop professional teachers who can serve

as agents in fostering moral values within the school community. The target participants of this program are all teachers at the school.

The strategies employed in the anti-bullying program planning include in-class anti-bullying reinforcement before lessons, out-of-class guidance through counseling, soliciting student feedback on effective teaching approaches, strengthening disciplinary measures, and other preventive actions. The evaluation of the anti-bullying program at SD Negeri 106796 is conducted by the principal (Interview with Mrs. Triska Fadilah, on March 5, 2024.).

4.1.2. Factors Influencing Bullying Behavior

Based on an interview with Mrs. Deby Alma Liliani, S.Pd, several factors contribute to bullying behavior. The first is the family factor, which arises from improper parenting patterns and a home environment where inappropriate language, such as animal-based insults, is frequently used. The second factor is peer influence. Observations indicate that perpetrators form groups in class, referred to as gangs, making them feel powerful, superior, and feared by their peers (Interview results with Mrs. Deby Alma Liliani, S.Pd as homeroom teacher IV, March 6, 2024).

4.1.3. Impact of Bullying Behavior at SD Negeri 106796

According to Mrs. Enny Widiastuti, S.Pd, bullying victims experience fear of attending school and feel unsafe and uncomfortable within the school environment. Similarly, Mrs. Deby Liliani, S.Pd, the fourth-grade homeroom teacher, explained that victims struggle to concentrate on their studies, leading to a decline in academic performance. Victims also lose self-confidence, hesitate to try new things, and feel awkward when communicating with others.

4.1.4. Teachers' Contribution to a Child-Friendly School through Anti-Bullying Activities

Based on an interview with Mrs. Rina Kristina Sitepu, S.Pd, teachers play a crucial role in shaping students' behavior and character, in addition to their academic achievements. Teachers act as advisors, mentors, educators, facilitators, and demonstrators (Interview with Mrs. Rina Kritina Sitepu, S.Pd, March 9, 2024).

Harahap (2016) states that a teacher's functional role is to educate students within the school environment, where the teaching and learning process takes place. Teachers facilitate interactions between themselves and students during lessons. Additionally, they create a warm classroom atmosphere through ice-breaking activities, especially when students lose focus or become bored. This approach fosters harmonious relationships and a sense of community both in class and throughout the school.

According to Yusni, identifying students at risk of bullying involves observing those who do not pay attention to lessons, remain silent, and appear uncomfortable. Mrs. Vera Anggraini, S.Pd, adds that at-risk students often appear withdrawn and quiet during lessons. Teachers can first inquire with the victim's friends before directly approaching the student to provide motivation and counseling, helping restore their self-confidence .

To enhance teachers' contributions, SD Negeri 106796 implements the following initiatives:

1. Program Implementation Steps in SD Negeri 106796:
a) Build a school environment that is full of awareness and understanding of bullying and its impact to all school members, ranging from students, teachers, principals, school staff to parents.
b) Teachers build a system or mechanism to prevent and handle bullying cases at school. School rules or codes of conduct have been developed that support a safe and comfortable school

environment for all children and reduce the occurrence of bullying as well as a system for handling victims of bullying in schools.

c) Teachers stop indications of violence that allow bullying to occur such as child-friendly education patterns and positive application of discipline at home and at school.

d) SD Negeri 106796 conducted training on child-friendly schools for teachers. Capacity building for children at school is also carried out in terms of protecting themselves from bullying and not becoming a perpetrator.

e) Students of SD Negeri 106796 are included in anti-bullying counseling and actively participate in the implementation of anti-bullying at school.

f) Teachers provide a list that can describe what should and what should not be done by students in SD Negeri 106796 in reacting to all problems or situations that occur in the classroom.

2. The implementation of the anti-bullying program at SD Negeri 106796 is also carried out with a teaching approach where when teaching in the classroom the teacher will try to change the behavior of students who are not good enough to prevent bullying behavior.

3. The implementation of the anti-bullying program at SD Negeri 106796 uses a socio-emotional strategy where in this case good interpersonal relationships develop in the classroom. These relationships include the relationship between teachers and students and the relationship between students and students.

4. The implementation of the anti-bullying program at SD Negeri 106796 is carried out by imposing punishment on every bullying perpetrator.

5. The implementation of the anti-bullying program at SD Negeri 106796 is based on the fact that teachers function to control, lead, and direct conducive teaching events (time), away from the existence of bullying characters.

6. In implementing the anti-bullying program at SD Negeri 106796, teachers form study groups, which is one of the learning strategies by working in groups to complete a task that needs to be done together. The study group formed aims to train and shape a student's personality and establish togetherness between friends.

7. The anti-bullying program is also carried out by providing advice and guidance to students. This strategy is to prevent students from bullying behavior, by providing in-depth information about bullying.

8. The anti-bullying program also makes information services to introduce students to things related to bullying. How to establish good relationships between friends in order to avoid bullying behavior.

9. The implementation of the anti-bullying program at SD Negeri 106796 is carried out in giving rewards to students who are bullying because these students are able to change their attitudes from students who often bully their friends to students who can appreciate their friends' shortcomings (Interview with the school principal, (March 7, 2024)).

Therefore, after the implementation of the program, there is bullying behavior after the implementation of the child-friendly school program at SD Negeri 106796:

a. There are no longer any instances of bullying among students. This is because students have gained an understanding of bullying and its impact on victims.

b. The only form of bullying that remains is verbal, such as calling each other names like "stupid." There are no reported cases of physical fights between students at school (Results of interviews with Mrs. Deby Alma Liliani, S.Pd, as homeroom teacher IV, March 15, 2024.).

Challenges in Implementing the Anti-Bullying Program at SD Negeri 106796

a. The challenges in addressing bullying include difficulties in controlling students' behavior outside the school environment, the reluctance of bullied students to report incidents to teachers, and teachers' lack of awareness regarding the dangers of bullying.

b. Teachers find it difficult to monitor bullying behavior outside the school, as resolving such cases is entirely left to the students' parents.

c. Some bullied students feel scared and embarrassed to tell their teachers about the bullying they experience. Victims of bullying tend to remain silent and are afraid to report their experiences to teachers. This lack of courage makes it difficult for teachers to address bullying incidents effectively.

d. Teachers often lack awareness of the dangers of bullying at school. For example, students calling their peers by offensive nicknames in front of teachers is sometimes seen as normal behavior, whereas it actually constitutes psychological bullying (Interview with Mrs. Enny Widiastuti, S.Pd, as the principal, March 19, 2024).

Efforts to Overcome Challenges in Implementing the Anti-Bullying Program at SD Negeri 106796

a. Teachers identify students who are at risk of being bullied. Before the new academic year begins, teachers are required to recognize and focus on students who may be vulnerable to bullying.

b. Teachers are trained to develop professional expertise in student mental health.

c. The school prioritizes students' emotional and social needs by conducting weekly group discussions where students can openly talk about their emotions and social issues. This approach helps them develop skills to express emotions positively and build effective strategies for resolving conflicts. Additionally, students are encouraged to express their emotions creatively through various forms of artwork (Interview with Mrs. Rina Kritina Sitepu, S.Pd, March 22, 2024).

4.2. Discussion

Verbal bullying is often underestimated, but the impact can be very detrimental to the victim. Victims of verbal bullying will feel disrespected and demeaned. They also experience difficulties in interacting with others, and can eventually experience mental health problems. Some verbal bullying actions are threatening, humiliating, and degrading. Non-verbal bullying is indirect behavior such as manipulating friendships to crack, silencing someone until that person feels cornered and deliberately destroying someone. Verbal bullying often occurs and is deliberately carried out by the perpetrator continuously with the aim of hurting the victim and making the action uncomfortable.

According to Muhammad, verbal bullying is cursing, insulting, nicknaming, shouting, humiliating in public, accusing, cheering, spreading gossip, slandering and rejecting. Meanwhile, according to Astuti, verbal bullying is extortion, blackmail, threatening, inciting, saying dirty words to the victim, and spreading the victim's ugliness. Similarly, Novianti argues that the characteristics of victims of this bullying are children who are quiet, shy, have few friends and low self-esteem. They are treated badly because they look weak and do not want to fight back. Some children become victims of bullying because they look "strange" different, for example, different religions, different tribes, too tall or too short, appear to have black skin, thin or fat bodies, have nicknames that are considered funny or difficult to pronounce.

4.2.1. Types of Verbal Bullying Behavior

a) Sarcasm

Sarcasm implies something indirectly or suggests a negative meaning. This type of remark is often expressed cunningly. Example: *"Seeing you makes me want to throw up."*

b) Threats

Threats involve actions intended to harm, trouble, or endanger someone else. Example: *"You better not report this to the teacher!"*

c)   Humiliation

Humiliation involves making someone feel embarrassed or inferior in front of others. Example: *"Look at this, everyone! His clothes are so ugly!"*

d)   Belittling

Belittling consists of disrespectful and negative language that lacks politeness or esteem. Example: *"How could he ever be like me? His parents are poor!"*

4.2.2. Types of Physical Bullying Behavior

a)   Hitting: According to the Indonesian Dictionary (KBBI), hitting involves striking with a hard or heavy object. In the context of bullying, hitting refers to using one's hands or tools to physically harm someone (Departemen Pendidikan Nasional, 2008).

b)   Ear-Twisting (Pinching the Ear): Ear-twisting involves pulling someone's ear. Although it may not leave visible marks, it can cause serious pain, as the ear contains many nerve points. According to Fuadi (2014), ear-twisting can lead to trauma and damage a child's self-esteem.

c)   Pinching: Pinching is defined as gripping the skin between the thumb and other fingers, often leaving physical marks or wounds (Departemen Pendidikan Nasional, 2008).

d)   Punching: Punching means striking with a clenched fist. It is particularly dangerous when targeted at sensitive areas such as the stomach, back, chest, chin, nose, ears, eyes, head, neck, or genitals (Departemen Pendidikan Nasional, 2008).

e)   Pushing: Pushing involves forcefully shoving someone from the front or back, which can cause injury.

f)   Throwing Objects: Many elementary school students engage in this form of bullying. According to Rigby, children who bully others often have poor relationships with their parents.

g)   Stepping on Someone: In bullying, stepping on someone means deliberately placing one's foot on another person's body to cause pain and distress.

h)   Extortion: Extortion refers to forcefully demanding money from a victim, which is common in school bullying cases (Departemen Pendidikan Nasional, 2008).

i)   Hair-Pulling: Hair-pulling involves forcefully grabbing and pulling someone's hair, which can happen to anyone, including elementary school students (Departemen Pendidikan Nasional, 2008).

j)   Locking Someone in a Room: Though less common, locking someone in a room can cause significant trauma (Harijono, 2015).

4.2.3. Handling and Preventing Bullying

Family communication plays a crucial role in preventing bullying behavior in children. Research shows that fostering empathy in children's daily lives is an effective prevention method. The following communication strategies help prevent bullying:

a)   Respect

Communication should start with mutual respect and empathy. Teachers should not only expect students to listen but also make an effort to understand and address their concerns. This builds trust between teachers and students, promoting mutual respect.

b)   Audibility

Messages should be communicated clearly so that children can understand them. Effective communication ensures that children grasp the importance of treating others with kindness.

4.2.4. Ways to Overcome Verbal Bullying

a) Education: Teaching children the importance of respecting others and discouraging verbal bullying.

b) Developing Social Skills: Encouraging children to develop proper social skills to interact positively and avoid engaging in bullying.

c) Involving Parents and Teachers: Parents and teachers must collaborate to educate children about respect and monitor their behavior.

d) Enforcing School Rules: Schools should implement strict anti-bullying policies and impose consequences on perpetrators.

This issue of bullying is also regulated in Article 76C of Law No. 35 of 2014 regarding bullying in schools, which states: "It is prohibited to place, allow, commit, order, or participate in acts of violence against children." If a child experiences bullying, the perpetrator may face a maximum prison sentence of 3 years and 6 months and/or a maximum fine of IDR 72 million. If the child suffers serious injuries, the perpetrator may be sentenced to a maximum of 5 years in prison and/or fined IDR 100 million. Other legal foundations can be found in Law No. 35 of 2014 on Child Protection.

Addressing the issue of bullying at SD Negeri 106796 must be taken seriously through collaboration between teachers, homeroom teachers, students, and parents. A teacher's role is not only to deliver a large volume of theoretical material or concepts but also to provide guidance and counseling to help students overcome their problems. This ensures that learning is not solely focused on academic content but also includes guidance to help students address both academic and non-academic issues, such as school violence (bullying).

Teachers in schools play a crucial role in grasping the situation of students and educating them about bullying and its risks, be it inside or outside the classroom. It is imperative for teachers to create a positive classroom environment and provide a platform for students to share and address bullying issues they may face at school.

According to Skinner (1986) Behaviorism theory, addressing bullying behavior requires strategies that can change students' behavior. Various strategies are implemented by teachers to create a conducive learning environment and guide students toward better behavior. These strategies must be implemented seriously and effectively.

The strategies employed by teachers at SD Negeri 106796 to combat bullying include identifying the root cause by questioning students about their reasons for bullying, applying punishment as positive reinforcement to deter bullying, forming study groups, providing counseling and warnings, offering various support services, giving rewards, implementing a "child-friendly school" program, and conducting monitoring. These efforts aim to create a conducive learning process and shape students into individuals who are well-mannered, responsible, and disciplined.

a) Identifying the Root Cause

The first step is to determine the underlying reasons behind bullying by investigating why students engage in such behavior. This allows teachers to understand the motives of the perpetrators, the reasons why certain students become recurring victims, and the specific forms of bullying that take place. With this information, teachers can devise the most suitable strategies to address bullying incidents in Class IV.

b) Implementing Consequences

Punishment is one of the approaches used by teachers at SD Negeri 106796 to address bullying. The consequences imposed include reducing students' attitude grades, issuing an initial warning letter, requiring students to write a statement promising not to repeat the behavior, and preventing the bully

from attending lessons if they continue their actions during class. Additional steps include direct reprimands, issuing a second warning letter, and involving parents by summoning them to school.

c)   Encouraging Group-Based Learning

Forming study groups in class is an instructional strategy that promotes teamwork in completing tasks collaboratively. This approach not only enhances learning but also serves as a preventive measure against bullying by fostering a sense of camaraderie and improving communication among students, which helps build positive peer relationships.

d)   Raising Awareness Through Counseling

Teachers provide guidance to both students who engage in bullying and those at risk of becoming victims. This approach helps students understand the importance of respecting their peers despite differences and limitations. Additionally, the counseling sessions explain the impact of bullying, highlighting both the consequences for the perpetrators and the support available for victims.

e)   Providing Support Services

Students, whether victims or perpetrators, are offered various services through their homeroom teachers. These include orientation services to help students adapt, informational sessions to raise awareness, and mediation services to resolve conflicts.

f)   Reinforcing Positive Behavior with Rewards

Teachers acknowledge and reward students who successfully change their behavior from being bullies to showing respect toward their peers. This reinforcement can take various forms and serves as a way to encourage positive behavioral changes among students.

g)   Monitoring and Supervision

Teachers conduct ongoing supervision to observe the behavior of students who have previously engaged in bullying, as well as other students, to prevent future incidents. School-wide monitoring involves collaboration among staff to ensure that bullying is eradicated, regardless of its severity. Supervision is carried out in key areas such as classrooms, hallways, and the canteen, creating an environment where students are deterred from engaging in bullying due to the fear of consequences.

In implementing several strategies to overcome bullying behavior at SD Negeri 106796, of course, teachers encounter several obstacles. The obstacles encountered by teachers also vary, difficulties in controlling student behavior when outside the SD Negeri 106796 environment are not open to victims of bullying to report to the teacher, and the teacher's lack of understanding of the dangers of bullying.

Initially, there is a challenge in managing the conduct of students beyond the school premises. Inside the school, the behavior of students is constantly monitored by teachers and other school staff. However, once students are outside the school premises, teachers face difficulties in addressing bullying incidents as the responsibility falls solely on the parents of the students. This poses a hurdle for teachers in addressing bullying incidents at SD Negeri 106796.

Second, students who are victims of bullying at school tend to be silent and do not dare to report the bullying treatment they experience to the teacher. The lack of courage to report to the teacher makes it a little difficult for teachers to overcome bullying behavior. The victim of bullying feels afraid because he feels that if he reports, his friends will bully him continuously.

Third, teachers' lack of understanding of the dangers of bullying. Bullying or violence that arises because of individuals who have power can appear in various forms, both verbal, psychological and physical violence. From the results of the interview, it can be concluded that the teacher considers such student behavior as a mere "joke". To overcome the obstacles to the implementation of the child-friendly school program at school, teachers identify students who are potentially exposed to bullying such as: Children with special needs, children who are loners, aggressive, depressed and so on. At the

same time, teachers can instill concern for others, especially themselves, in order to create a sense of mutual respect between people. This is certainly an obstacle in overcoming bullying behavior.

5. Conclusion

Based on the research findings, it can be concluded that bullying is an act of oppression carried out by an individual or a group with the intention of demeaning those perceived as weaker. This act aims to harm and intimidate the victim through aggressive threats, creating a sense of terror. Bullying is an issue that requires immediate intervention, especially in school environments, to foster a safe and comfortable atmosphere for students. Therefore, teachers and school principals must prepare strategies to minimize the occurrence of bullying in schools.

At SD Negeri 106796, the forms of bullying identified consist of verbal and physical bullying. Verbal bullying is more dominant, often taking the form of mocking peers by calling them inappropriate names or referring to their parents disrespectfully. Meanwhile, physical bullying includes actions such as hitting classmates or locking victims inside a classroom. To address this issue, the school has established an agreement between teachers and students, where students who engage in bullying will first receive counseling. If the behavior persists, they will be given a punishment, and if they remain unrepentant, the school principal will take direct action.

The planning of a child-friendly school program at SD Negeri 106796 is based on bullying cases that occurred in previous years. The main goal of this program is to create professional teachers who can serve as role models for students while also acting as agents in instilling noble values within the school environment. The implementation of this program involves several steps, including raising awareness and understanding of bullying among students, teachers, school principals, staff, and parents. Additionally, the school develops strategies to prevent and address bullying cases, eliminate violent behavior, and provide training for teachers on positive discipline methods. Anti-bullying campaigns are also conducted to increase awareness among all members of the school community. In the learning process, this program is applied through the implementation of rewards and punishments, the formation of study groups, counseling and reinforcement, and the provision of information services related to bullying.

The role of teachers in handling bullying in Grade IV at SD Negeri 106796 is crucial. Teachers provide simple explanations about bullying, display posters illustrating different forms of bullying behavior, and enforce consequences for students who engage in such acts. They also explain the impacts of bullying on victims. To prevent bullying behavior, teachers instill discipline, provide opportunities for students to engage in positive actions, cultivate empathy, teach communication and friendship skills, and monitor students' viewing habits. Furthermore, teachers involve students in activities that promote teamwork with peers and teach good ethics in social interactions.

After the implementation of the child-friendly school program, bullying behavior at SD Negeri 106796 has almost entirely disappeared within the school environment. However, cases of bullying are still found outside the school, particularly through mobile phone conversations. Despite this progress, several challenges remain in executing this program, such as difficulties in monitoring students' behavior outside of school, victims' fear of reporting bullying incidents to teachers, and a lack of awareness among some teachers regarding the dangers of bullying. To address these challenges, the school identifies students who are at risk of being bullied, trains teachers to be more professional in understanding students' mental health, and focuses on fulfilling the emotional and social needs of all students.

The implications of this study indicate that victims of bullying often feel unsafe and uncomfortable in class due to provocation from the perpetrators, which can even influence other classmates to join in the mockery. Victims also struggle to concentrate on learning because they frequently face disturbances and threats from bullies during lessons. Additionally, they tend to feel anxious and afraid to attend school due to being ostracized by the perpetrators and their peers. As a result, victims lose confidence, feel incapable of accomplishing various tasks, and hesitate to try new things. Furthermore, victims of bullying often find it difficult to build trust in others and communicate effectively with their surroundings.

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